

FROM THE HEAD OF UPPER SCHOOL

The Augusta Prep Upper School is a place where each day brings new chances to celebrate the effort and progress of students and faculty alike as we strive together for continuous growth toward excellence in academics, arts, athletics, and community leadership pursuits.

From our challenging curriculum to the myriad opportunities to engage and grow beyond the classroom, the Upper School community is dedicated to providing a personalized, balanced, and innovative experience in which all are invited to develop their intellect, talents, and character.

Our results speak for themselves: unparalleled SAT, ACT, and AP scores, outstanding artistic expressions and productions, impressive athletic achievements, and overwhelming satisfaction with our best-fit college placement process. Beyond these facts and figures, an important strength of the Upper School experience is found in the immediate sense of community, collaboration, and care one has upon entering these lively halls. Among other elements, our small class sizes and grade-specific Advisory Program support the relationships that allow our students and faculty to achieve great things. The Upper School is a place where each student is known, valued, and challenged to be his or her best self.

I invite you to experience and enjoy this energy by visiting us here in the Upper School. Whether you are already a part of the Prep family or are considering joining in, my door is always open, and I look forward to seeing you on campus soon.

Andy Gyves
Head of Upper School
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Augusta Preparatory Day School

2020-21 Upper School Student – Parent Handbook*

(*Notice of Continuous Improvement: This Handbook *may* be revised and re-published (electronically) as needed as the school continues the work, research, and training that informs our policies and procedures.)

School Leaders

Head of School
Head of Upper School
Upper School Operations Assistant
Athletic Director
Director of College Counseling
Director of Student Support
Registrar

Mr. Derrick Willard
Mr. Andrew Gyves
Ms. Monica Erskine
Mr. Harry Bacheller
Mr. Jonathan Stroud
Dr. Kara Deaner
Mrs. Nicole Brooks

Upper School Department Chairs:

English
History
Mathematics
Science
Foreign Language
Fine Arts
Technology

Mr. Joseph Lutz
Dr. William White
Mrs. Patricia Bowling
Ms. Sheila Owen
Mr. Franklin Kennedy
Mrs. Tara Chokshi
Mrs. Charlotte Ealick

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Mission Statement:

Augusta Preparatory Day School will develop the intellect, talents, and character of each student in a diverse, college preparatory, non-sectarian, and welcoming community of lifelong learners. We are committed to educating well-rounded, engaged students who embrace personal responsibility, global perspective, and service to others.

Philosophy:

The Augusta Prep family is a nurturing community of students from diverse racial, cultural, religious, and economic backgrounds. We offer a rich and rigorous curriculum designed to stimulate critical thinking, intellectual curiosity, and academic achievement in a world increasingly without borders. We encourage students to test themselves in athletic competitions and to give expression to their artistic abilities. We cultivate in all members of our community high personal expectations and integrity, an understanding of how diversity enriches us, why stewardship of the environment matters, and why service to others enhances life. Above all we seek to be a school that instills a genuine lifelong love of learning and teaches students “how to think, not what to think.”

Core Beliefs:

We believe:

- That students are the focal point of the School and the whole child should be provided the opportunity to individually achieve success, develop leadership potential, and be made aware of community responsibility.
- That our students should be instilled with the values of interdependency and respect and responsibility for self and others. Instilling these values and those of self-reliance is the joint responsibility of parents and school.
- That a quality education involves a partnership between home and school.
- That our graduates will achieve success in college and beyond.
- That our students should promote community well-being and development through our active, responsible involvement.
- That our employees are vital to our success and that we provide an environment in which they can achieve their fullest potential.
- That we must be responsible to the changing demands of our market in order to achieve our mission.

THE ESSENTIALS:

While it is expected and assumed that all students will read, understand, and abide by all of the policies outlined in this Handbook, the following points highlight and summarize those elements most *essential* to a student's role as a member of the Augusta Prep community in general, and the Augusta Prep Upper School in particular.

As a member of the Augusta Prep Upper School, I understand that I am expected to be:

Caring

- I will remain mindful of how my words and actions contribute to an atmosphere of courtesy, respect, and inclusion.
- I understand Augusta Prep's definitions of *bullying* and *harassment*, and fully embrace my role in their prevention.

Honorable

- I understand and agree to abide by the Augusta Prep Honor Code, which prohibits lying, cheating, stealing, and the toleration thereof.

Safe

- I understand that Augusta Prep is committed to ensuring that the experience of all students is as safe, learning-filled, and enjoyable as possible.
- I understand the school's position and policies on behaviors it feels would adversely impact my safety or the safety of others, including, though not limited to, the use and/or possession of alcohol, drugs, tobacco, and "vaping" devices.

SCHOOL OPERATIONS AND PROCEDURES

Hours of Operation

The Upper School is in session from 8:00 am until 3:10 pm. The campus is open to students from 7:00 am until the conclusion of scheduled activities. The US faculty are available for extra help sessions, Monday - Thursday from 7:40 am until 7:55 am, and after school until 3:25 pm. Teachers will advise students of alternative and additional times when they will be available outside of class.

Traffic and Parking

Permission to drive an automobile to and from campus is granted to students who possess a valid driver's license. This privilege carries with it the responsibility of adhering to all traffic regulations.

- *Speed Limit, Traffic Patterns, Stop Signs* - Posted signage must be observed at all times.
- *Registration* - Any car driven/parked on campus by faculty, staff, or students must be registered. The driver/owner of the car completes and signs a Car Registration Form (available online).
- *Reserved Parking Areas* - There are parking areas reserved for seniors. Drivers of cars parked inappropriately or incorrectly are subject to consequences as determined by the Head of US.
- *Driving Adjacent to the Lower School* - US students will avoid driving by the LS unless instructed or permitted to do so by the faculty member directing traffic.
- The Head of US may suspend driving privileges of students who fail to register their cars, violate traffic patterns, park in unauthorized areas, or are assessed as reckless or unsafe drivers.
- Augusta Prep is not liable for damage to personal vehicles parked on school property.

Drop-Off and Pick-Up Before and After School Upper School parents are asked to drop off and pick up their US students at the US side entrance (around the south side of the Hull Fine Arts Center) and not at the teardrop entrance, please.

Third Party Transportation For Hire Augusta Prep does not permit students under the age of 18 to be picked up by taxis, Uber, Lyft, or other vehicles for hire. Students whose parents are not able to pick them up after school must remain at school until another responsible person known to and approved by their parent arrives.

Emergency Closing of School

Please listen to the following local broadcast stations for news and announcements of Augusta Prep school closings: television stations WJBF, Channel 6 and WRDW, Channel 12; radio station WBBQ at 104.3 FM.

Augusta Prep will also use the "SchoolMessenger" notification system, and you may also consult the school's website for additional information. [Click here](#) for our full detailed emergency- and weather-related closing policy.

Parental Decisions The school relies on parents to make the final decision as to whether a student can safely come to school, come to school on time, or needs to leave school early if icy weather conditions threaten. If conditions in your area are such that it is unsafe to drive to school, please contact the Upper School Operations Assistant (Ms. Monica Erskine) by phone (706-434-2528) or email (monica.erskine@augustaprep.org) as early as possible. These absences will be considered excused as long as the proper communication is in place.

Daily Schedule

Daily Timetable

<u>Period</u>	<u>Begin Time</u>	<u>End Time</u>
Early morning	7:09	7:56
Extra Help	7:40	7:55
Period 1	8:00	8:40
Period 2	8:45	9:25
BREAK	9:25	9:40
Period 3	9:40	10:20
Period 4	10:25	11:05
Period 5	11:10	11:50
Period 6	11:55	12:35
LUNCH	12:40 *Clean-up 1:05	1:20
Period 7	1:25	2:05
M1/M2/M3	2:10	3:10
Extra Help	3:10	3:25

5-Day Class Rotation Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<u>A Day</u>	<u>E Day</u>	<u>D Day</u>	<u>C Day</u>	<u>B Day</u>
A	E	D	C	B
B	A	E	D	C
3	3	3	3	3
4	4	4	4	4
C	B	A	E	D
D	C	B	A	E
E	D	C	B	A

Special Rotation Schedules

Half-Day Schedule On half-days (dismissal at 11:35 am), each class meets for a condensed period; students usually attend in normal rotation, but condensed lengths of classes.

Half Day Schedule	
Period	Time
1	8:00 – 8:25
2	8:30 – 8:55
3	9:00 – 9:25
4	9:30 – 9:55
Break	9:55 – 10:10
5	10:10 – 10:35
6	10:40 – 11:05
7	11:10 – 11:35
	Dismiss: 11:35

Lunch

Students may bring their own lunch or use the Schoolhouse Fare lunch program that features a secure, convenient, and user-friendly online ordering and payment system. The fresh, made-to-order lunches are provided by local restaurants and delivered to the school daily. Each lunch is individually packaged and labeled with the student's name for easy distribution.

- Students may not gather in halls/stairways to eat lunch. They are asked to make use of multiple appropriate spaces across campus during lunch, including: the Commons tables (equipped with plexiglass dividers), outdoor picnic tables (spaced appropriately to ensure social distancing), adirondack chairs (which they may move and space to accommodate group size and still socially distance), and other non-hallway, non-stairway spaces.
- Students are not permitted to order off-campus delivery of food or drink (exception: clubs/organizations with approval of their faculty sponsor who will notify the Head of Upper School). This includes both delivery directly from an establishment, as well as independent delivery services (e.g., Grubhub, Uber Eats, etc.). The purpose of this provision is to minimize unknown visitors to campus.
- Seniors with off-campus privileges may leave campus, though they are not permitted to bring back lunch for underclass students.

Communication Expectations

Effective Lines of Communication:

Communication Between the School and Students:

Important information will be communicated to students throughout the year. One key method is email communication. Each Upper School student has an @augustaprep.org email account, and s/he is responsible for checking it at least once every 24 hours.

Parent Calls to School:

Parents and teachers are mutually supportive. Parents are encouraged to speak proactively and urged to share information about their child's needs. When occasional conflicts arise, please discuss the matter with the faculty or staff member most directly involved with your child. To support and enhance effective communication, it is suggested that the following lines of communication be observed:

Concerns or suggestions may be directed most efficiently in the following order:

1. To the student's advisor;
2. To the teacher, coach, or activity sponsor directly involved with the student;
3. To the appropriate school leader:
 - for academic (instructional) matters, to the Academic Dept Chair;
 - for athletic matters, to the Athletic Director;
 - for personal matters, such as emotional health, attitudes about school, relationships with teachers or students, learning challenges, or special needs, to the US Counselor (Mrs. Riggs);
 - for disciplinary matters or school rules and regulations, to the Head of US.

4. To the Head of US any time you are unsure of whom to contact, if you are not satisfied with how a matter is being handled, or as a final appeal.
5. To the Head of School.

Communication between Students and Teachers:

Parents are urged to encourage students to handle minor issues, questions, concerns, and courageous conversations (i.e., moments in which a student has the opportunity to express feelings and/or needs in an open, direct, and respectful exchange) at school. The student and faculty member are expected to resolve such matters in a mature and respectful manner, and the student's advisor is often a powerful resource and sounding board when preparing to navigate a courageous conversation. The student and the faculty member involved are expected to discuss the issue courteously, objectively, and privately. If the relationship between student and teacher becomes strained or their efforts to resolve the matter fail, the student should consult with his or her faculty advisor or with the Head of US. It is not the responsibility of advisors to mediate disputes between students and other teachers. Students are encouraged, however, to seek the counsel of their advisors when unsure of a proper course of action.

Communication from the School to Parents: Parents can expect the following routine communications and contacts:

- *Grade Reports* – formal reports with grades and teacher comments at the end of mid-term 1, semester 1, and mid-term 2; final grades (those recorded on official transcripts) at the end of the academic year. Grade Reports are posted on-line through Net Classroom. Parents will use their Prep Account to log in.
- *Email Updates* – email reports from teachers when classroom conduct or academic performance shows marked improvement or raises concerns, and periodic/general updates from the Head of US;
- *Telephone Updates* – when teachers have urgent concerns, they may choose to telephone parents rather than mail/email updates;
- “*Upper Updates*” Emailed periodically from the Head of Upper School to remind the US community of school events or matters requiring parental attention or participation;
- *School website* is a newsy source of information and can be accessed at your convenience. Parents may register directly through the website for a user id and password. You may get additional information or have your user id/password reset by contacting the Web Editor at ext. 214.
- *AP Wire* is a weekly, school-wide source of news and updates.

Parent League

Parent League Mission Statement

The purpose of the Parent League is to improve the school environment by offering the considerable and diverse talents of our school parents to work with the school faculty and administration to enhance existing school programs, to initiate new activities, and to promote mutual understanding and cooperation.

Classroom and Building Regulations

Access to School Buildings During the Day: To minimize noise and other distractions during the work day, the following access rules apply:

Early Morning Arrivals and During Break, students may remain in McCampbell Hall (the US building) but must be quietly respectful of those people working, and students must dispose of their litter properly. Students may also make use of approved outdoor spaces (e.g., picnic tables).

During Lunch, Extra Help, or while exercising open-campus privileges, students may enter McCampbell Hall. In general, students are encouraged to eat lunch in the Goodwin Commons, or at the outdoor picnic tables. Students engaged in school-related meetings (clubs and other organizations) may find it necessary to eat lunch in classrooms or other meeting locations. Seniors may eat lunch in the senior furniture area, providing that the area remains uncluttered. Students may visit the library, Goodwin Commons (when not occupied for MS lunch during 5th period), picnic areas, soccer field, and a classroom when invited and monitored by the teacher. Some teachers may choose to make their classrooms available to students during lunch.

Areas off-limits to students unless they have approved business in the area:

- the lobby of Morris Hall (administrative building)
- the Hull Fine Arts Center Theater (except for classes or rehearsals; the Hutchinson Gallery *is* available to students)
- Knox Music Suite practice rooms, Band Room, and Chorus Room
- areas inside and behind Boardman Athletic Center (the BAC Atrium *is* available to students)
- gym locker areas and locker rooms
- any place where students might disrupt or interfere with classroom or office activities
- woods and nature trail(s)
- all parking areas (Seniors with off-campus privileges must sign out in the College Counseling office when accessing the parking lot; any non-senior wishing to access the parking lot during regular school hours must have permission from the Head of US)

Lockers and Locks Each student is assigned a locker in the US building for storage of books and personal belongings and in the Boardman Athletic Center (BAC) locker rooms for storage of athletic uniforms, equipment, and other personal items.

- The school reserves the right to open/examine any locker when such action is necessary to maintain a safe, hygienic, or orderly environment.

- Open containers of food/drink are not to be placed in lockers.
- The school is not liable for missing items such as laptops, calculators, phones, books, notes, lunches, or articles of clothing.
- Students are encouraged to label their personal belongings, such as clothing, books, notebooks, calculators, etc.
- Students may not use an unassigned locker or trade assigned lockers with another student.
- Lockers are assigned at random, and in the 2020-21 academic year lockers will be staggered to allow for greater spacing.
- Students are provided and assigned combination locks for the locker in the BAC locker room. Such locks may be removed at any time if deemed necessary by school administrators. Use/loss/replacement of BAC locker room locks will be handled by the Athletic Director.

Loose and Abandoned Bags and Articles For safety, the Martinez FD Fire Code prohibits loose items, book bags, and other articles on hallway floors and in doorways. Book bags and backpacks are to be hung from hooks in the grade hallways. Articles left on the floor or hanging on a locker may be collected by a community member and placed directly in the Lost and Found; other penalties may be imposed for repeated offenses.

Lost and Found Found articles (clothing, bags, books, etc.) may be retrieved from the Lost & Found cart located in the Goodwin Commons. Valuables may be retrieved from the US Office upon proper identification. Unclaimed items will be donated to a local charity at the end of each semester. Additional Lost & Found locations are in the school's locker rooms, and in the HFAC.

Access to Classroom Buildings Most entrance doors to McCampbell Hall are unlocked until 4:00pm (doors located at the end of the 9th and 10th grade hallways remain locked at all times)

- Parents are asked to please pick up students after school by the end of Extra Help 3:25
- Students will please be quiet during Extra Help period from 3:10 - 3:25 (after-school tests, tutoring, etc).
- Students are not permitted inside school buildings past 3:45, except for organized school activities and under the supervision of a faculty/staff member.

Recreational or Other Equipment

- Pocket knives or items which could be construed as weapons are prohibited. Exceptions could be props for drama productions or special presentations and must be sponsored by a faculty/staff member.
- Skateboards, scooters, and rollerblades, etc., are prohibited.
- Prohibited items may be confiscated for the period, a full day, or multiple days, as decided by faculty or the administration.
- Bouncing balls and throwing objects anywhere in the Upper School building is not permitted.

Health and Wellness

(Please consult the “Handbook Updates & Modifications for COVID-19” beginning on page 63)

School Health and Wellness Program Augusta Prep has a full-time Registered Nurse on campus to assess illness and injury, conduct health education classes, oversee the delivery of medication, and maintain

immunization records. Please contact the school nurse with any concerns on health-related issues at (706)434-2532.

Health Regulations Georgia law requires that an up-to-date School Certificate of Immunization be on file for all students. Students new to Georgia schools (regardless of grade) must have on file Georgia Form 3231 as an indication of their immunization status. Please consult your child's physician, the local county health department, or the school nurse if you are unsure of your child's immunization status.

Medication Administration For the safety of students, Georgia State regulations on administering medicines to children will be followed to the letter. "Authorization for Administration of Medication" forms are available on the school's website. The form includes detailed instructions for giving medicines and is required for both prescription and over-the-counter medications. The administration of medicines at school is a courtesy provided to parents; we ask that you consider the following recommendations:

- Please send both prescription and over-the-counter medications in the **original container** and marked with your child's name along with the signed authorization form. **The school can only administer medications from their original containers (baggies and envelopes are not permitted). The school does not provide any OTC medications.**
- Medications given three times a day should be given at home in the morning before school, after school, and before bedtime so that it is not necessary for the school to administer them.
- If your child is taking prescribed medication, please ask for an extra labeled bottle for school. This is a common request, one which pharmacists are usually happy to accommodate.

Communicable Diseases In an effort to avoid missing classes and other school obligations, some students feign good health in order to be in school despite being ill or contagious. ***The school reserves the right to insist that a student depart campus if they are determined to be unwell by the school nurse and/or Head of US.*** If your child has a temperature of 100.4 degrees or greater, he or she should stay home and remain there until fever-free without the aid of medication for 24 hours. Please do not send your child to school on fever-reducing medication when he or she would be better served at home and in bed. Vomiting and diarrhea are reasons to keep your child at home. If you cannot make a determination, it is always best to consult your physician prior to sending your child to school.

- **STAPHYLOCOCCUS INFECTION:** This infection is caused by the bacteria known as staphylococcus and is commonly found on the skin and in the nose. The bacteria can enter the body through cuts or abrasions and then spread to other parts of the body. Staph infections can range from minor skin infections to life threatening infections. Skin infections usually present as boils, impetigo, or cellulitis. If a student has any areas on the body that are red weeping blisters or red, painful and irritated skin he or she should consult with a health care provider. Staph can be transmitted from person to person through contact with lesions or contact with contaminated objects. Staph can be prevented with proper handwashing with soap and water, keeping the lesions clean and covered and seek medical attention immediately. Avoid sharing personal items like towels, sheets, razors, clothing or athletic equipment. Wash clothing, towels, bedding, etc in hot water and bleach any equipment that is bleach safe. ***Treatment for a staph infection begins with antibiotic therapy and the student can return to school once he or she has been on antibiotics for 24 hours and they must keep the infected area covered.***

Chronic Illness and Allergies Students who have a chronic illness, such as asthma, a long term health issue, or severe allergies often require special care plans and emergency medications to ensure they receive the special

attention needed in the event of an emergency. Students with asthma are encouraged to carry a rescue inhaler on their person at all times, and parents are asked to submit a plan of care to the school nurse. Students with severe allergies to food, insect bites / stings, or environmental agents should have a plan of care, and emergency medication available in the event of anaphylaxis. Please submit to the school the appropriate action card (allergy or asthma) completed by the physician, along with the authorization for medication administration signed by a parent.

Illness at School Students may see the School Nurse for parent-provided medications. US students wishing to see the nurse must report to the College Counseling Office so that Ms. Erskine may either (1) request that the nurse come to the Upper School, or (2) have the student sign out to report to the nurse's office (located in the Middle School). If a student is too ill to stay at school, the school nurse or US office will immediately contact a parent or "emergency contact" person to take the student home.

Participation in Extracurricular Activities If a student is ill at school and the Head of US or School Nurse assesses the student as too sick to participate in extracurricular activities, he or she will be prohibited from such activities for 24 hours from the time sent home. A deciding factor in determining that a student is too ill to participate is a temperature of 100.4 degrees or greater.

Accidents at School If a student has a serious accident at school, the parents and family doctor will be called as soon as possible. If the doctor is not available or if circumstances require, the student will be taken directly to the ER listed on the Emergency Information form.

Safety

Safety is of utmost importance in all school activities, during and after normal school hours, on and off campus. All members of the Augusta Prep faculty and staff will place safety above all other considerations when organizing, leading, supervising, or sponsoring school activities.

Fire/Tornado/Lockdown Drills Students are informed of fire/tornado/lockdown procedures and routes at the beginning of the school year. Fire drills are conducted each month. Tornado and lockdown drills are conducted at least twice annually. All students are expected to comply with directions given during these important exercises.

Visitors on Campus For the safety of our community, Augusta Prep is a closed campus.

Due to COVID-19, we are limiting visitors inside of the buildings during the 2020-21 academic year. All visitors (including parents) are asked to call or email the Upper School in advance to request permission to enter the building. We will advise if and when we are able to revert to our standard visitors policy (below):

- ALL visitors must sign in and out of the Upper School at the College Counseling Office.
- Seniors are permitted to have guests during their Senior Speech (these visitors need not sign in if arriving to and leaving from the HFAC).

- With permission from the Head of US, students may bring or welcome guests to campus. Requests to do so must be made a minimum of 24 hours in advance of an anticipated visit. Exceptions will be granted sparingly.
- The Prep student host should request permission from teachers at least a day in advance before bringing guests to class. Hosts are responsible for their guests' behavior.
- Prospective students visit at the invitation of the Admissions Office.
- Augusta Prep Alumni graduates (not former students currently enrolled at other high schools) are always welcome but must follow sign-in procedures.

Field Trips Field trips are sponsored and permitted in order for students to enjoy learning activities and experiences that cannot occur at school.

- A parent-signed permission slip must be given to the sponsor/teacher prior to the student's participating. The sponsor/teacher may accept faxed or scanned/emailed images of the signed form.
- Permission "telephoned in" generally will not be accepted.
- Parent drivers for field trips must provide the school with proof of insurance and a valid driver's license.

STUDENT RESPONSIBILITY AND ACCOUNTABILITY

Attendance

General Students must attend classes regularly and on time. Parents are urged not to make plans that cause absence from school.

Procedures to Account for Student Attendance at School

- *Attendance* is taken at the start of first period, 8:00 am.
- *Parent Verification of Student Absence*
 - *Parent Telephone Call or Email to Report Absence* When a student remains at home on a school day, a parent is required to inform the school by 8:15am. Parents of seniors who have a first period study hall, but know they will be absent from or late to their first required class are asked to inform the school by 8:15am. Email notifications may be sent to monica.erskine@augustaprep.org, and voice messages may be left on 706-434-2528. Please include the reason for the student's absence.
 - *School Telephone Call to Student Home* If the school does not hear from an absent student's parent/guardian, the office will call to verify that the student is in the parent's care and that the student's absence is not the result of a mishap on the way to school.
- *Prior Notice of Planned Absences*
 - Parents should notify Monica Erskine in writing (email or note) at least one week in advance if a student will be away from school. Note should include from and to dates, and reason for absence.
 - Students should inform all teachers at least one week in advance of any planned absence and obtain assignments and work due. Students should complete as much of their academic work as possible prior to the planned absence.

- *Late Arrival to and Early Departure from School*

When a student arrives late to school (after the bell for 1st period) or when a student is required to leave early, he or she must sign in and out at the College Counseling Office. Students will need a pass to enter class if they have arrived late to school.

Please schedule medical and dental appointments on days that students are not in school, after school hours, or when a student's study hall is adjacent to lunch or the last period of the day. We respectfully request that parents not sign a student out of class to get a driver's permit or license or to run errands. Class time is critical, absences are disruptive, and such errands often take longer than expected.

- *Departures from Campus - Parental and School Permission*

Students may not leave the school grounds at any time during the school day without prior consent from their parents and an appropriate school official. Seniors may exercise "off-campus privileges" only with prior written parental consent. A student's parent or another adult listed on the student's Emergency Form are the only adults authorized to sign a student out to leave campus, unless the school receives specific instructions or permission by telephone or in writing directly from the parent.

- *Class Attendance Requirement for Participation in Extracurricular Activities*

Students are expected to attend school for the entire day on the day of an athletic event (including practice) or theatrical performance (including rehearsal). To that end, a student must attend a minimum of four (4) consecutive class periods on the day of a weekday game/performance or practice/rehearsal to be eligible to participate on that day. Exceptions may be approved by the Head of US. If a student is ill at school and the Head of US or School Nurse determines that he or she is too sick to participate in extracurricular activities, including athletics, he or she will be prohibited from participation in any extracurricular activities for 24 hours from the time sent home. A deciding factor in the school's determination that a student is too ill to participate in extracurricular activities is a temperature of 100.4 degrees or greater.

- *Early Departures for Holidays Strongly Discouraged*

Some parents request an approved absence on the last school day before a holiday. Academic effectiveness for all students suffers when such absences occur. For that reason, absence from school on days immediately before or after school vacations is strongly discouraged and may result in academic penalty.

- *Absences to Complete Projects or to Study for Tests/Exams*

Parents are discouraged from allowing students to stay home from school to complete assignments or papers/projects, to prepare for tests or exams, or to sleep because the student is tired after a late night. During AP exams, regular and AP classes continue to cover new material and review old topics. Augusta Prep does not support the philosophy that "last minute cramming" is an effective method of exam preparation.

- After a morning AP exam, students are expected in afternoon classes; prior to an afternoon AP exam, students are expected in morning classes.
- The school strongly discourages students from missing class time during the AP exams to stay home and study for pending AP exams.

Absences from Class - Keeping and Catching Up

(In the era of COVID-19, the school will reserve the right to exercise appropriate discretion and flexibility on a case-by-case basis for students who need to be absent or off campus for quarantine and isolation purposes.)

It is important to note that we expect a likely increase in student absence as we ask (and in some instances require) students to remain home based on symptoms of illness or the need to self-quarantine. During these times, technology support and Google Classroom will allow students to access instruction and on-campus programming to keep up with studies.

Students who are learning from home due to illness or self-quarantine needs, but are not too ill to work, can expect to keep up with classes via live feeds through Google Meet and asynchronous work posted daily on Google Classroom.

Absences from Class - Academic Penalties

(In the era of COVID-19, the school will reserve the right to exercise appropriate discretion and flexibility on a case-by-case basis for students who need to be absent or off campus for quarantine and isolation purposes.)

Grade penalties for absences reflect the school's belief that full credit for academic achievement demands full attendance and participation in class. The nine-absences-per-semester rule is both lenient and sufficient to accommodate special circumstances and opportunities. A parent's decision to take a student out of school for any reason should be weighed carefully in light of the potential effect on the student's semester grades.

- A student who arrives more than 20 minutes late to class is counted absent from that class.
- Teachers maintain records of class attendance. In each class, an academic penalty of one grade point may be subtracted from the student's semester grade for each absence over nine. A student who misses more than nine classes in a semester may appeal to the Head of US to evaluate and reduce the grade-point penalty.
- Absence for participation in school-sponsored events or school-sanctioned programs is an approved absence and will not count in the nine absences. College visits (allowed only for 11th and 12th graders) in excess of 3 per year, leaving school to get a driver's license, out sick, or family outings are examples of absences not considered school-sponsored events; they count toward the nine absences. Parents are encouraged to schedule college visits on non-school days.

Time Extensions to Make Up Unannounced Assessments and Daily Assignments

- Upon returning to school after an absence, a student is extended a specific number of days during which to take unannounced tests or submit daily (short-term) assignments that were given or due during the absence. The student's "make-up extension" equals the number of days absent.

Example: If a student is absent for two days, e.g., Fri and Mon, he or she does not have to make up an in-class assignment/quiz on the day of return (Tue). In this example, the student has 2 days to make up work; all work would be due Thursday.

- Upon returning to school after an absence adjacent to a school vacation, the student is immediately responsible for all tests and assignments missed or previously due during the absence. Teachers are not expected to rearrange schedules or make special efforts to assist students in catching up after avoidable absences.
- Grading consequences for work/assignments not made up in a timely manner are left to the discretion of the teacher. A “zero” grade is appropriate.

Denial of Time Extensions for Announced Tests/Quizzes or Long-Term Assignments

- If the first day of a student absence is either a test day or the due date of an assignment announced a week in advance, the student is expected to take the test or turn in the assignment on the first day of return.
- A paper or project assigned a month in advance of its due date must be submitted on the announced date to avoid academic penalty, regardless of the student’s absence. To avoid a grade penalty, the paper or project should be submitted, whether electronically, or physically delivered to school on the student’s behalf.
- If a test announced a week in advance includes questions about new subject matter introduced or discussed in class during the student's absence, it is the student’s responsibility to seek appropriate assistance from the teacher and to schedule a make-up test date as soon as possible. Missing a review class, during which no new subject matter is introduced, is not considered sufficient reason to postpone an announced test.
- Work not completed by the end of the make-up period will be penalized (usually by reduction in the grade on that test or assignment), unless the teacher approves an exception for special circumstances.

Student Responsibility

The student is responsible to make appropriate arrangements with each teacher and to submit assignments, take tests, and complete make-up work because of tardiness or early departure.

- Tests/Quizzes missed or graded assignments not turned in because of the student’s tardiness to school or excused late arrival, e.g., dental appt, must be taken or turned in before the student leaves school that day. Failure to do so, unless the teacher approves alternate arrangements, results in a grade of “zero” on the test, quiz, or assignment.
- A student scheduled to leave school early, including for a school-sponsored event, must make prior arrangements with teachers to take announced tests before departing or, at the teacher’s discretion, at a later date. The student’s failure to request arrangements before the early departure day warrants academic penalty and/or other academic consequence by the teacher.
- Tests/Quizzes postponed with the teacher’s permission because of the student’s early departure from school must be taken on the student’s next day at school. Failure to promptly make up a test, unless the teacher approves otherwise, may result in a grade of “zero” on the test, quiz, or assignment.
- All homework assignments and “out-of-class projects” must be turned in on their due dates even if the student misses the class period because of tardiness or early departure.

Late Arrivals - “Tardies”

Arriving Late to School Students not present in the first period when the bell rings are tardy to school *and* to their first period class, thus incurring a “Double Penalty” (see below). All members of a late carpool are tardy,

even if their tardiness was caused by only one passenger or by the driver. Parents are encouraged to involve themselves as necessary to reinforce student punctuality. The following penalties (measures to combat chronic tardiness) are imposed for late arrivals to school:

4th - 7th tardy: work detail

8th or more tardy: detention* and loss of off-campus privileges (12th grade only)

(*NB: accumulation of detentions may result in an appearance before the Faculty Disciplinary Committee)

Arriving Late to a Class A student not present in the classroom when the bell rings to begin a period is tardy to class. Teachers keep records of all such late arrivals and report them to the US office. Consequences for repeated tardies, are as follows:

1st-3rd tardy: handled by the classroom teacher

4th - 7th tardy: work detail

8th or more tardy: detention* and loss of off-campus privileges (12th grade only)

(*NB: accumulation of detentions may result in an appearance before the Faculty Disciplinary Committee)

“Double Penalty” when arriving late to school A student who arrives late to school will also be recorded late to first period class. Appeals on the grounds of extenuating circumstances are made to the Head of US.

Dress Code

Augusta Prep’s Upper School Dress Code aims to help students gain experience and practice “dressing for success” as they learn to equip themselves appropriately (including optimal attire) for any given social or professional environment or circumstance. While the Upper School Dress Code allows for individual expression, student attire must be in good taste, comply with the guidelines below, and not detract from the school’s intended learning environment. Parents are expected to ensure that student attire is clean, neat, and appropriate for school and for special occasions and events. The Upper School Dress Code will be discussed at an assembly at the beginning of the year and students will be reminded in Advisory.

Augusta Prep Upper School Dress Code:

- There is no prescribed length for shorts (a prescribed length remains for skirts and dresses). Shorts must be visible beyond the shirt/top/blouse worn with them. Shorts must be "decent and respectful": If a faculty member feels there is something disrespectful or indecent in a student's wardrobe choice, faculty are always encouraged to speak with a student directly (in a way that recognizes and respects the student's dignity) and/or to report their concern to the US Office. Additionally, Student Council has identified (3) "Clothing Coaches" to whom any faculty member may refer a concern, and these members of our community can help a student in question assess their choices. These Clothing Coaches are: Laura Fuller, Pam Weinberger, and Tara Chokshi.
- Skirts will be no shorter than five inches above the crease behind the knee;
- Skirt slits will not extend higher than the authorized skirt length;
- Strapless dresses/tops do not comply with the dress code (this applies equally on special event days);
- Shirt straps must be at least two inches wide; halter/cropped/low-cut or spaghetti strap tops are prohibited;

- Undergarments and cleavage must not show;
- No midriff will be visible during the school day. Specifically, when a student is sitting in a desk, standing, reaching, or kneeling at a locker, midriff should not be visible. If normal movement reveals undergarments, the student's attire is inappropriate;
- Pants (including jeans) with holes or tears above the 5" line are prohibited;
- Chains, ropes, or wires hanging from pants or belts are prohibited;
- Armpits (boys) are not to be exposed;
- Attire with inappropriate advertisements, or with insignia/pictures/writing pertaining to alcohol, tobacco, vaping, weapons, violence, or illicit drugs, or that is obscene or distasteful is prohibited;
- Shoes must be worn in buildings at all times;
- Hats will not be worn at any time inside buildings (except the gym). US may have a fundraiser "hat day."

A student not in compliance with the dress code may be asked by the teacher to report to the US Office immediately, or referred to a clothing coach. If deemed necessary and possible, the student will be asked to remediate the situation. The student's parent and advisor will also be notified. Additional consequences for dress code violations are:

1st Offense – Immediate remediation (acceptable clothing) and a Warning

2nd Offense - Immediate remediation (acceptable clothing) and a Work detail and/or suspension of privileges

Additional Offenses – Immediate remediation (acceptable clothing), Work detail(s) and additional disciplinary consequences as outlined in *Disciplinary Measures for Minor Infractions*.

"Dress-Up Days" For special occasions, students and teachers dress more formally, as follows:

- Girls wear skirts/dresses/"dressy" pants and blouse; casual khaki, denim or cord pants are not appropriate.
- Boys wear long pants (not jeans), collared dress shirt, tie, and belt (jacket is optional).
- All students wear dress shoes.

Students whose dress-up attire is deemed questionable will be sent to the US Office. The Head of US will decide whether the attire is appropriate for dress-up day.

Behavior at Assemblies and Sporting Events

Augusta Prep students are ambassadors of the school and are expected to conduct themselves at all times with courtesy, good manners, and respect for others. Good behavior is especially important with guests and at school assemblies, meetings, and special events, including athletic contests at home and away.

Assemblies For accountability and safety purposes, attendance at assemblies (including Senior Speeches) is mandatory for all US students. An unexcused absence from assembly is the equivalent of "cutting" a class, and will result in an appropriate disciplinary response. At assemblies, students are expected to offer presenters their full and courteous attention, honoring presenters with appropriate applause. Students may not bring food, drinks, books, or other materials to assemblies. Cell phones and portable devices will be "Off and Away" in Assembly and Senior Speeches. A student wishing to record or "live stream" a friend's speech must request permission to do so from the Head of US.

Athletic Events At athletic events, students will comply with Georgia Independent School Association (GISA) sportsmanship rules: “The GISA encourages and promotes sportsmanship by student-athletes, coaches, and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial, ethnic, or sexist comments, or other intimidating actions will not be tolerated and are grounds for removal from the event.” Cheering and support for Prep teams and schoolmates is welcome and encouraged, and is expected to be conducted in such a way as to not violate common courtesy to opponents. Jeering, taunting of referees and opponents, indecent displays, and name-calling are flagrant violations of APDS Student Discipline and punishable under GISA rule.

Study Hall

Purpose:

The Upper School provides study halls as intentional environments that are conducive to purposeful and productive study. Such environments are critical in helping students discover, experiment with, and cultivate effective personal work strategies. Study hall is mandatory for all 9th grade students at the start of the school year. All 9th graders will receive communication from the Head of US as to when mandatory study hall will end (anticipated to be at the end of the “20-days” mark). Study hall is also available to provide academic support (coaching, guidance, accountability) for any students (grades 9-12) who are requesting such support, or required (by parents, guardians, or the school) to have such support.

Attendance and Study Halls For 1st-period study halls (i.e., those scheduled for A, B, C, D, or E periods), students must report in-person to study hall for school attendance/roll call by 8:00am. Seniors with full off-campus privileges need not report to first-period study hall. If that Senior is going to be late to second period class, however, the school must be made aware of the late arrival or absence (monica.erskine@augustaprep.org or 706-434-2528).

Seniors exercising privileges must comply with the following:

- Upon any arrival or return to school (including arrival at or during a first period free period/study hall) sign-in in the College Counseling Office;
- Sign-out in the College Counseling Office if they leave campus before the 3:10 pm bell. **Failure to follow proper sign-in/out procedure could result in suspension or loss of privileges.**

Portable Device Policy (covering Cell/Smart Phones, “Smart” Watches, tablets, etc.)

In an effort to minimize the distraction that devices (tablets, smart watches, etc.) may cause, while supporting our students’ learning and practice in the responsible and effective use of these tools, the following policy will be in effect for academic year 2020-21:

Key terms:

- Device - device with a screen capable of any of the following: placing/receiving calls, sending/receiving messages, accessing the internet. This includes “smart” watches and phones.

- Off - the device produces no noise or visible change.
- Away - the device is not visible.
- Screen-free - places or times when all devices with screens (cell phone, tablet, laptop, smart watch) are “Off and Away.”
- In motion - walking in halls, sidewalks, and other open indoor/outdoor spaces on campus.

Upper School students will keep devices “Off and Away” during classes unless otherwise invited by the teacher. When allowed by their teacher to have a device “Out and Available,” students are expected to use the device for the specific purpose(s) determined by the teacher. Use of the device for other purposes may constitute a violation of the policy. Devices will also remain “Off and Away” during any assessment unless otherwise invited by the teacher. During a study hall, a student wishing to use their device for study support purposes (including listening to music with headphones), will ask for permission to have their device out and available. Other screen-free spaces include: bathrooms and locker rooms and the HFAC during assemblies and Senior Speeches. Other screen-free moments may arise as needed, and students will be asked to shift their devices to “Off and Away” status. Additionally, screens are not permitted to be in use while in motion (i.e., consulting a phone, tablet, or laptop while walking). Devices may be used between classes, provided they are not used in motion.

Failure to comply with this policy will result in the following consequences:

- **Failure to comply with “Off and Away” (non-assessment)** - An adult who has identified the failure to comply will ask that the student give the device to the adult (in “Off” mode) so that the adult may assist with “Away” until the end of the class, assembly, etc.
- **Failure to comply with “Off and Away” (assessment)** - Noncompliance with the policy (devices “off” and “away”) during assessments will be considered a potential HEC violation and the HEC process will be followed.
- **Failure to comply with “In Motion”** - An adult who has identified the failure to comply will provide a verbal reminder to the student.
- Adults will report all failures to comply (whether “Off and Away” or “In Motion”) to the Head of Upper School for both tracking and support purposes. Reports may be made by email to the Head of Upper School.
- Reported offenses will be handled as follows:
 - First reported offense - the Head of Upper School will send an email reminder to the student, his/her adviser, and his/her parents.
 - Subsequent offense(s) - student meets with the Head of Upper School to identify a path toward compliance with the policy. Inability to achieve compliance could result in loss of device privileges or other disciplinary consequences as appropriate.
 - Any offense falling within the realm of other policies (HEC violation, Harassment, Bullying, Cyberbullying, etc.) will be subject to the appropriate processes, procedures, and consequences.

Open Campus Privileges

Personal responsibility and trustworthiness are enhanced by an open-campus environment. Students who are not required to attend study hall are welcome to enjoy open campus privileges (i.e., they may make use of approved campus spaces (the Baird Library, the Goodwin Commons, etc.) during class periods when they do not have a scheduled course).

Student Responsibilities in Maintaining an Open Campus Students are responsible for maintaining an appropriate academic atmosphere on campus. Open-campus privileges allow freedom to study in an environment of the student's choosing.

- For 1st-period study halls, students with open-campus privileges must report in-person to study hall for school attendance/roll call by 8:00am. (Seniors exercising full privileges are an exception to this rule)
- Students may study quietly in the library, picnic areas, lunchroom, Goodwin Commons, or anywhere not off-limits and not where they could disrupt classes.
- Students are not to lie on hallway floors.
- Seniors with off-campus privileges must sign out in the College Counseling office when accessing the parking lot; any non-senior wishing to access the parking lot during regular school hours must have permission from the Head of Upper School.
- Failure to comply with open-campus rules or abuse of this privilege will result in suspension of privileges.
- Students who lose their privileges will resume attendance in assigned study halls.

Eligibility for Open-Campus Privileges All 10th, 11th, and 12th grade students begin the academic year with privileges. Study hall is mandatory for all 9th grade students until released by the Head of US, at which time those not required (by parents, guardians, or the school) to remain in study hall begin to exercise their privileges. Study hall remains available to provide academic support (coaching, guidance, accountability) for any students (grades 9-12) who are requesting such support, or required (by parents, guardians, or the school) to have such support throughout the year.

Response to Fire Alarms and Drills In the event of a fire alarm, students exercising open-campus privileges follow the evacuation plan posted for the area they are occupying.

Senior Privileges

The Senior Class is one of the school's most important sources of student leadership. An enthusiastic, community-minded Senior Class has a tremendously positive impact on all students' experiences at Prep. For that reason, Augusta Prep's seniors are offered certain exclusive privileges designed to encourage continued demonstration of maturity.

Senior "Off-Campus" Privileges

Determination of Eligibility: Seniors must complete and file the "Off-Campus Permission Form" with the US

Office.

Limited Off-Campus Privileges: A senior who is required (by parents, guardians, or the school) to attend study hall may still access the parking lot and/or go off campus *during lunch period only*; Seniors must sign out in person at the College Counseling office (even if only accessing the parking lot); parental written permission is required.

Full Off-Campus Privileges: Seniors may access the parking lot and/or go off campus during lunch period, scheduled study hall, and other free periods so designated by the Head of US; Seniors must sign out in person at the College Counseling Office (even if only accessing the parking lot); parental written permission is required.

Responsibilities, Reminders, and Restrictions:

- *Attendance at Assembly, Advisory, and Class Meeting* – Seniors must attend all announced assemblies and meetings, as well as regularly scheduled Advisory meetings.
- *“Seniors Only” Rule* – Seniors leaving campus may take only fellow seniors with off-campus privileges.
- *No Departures with Guests* – Seniors with off-campus privileges may not leave school with someone not enrolled or employed at Augusta Prep, unless written parental permission has been received in the US Office stating the name(s) of those with whom the student is permitted to leave.
- *Late Arrivals Permitted* – Seniors with full open-campus privileges need not report to school until their first required meeting (class, assembly, senior speech, advisory, or class meeting); i.e., they may be absent from a first period study hall (or first and second period study halls if they have them). Late arrival to a senior’s first required meeting of the day is tardy to school and tardy to class.
- *Obligation to “Call In Sick”* – When a senior is going to be absent, the parent should call and inform the school by 8:15am, even when the student has first period free. Failure to call in an absence may cause loss of privileges.
- **Senior Sign-Out** – The US faculty and staff are responsible for the school-day and school-activity safety and welfare of all Prep students. To fulfill that responsibility, we must know student whereabouts at ALL times. A senior’s failure to sign out when exercising off-campus privileges is a serious infraction. The following penalties are a guide to consequences for this infraction:
 - *1st offense*: loss of off-campus privileges for two days
 - *2nd and subsequent offenses*: loss of all privileges for one week or longer.

Loss of Senior Privileges:

- *Disciplinary Matters* – Privileges may be revoked temporarily or permanently by the Head of US as a result of misconduct or abuse of privileges, including failure to sign in/out for off-campus privileges.
- Failure to meet deadlines in the following areas is grounds for suspension of privileges:
 - *College Application Process*
 - *Senior Speech*
 - *Major papers*
 - *Class projects*

Senior Parking:

- The first three rows of the parking lot closest to the HFAC are reserved for 12th grade and faculty.
- In the event that a non-senior student should park (intentionally, unintentionally, a single time, or repeatedly...) in a “senior space,” the issue shall be reported to the Head of Upper School for

intervention and correction. Seniors are not asked, authorized, expected, or permitted to police such issues; efforts to do so may result in disciplinary consequences.

Senior Lounge:

(In the era of COVID-19, the Senior Lounge is off-limits due to cleanliness and group gathering concerns.)

- The lounge must remain clean, hygienic, uncluttered, and undamaged; music and noise must not disrupt classes or office and work areas. All video games, music, and other media must be “17 and under” age-appropriate. Materials will be approved by the Head of US.
- Students other than seniors may not enter the lounge at any time, including after school hours.
- At the discretion of the Head of US, violation of Senior Lounge regulations may result in loss of access to the lounge, closing of the lounge to all seniors for a period of time, or other corrective action.

Senior Furniture:

- The furniture must remain clean, hygienic, uncluttered, and undamaged.
- This furniture is reserved for seniors only on school days between the hours of 7:30 am and 3:30 pm.
- At the discretion of the Head of US, violation of Senior Furniture regulations may result in loss of access to the furniture or other corrective action.

Underclassmen Lunch Duty

All sophomores and freshmen perform lunchroom duty, a simple, brief, clean-up detail.

- Lunch duty rosters are included in a weekly news email from the Head of US.
- Students will be assigned to “primary” or “alternate” duty.
 - The “primary” is the student who will perform this duty all week or arrange for an alternate if the primary will be absent or unable to perform the duty on any day during the week.
 - The “alternate” is the student who will perform lunch duty in any absence of the primary.
 - Primary and alternate duty assignees will work out a pay-back plan to even out the responsibility.
- It is the student's obligation to complete lunch duty.
- Students should not begin lunch duty until the clean-up bell has rung.
- Each day, upon completion of lunch duty, students must “sign off” with the lunchroom monitor.
- A student who misses or does not satisfactorily complete a lunch duty is assigned a work detail to be served after school the next day.
- Missing or failing to complete lunch duty a subsequent time warrants additional work details and could result in suspension of academic privileges.

Public Displays of Affection

Public displays of affection on campus are not allowed. Examples include but are not limited to: kissing, hugging, “hanging on,” sitting on laps, and other behaviors that may be identified as inappropriate by faculty or staff. US students may not attend MS dances. MS students may not attend US dances. To protect our minor students, Augusta Prep will abide by and ensure compliance with Georgia law with respect to minor children.

Unauthorized Sale of Merchandise at School

To prevent inappropriate competition with approved school-related fund-raising activities and concessions, the sale of merchandise and any other entrepreneurial activity on campus must be approved by the Head of US or the Head of School. Sales of personal items to classmates are also included in this prohibition.

ACADEMIC GUIDE

Graduation Requirements

Graduation Requirements To graduate from Augusta Prep, students must earn 22 academic credits in grades 9-12. Credits for courses taken before 9th grade (such as Spanish I, French I, Latin I, Algebra I) are not counted toward the resident secondary school 22-credit graduation requirement. They may, however, be counted toward the minimum subject-area requirements (see next below). Seniors are also required to successfully present a Senior Speech to the Upper School student body and faculty. Failure to meet the academic graduation requirements will result in the student's exclusion from participation in the graduation ceremony (the student may still be included in the Senior Honors Night and Senior Breakfast events). In general, credits are awarded as 1 credit per single-period full-year course; 0.5 credits per single-period single-semester course; 2.0 credits per double-period full-year course.

Subject-area credit requirements –

- 4 Units of English (to include successful completion of a Senior English Term Paper)
- 4 Units of Mathematics (to include Geometry, Algebra II, and at least one course after Algebra II)
- 4 Units of Laboratory Science (including Biology and Chemistry and either Physics or Physical Science)
- 3 Units of Foreign Language and completion of Level III in a language
- 2 Units of History (including U.S. History)
- 1 Unit of Government/Economics
- 1 Unit of Fine Arts
- 19 credits in subject area (+ 3 elective credits = 22 total credits)

Expected Course Load Freshmen, sophomores, and juniors normally take six classes each term. Seniors taking multiple Advanced Placement (AP) courses and who have the approval of the Head of US and Director of College Counseling may take five academic courses and a second study hall. Juniors may request a second study hall if their academic load merits such a request. Service Practicum or Independent Study may be counted as a class and are usually limited to upperclassmen.

Foreign Language Entrance Level Students transferring from outside Augusta Prep wishing to enter at Level II or above in any foreign language are placed in accordance with their teacher recommendation. Exceptions may be made when the foreign language teacher determines the entrance level before enrollment through speech sample or by previous knowledge of the student. Final placement is at the discretion of APDS language faculty, in consult with the Department Chair.

Independent Study Students not able to fit in a course because scheduling does not permit it or who desire to take a course that is not offered at Augusta Prep may request to complete the course through Independent Study. Students must have the permission of the Head of Upper School and appropriate Department Chair to

do so, this will include specific expectations, deadlines, work to be turned in (deliverables), and other course requirements as applicable and appropriate.

Waiver of Graduation Requirements Unique and compelling circumstances are required to request a waiver of any portion of the graduation requirements. For example, juniors and seniors who transfer in and who do not have enough time remaining in high school to complete graduation requirements would be eligible for such a waiver. Such exceptions will be considered prior to enrollment.

Senior Speeches Each senior presents an 8-10 minute speech at US Assembly. The speech topic is selected by the senior and may pertain to broad areas of interest. Seniors will provide an electronic copy of the speech to the Senior Speech Coordinator before it is presented, and all speeches must be presented in full to the Advisor before being presented at assembly. Failure to meet these requirements will result in suspension of Senior privileges until compliance is achieved. Additionally, a student who is unprepared to present his/her speech on his/her assigned day (without a legitimate reason, as determined by the Senior Speech Coordinator and/or the Head of US) will have his/her Senior privileges suspended until compliance is achieved.

Advisors will assist as follows:

- topic selection, approval of draft speech, and review of any audio/visual supports
- preparation and attention to detail as the speech date approaches
- scheduling HFAC for rehearsal (full rehearsal including microphone and any audio/visual supports)
- introduction of the Senior on speech day
- attendance at speech evaluation session with evaluators (evaluation will be conducted as soon as possible after speech is presented)
- presenting and explaining evaluation form to Senior

Further guidance may be provided by the Advisor, Senior Speech Coordinator, or Head of US.

Plagiarism will be immediate grounds for failing a Senior Speech. Other grounds could include length of speech being too short, poor delivery, or failure to meet other criteria listed on the evaluation sheet. Seniors will not use inappropriate/foul language or inappropriate/foul humor in a senior speech. Seniors will have the evaluation sheet for review prior to any speeches being presented during the school year and will attend a session conducted by the Senior Speech Coordinator to explain the evaluation sheet and answer questions about the Senior Speech overall. Speeches rated unacceptable by the faculty will be redone before a faculty panel.

Summer School Programs/Courses Any student wishing to fulfill an Augusta Prep graduation requirement via summer school programs or courses must have prior approval of the Department Chair, College Counselor, and Head of US.

College Counseling Services College Counseling at Augusta Prep is planned and executed in a manner that is considered most appropriate for each grade level. For grade specific planning, please visit our website www.augustaprep.org/academics/upper_school/college_counseling. Parents are expected to read periodic newsletters sent via email and relative to their student's grade level, to assist in effective education, planning, and implementation of the college admission process. Juniors are expected to attend scheduled monthly college counseling seminars during their study hall period, and seniors are expected to attend all college workshops and meetings, and fulfill their administrative responsibilities to ensure timely applications. Representatives from

colleges and universities visit Augusta Prep throughout the academic year, and all students are invited and strongly encouraged to attend information sessions. Additionally, students and parents are encouraged to make an effort to visit college campuses while classes are in session, therefore it is our policy that students in good academic and disciplinary standing have three excused college absences each in the junior and senior years to use at their discretion, following the same guidelines as outlined in the aforementioned student attendance policy. All college counseling and application matters are handled by the College Counseling Office, including on-line student activity records via Naviance. The College Counseling Office will provide further details.

AP Courses Mission and Philosophy

(Adapted from the AP Courses Mission and Philosophy, [St. Pius X High School](#), last accessed 23 Jan 2020)

The Advanced Placement Program at Augusta Preparatory Day School

Consistent with its mission as a college preparatory school, Augusta Prep offers a number of Advanced Placement courses to its students. An established, nationally recognized program, Advanced Placement courses are available to students who are willing to undertake more complex, challenging coursework. The foundation for the skills and knowledge a student must master to succeed in an Advanced Placement course is laid in the college-prep program beginning in the Augusta Prep student's freshman year and built upon in each succeeding year.

In general, superior performance in appropriate college-preparatory courses suggests readiness for Advanced Placement work. While Advanced Placement courses often emphasize a broad range of topics to study, Augusta Prep's Advanced Placement teachers may emphasize additional topics and skills students need to succeed at the college level.

The Expectations & Challenges of Advanced Placement for Augusta Preparatory Day School Students

Augusta Prep is committed to the education of the whole person, and the school works with students and parents to balance students' academic and co-curricular demands so that they can ably manage the challenges of high-school life. All students who meet the graduation requirements of Augusta Prep are prepared for college coursework. AP courses are very rigorous, and they accelerate students' preparation for college. Each AP course poses its own distinct challenges, and as a result, departments have identified specific guidelines and indicators to assist faculty, administrators, students, and parents in determining whether a student is prepared for the challenges of an AP course. These guidelines may include course prerequisites, preferred minimum grade point averages, placement examinations, student portfolios, overall course loads and teacher recommendations.

While Augusta Prep encourages students to challenge themselves academically, we also counsel prudence in course selection so that academic challenges are beneficial and not detrimental to student development. In cases when the school is concerned a student is overextending himself/herself by taking an AP course, parents and students may be asked to agree in writing that the student and parents understand the challenges of AP coursework and that the student will be expected to complete the course.

Once admitted to an AP course, Augusta Prep students must be committed to completing the course. Students will not be dropped from an AP course roster without the approval of the Teacher, College Counselor, Faculty Advisor and Upper School Head and in consultation with the parent. Although in the spring APDS instructors may exempt students from taking the second semester final

exam in particular classes, Augusta Prep requires that all students enrolled in an AP course take the culminating national AP exam in May.

Interpretation of Individual & School-Wide AP Exam Performance

In addition to achieving the expected Augusta Prep learning outcomes, another key goal for Advanced Placement students is performing successfully on the Advanced Placement exams. Augusta Prep recognizes that students who successfully complete AP courses and the subsequent AP exams may derive a benefit in gaining admission to the colleges and universities of their choice. While Augusta Prep is proud of the success of its students on AP exams, “pass rates” alone do not indicate instructional excellence. More significant is the high number of APDS students willing and able to take on the educational challenge of AP courses as a preparation for future success in college.

The AP Capstone Diploma Program

The AP Capstone is based on two separate year-long courses: AP Seminar and AP Research. They are cross-curricular courses that establish a foundation and require four additional AP courses of the student’s choice to receive the AP Capstone Diploma. Students in the AP Capstone Diploma Program must receive a 3 or better on all six courses in order to receive the AP Capstone Diploma.

The Effect of AP Courses on Grade-Point Averages

Augusta Preparatory Day School students’ grade-point averages, as published on student transcripts, are weighted. Students’ grades in Advanced Placement and Honors courses at APDS do carry an additional grade point value, which is used for academic honors and recognition. It is important to note that colleges and universities determine for themselves how much added value an AP or Honors level course should carry during their admissions process.

For further information on the Advanced Placement Program check-out the [AP Central website](#).

Grading

Grade Scale:	A = 90 – 100
	B = 80 – 89
	C = 70 – 79 [The lowest passing mark is 70, a C–]
	F = 69 and below

First and second semester grades are generally weighted equally; their average is the final annual grade. In some subjects, however, where subject matter is presented more cumulatively, e.g., foreign language and math, teachers may attribute slightly greater weight to the second semester. Students will be made aware of these instances.

Grade Point Average (GPA) A student's GPA is computed from the numerical average of all academic course work. Only courses taken and completed at Augusta Prep are computed in the GPA.

Credit through Re-examination If a student earns a failing annual grade (< 70%), he or she may earn credit for that course by:

- repeating the class and earning a final grade of 70% or better;
- completing an approved tutorial program and passing an exam. This program will be determined by the Head of US and the teacher of the course in which the failing grade occurred. Note: this option is typically reserved for students earning a 65% or higher.

If credit is earned, the transcript will be revised to reflect a final grade of 70%. If a senior fails a course necessary for graduation, he or she will have the opportunity to earn a diploma through re-examination, but will not be awarded a diploma until credit is earned.

Repeating a Class If a student earns an annual grade less than 70% in a course not required for graduation, he or she may repeat the class at Augusta Prep. A student who receives an annual grade less than 70% in a required course must recover the credit in that course (see above paragraph) for whichever semester he or she failed, or both, if both semesters produced failing grades.

Academic Watch A student with a GPA of 74.5% or below or who is failing two or more classes may be placed on academic watch. Students on academic watch may be required to attend study hall and/or extra help sessions, and complete weekly assignment sheets. Their grades will be reviewed each month by the Head of US, the student's advisor, and the appropriate teacher(s). The Head of US may implement additional measures recommended by teachers for specific courses. Re-enrollment contracts of students on academic watch may be withheld.

Grades on Transcripts as Reported by Teachers, plus Weighted GPAs Grades recorded on the official transcript are the numeric grades reported by the teachers. In addition, a weighted GPA is computed and recorded to reflect the greater difficulty and challenge of courses taken at Augusta Prep. Advanced Placement (AP) courses receive seven points, Honors (H) receive five, and College Preparatory (CP) receive three.

Memberships and Awards Weighted GPAs are used to calculate eligibility for memberships and awards, including induction into the Cum Laude Society and National Honor Society (NHS).

Class Rank Augusta Prep does not compute class ranking.

Transfer between Course Levels Teachers may recommend, or students may request, transfer from CP to Honors (or AP), or vice versa. Transfer should take place prior to the end of the first mid-term. Exceptions to this deadline are approved by the Department Chair and Head of US. The student will carry his/her grades from the first level to the next.

Withdrawal from Academic Courses Upon the recommendation of the teacher, a student may withdraw from a class with parental permission, approval of the student's advisor, approval of the College Counselor (11th and 12th graders in particular), and approval of the Head of US.

- Withdrawal on or before the 20th class day (i.e., class meeting) of either a Full-Year or One-Semester course (i.e., during "drop-add") is not recorded on transcripts.
- A student may move among levels of a given course (CP/Honors/AP) without issue until the conclusion of the first mid-term.
- **Withdrawal from a Full-Year Course:** Withdrawal *after* the 20th class day may be recorded on the student's permanent record as "Withdrew Failing" (WF) or "Withdrew Passing" (WP). A student may not receive credit for withdrawing from a course and no grade will be recorded on the transcript. The grade at the time of withdrawal will be used internally to determine eligibility for privileges and extracurricular activities. Withdrawal after the 40th class day of a year-long course may result in the student's receiving a zero on all remaining assignments and the resulting grade will be recorded on the transcript.
- **Withdrawal from a One-Semester Course:** Withdrawal after the 20th class day of a one-semester course will result in the student's receiving a zero on all remaining assignments and the resulting grade will be recorded on the transcript.

Student Evaluation & Grade Reporting

Parents are informed of student progress and performance by the following regular methods:

Access to gradebooks via MyAugustaPrep will begin within the first weeks of the academic year.

Email Updates are sent home as needed to convey news of unsatisfactory progress, improvements in performance, etc.

Mid-Term Grade Reports contain numerical grades and teacher comments. These grades are not recorded on official transcripts (first semester mid-terms coincide with Parent-Teacher Conferences in the fall; second semester mid-terms coincide with "as-needed" Conferences in the spring).

First Semester Grade Reports are posted on Net Classroom at the end of the first semester. These grades are recorded on the official transcript. Teachers write comments about student effort or performance.

Final Grade Reports are emailed in early June, except in the case of an outstanding balance for tuition, fees, library fines, or book purchases.

Assessment, feedback, and grade reporting are essential elements of the teaching and learning process at Augusta Prep. In the spirit of personal responsibility and partnership between home and school, faculty

regularly review student progress and achievement and clearly and frequently communicate feedback regarding progress to students and to parents.

Faculty use frequent formative assessments throughout the learning process to check for student understanding, identify misconceptions, guide instructional decisions and pacing, and inform meaningful and actionable feedback to facilitate and ensure student growth. Formative assessments are typically not graded, as they serve as practice for students along the path to mastery.

Faculty utilize a variety of summative assessments to evaluate student learning at appropriate milestones during the course of study. Summative assessments afford students an opportunity to demonstrate mastery for identified course content and skills. To this end, and in the spirit of support and transparency, students know in advance the scope, method, and expectations of a given evaluation. When appropriate, this may include rubrics or other clearly stated criteria for success. Summative assessments may include, but are not limited to tests, quizzes, essays, reports, projects, presentations or performances.

Students will have frequent opportunities to demonstrate mastery of material so that no one assignment carries too heavy a weight in a student's grade.

Faculty communicate course expectations and grading policies to parents and students in writing at the start of the course.

Faculty are expected to maintain accurate records of a student's progress and attendance in class. Grades will be recorded in our Blackbaud Student Management System and accessed by parents in My Augusta Prep as they are updated.

In addition to numerical grades, a teacher will note assignments from which students are excused with an *X*, assignments not turned in or graded but still accepted with simply a blank, and assignments past due, not completed, or no longer accepted with a *0*.

Teachers are strongly encouraged to share grades with students prior to posting them online.

The sooner a student receives feedback, the better able he or she is to identify misconceptions, correct errors, and increase mastery. As such, students should expect that most summative assignments will be graded, returned to the students, and the grade posted online within one calendar week.

Longer assignments that require lengthier time to read, grade, and provide feedback, such as essays, reports, and projects may take longer - up to two weeks depending on what details are being assessed and the time it takes to provide feedback.

Though parents have access to grades online, faculty will notify parents of any consistent struggles a student may have and notify via email or by phone of any significant drop in grade, typically a letter grade, though a faculty member may choose to reach out sooner.

Exams

Scheduling: Semester exams account for up to 20% of grades and are taken over a 5-day period. Make-up exams are for students whose excused absence precluded their taking a regularly scheduled exam.

2020-21 EXAM SCHEDULE

1 st Semester			2 nd Semester		
	8:00 – 10:00	10:30 – 12:30		8:00 – 10:00	10:30 – 12:30
Mon, Dec. 14	Science	World Language	Mon., May 17	World Language	Social Studies
Tue, Dec. 15	Social Studies		Tues, May 18	Math	
Wed, Dec 16	Math		Wed, May 19	English	
Thur, Dec 17	English	Elective	Thur, May 20	Science	Elective
Fri, Dec 18	Make-up		Friday, May 21	Make-up	

Exam Procedures

- Unless announced otherwise, the first exam is 8-10am; the second session is 10:30am-12:30pm.
- The order of exam subjects rotates. The above order is the current exam schedule for the current year.
- Students are allowed two hours to take each exam. Non-AP course exams are expected to take approximately 90 minutes. AP exams are expected to take the full two hours.
- No electronic devices OF ANY KIND are allowed in exam area (calculators may be an exception).
- Students must remain in their seats for at least the first 90 minutes of the exam period (this limit may be adjusted at the discretion of the teacher giving the exam), at which point students who have finished their exams may request to leave the exam area and are expected to leave quietly.
- Students may take books into the test area to study for a subsequent exam after completing their exam, but books must be put away during the first exam. Students must have faculty proctor permission to leave their seats to retrieve study materials.
- If a student does not have a second exam, he or she may leave after the first exam. If a student does not have a first exam, he or she may come in at 10:15 for the second exam.
- Students may leave campus when their exams are collected and the teacher/proctor excuses them from the exam area. They may not congregate in an area where they might distract students completing exams.
- Extended time for students with documented diagnosed learning differences must be arranged at least one week prior to the exam period. The Academic Services Coordinator (Mr. Gruber) manages such accommodations.

Requests for Special Exam Scheduling

- Students and parents may request an exam be rescheduled with compelling justification such as student illness or family emergency. Because the exam schedule is published well in advance, family trips, doctor appointments, and convenience do not justify rescheduling exams.
- Parents who believe that unavoidable circumstances justify rescheduling an exam must present the request to Head of Upper School and to the teacher at least two weeks before the exam.
- A student who misses an exam because of illness must provide a note from the treating physician.

- A student who is absent from an exam without prior approval or for reasons not deemed avoidable by the Head of Upper School will receive a grade of "0" on the missed exam.

Exam Exemptions There are no automatic exam exemptions. Exemptions may be granted, however, to seniors and AP students, and only in the second semester. Teachers may choose to grant seniors exam exemptions in accordance with the policies and grade requirements established by their academic departments.

AP Exams Students enrolled in AP courses are required to take the AP Exam for that course at the end of the year. As such, AP Exam fees (per *College Board* pricing) will be charged home for all students enrolled in AP courses.

Standardized Tests

PSAT – All sophomores and juniors are required to take this test. Students are automatically registered by the College Counseling Office.

ACT Aspire Test – All freshmen and sophomores are required to take this test. Students are automatically registered by the College Counseling Office.

SAT - Applications are available in the College Counseling Office or on the Internet at www.collegeboard.com.

CEEB Code Number - Augusta Prep's CEEB Code Number used in filling out all applications is **110278**.

Homework/Assignments/Course Requirements

Homework Teachers will typically assign reading, exercises, and/or appropriate study projects as homework in preparation for each new class session; therefore, students should expect homework in each class each school night. Weekends are viewed as one school night. Typically, graded homework will be returned to the student within five school days.

Announcement of Tests and Assignments Teachers typically post homework assignments and announce upcoming major tests at least one week in advance, and many teachers post homework and other assignments on a website. Students are responsible for tracking dates for homework and tests.

Homework Assignments during Absences Students who are absent from school (even for school-sponsored events or activities) are expected to obtain missed homework assignments from fellow students or from a teacher's website, not directly from the teacher or the US Office. Because homework is usually posted on the classroom board well in advance of the due date, students are responsible for knowing the deadlines for homework assignments. Students should refrain from calling teachers at home to ask for homework assignments unless they have exhausted all other means of finding the information.

Missed Class Work, Instruction, and Discussion Students are responsible for catching up on all class work and instruction, even when an absence is for a school-sponsored event.

Requirements for Long-Term Assignments Teachers may require that term papers, research projects, or other long-term assignments be submitted by the 8am bell on the due date. They will inform students of the deadline.

Special Course Requirements To receive credit for 10th and 11th grade English, students must successfully complete the assigned research paper. To receive credit for 12th grade English, students must successfully complete the assigned term paper.

“Late Night” Events – Extensions for that day’s Homework Assignments When students represent Augusta Prep in athletic, literary, or academic events on the night before a school day, and late completion or travel has them arriving back to campus after 10pm, they will be given a 1-day extension on homework assigned that day that is due the next morning. In many instances, traffic, game overtime, or other unforeseeable events will put such late nights beyond the control of the coach or teacher.

This policy does not apply to assignments or quizzes/tests that have been scheduled in advance, nor does this policy mean a student is excused from reporting to school on time the following day.

Prior Permission/Arrangements for Postponing Quizzes Students are individually responsible for arranging make-up work when anticipating late returns from school-sponsored events or planned absences. In most cases, quizzes and tests are announced several days in advance, and students generally know when a school-related function is going to interfere. Students should plan their study time accordingly; all students, especially athletes with complicated competition commitments, must request rescheduling of a test or quiz at least two days in advance. Postponements will be granted at the discretion of the teacher. Students who do not inform their teachers of expected late-night circumstances are not excused from taking quizzes or tests after late-night events. The most effective way to avoid complications when sporting and other events cause classroom absences or missed quizzes is active communication, in advance, between students and teachers.

Please note:

“Late-night” extensions for quizzes may be granted without prior arrangement if the late return was not foreseeable. Students on interscholastic teams must make new test arrangements when team events/trips are rescheduled. A student who fails to do so may be required to take the test at the regularly scheduled time or before departing on a team trip.

Coordinated Test Schedules

US teachers endeavor to coordinate their testing schedules so that students will generally not face more than two tests or major project deadlines in a single day. Some classes, particularly in foreign language or mathematics, include students from several grade levels; as a result, tests are often planned for the grade level of the majority of students in a particular class. It is sometimes impossible to limit a particular student to two tests, and students are encouraged to engage in productive communication with their teacher(s) should they find themselves in the circumstance of having more than two test/project deadlines on a given day.

Academic Assistance

Extra Help Students are encouraged to seek extra help from their teachers and appropriate help from fellow students during daily study halls, breaks, during free time, or after school.

- Extra Help Period – The US faculty are available for extra help sessions, Monday - Thursday from 7:40 am until 7:55 am, and after school until 3:25 pm. Teachers will advise students of alternative and additional times when they will be available outside of class.
- If the informal extra help sessions do not adequately address student needs, the student should talk to his or her teacher(s) about scheduling specific appointments for extra help.
- Teachers may help arrange for tutoring by upperclassmen or refer students to a Study Hall Teacher for additional academic support.
- The Head of US is available at any time to advise students regarding academic challenges. Students are also encouraged to seek advice from teachers, advisors, and academic department chairs.

Appropriate Academic Assistance from Parents and Tutors Prep students are encouraged to partner with their own teachers, as they are best equipped to help them learn subject matter thoroughly and independently. Students are encouraged to take full advantage of class discussion, group study sessions, and extra help time from teachers who can preview or review students' work and offer suggestions for improvement. In addition, students can benefit from one-on-one support away from school -- from parents, fellow students, and outside tutors. The following suggestions are offered to help parents foster good study habits and encourage original and independent work.

Guidelines for PARENTS:

- Encourage your child to study and to do as much work independently as possible before you assist.
- When you examine your child's written work or special projects, offer only general comments, observations, and suggestions that do not change his or her original ideas; it is appropriate to tell the student of organizational or grammatical errors but not to correct or restructure the work.
- Encourage the student to complete work early and to seek extra help from his or her teacher well before tests or projects are due.
- Help the student review class notes and reading assignments by drilling and questioning.
- Talk to your student often about schoolwork. Listen to concerns and requests for help. If in doubt about how to best help your student, consult the teacher(s) about appropriate methods and levels of assistance.
- Join our teachers in stimulating student interest in learning and in becoming broadly educated and thoughtful adults.

Guidelines for STUDENTS:

- Learn what your teachers expect from you on assignments, projects, papers, etc. Ask them!
- Don't ask other students or your parents for answers to homework questions. Do ask them to clarify directions or explain a method, formula, or concept in general terms. Keep in mind that your teachers need to see your work in order to help you and assess your progress.
- Don't work with other students or ask for help on written homework without approval from the teacher.

- Don't discuss tests with students in other classes before the tests are graded and returned.
- Read your papers and reports to someone else and ask for helpful comments, e.g., "Are my ideas clear? Are my details concrete? Is the sequence of my paper logical and smooth? Is my grammar correct? Have I left out any steps?" Don't allow anyone but your teacher to make written corrections or changes on a paper or homework assignment. When others correct for you, you cannot claim originality.
- Understand what constitutes plagiarism—the presentation of anyone else's words, ideas, or work as your own—and avoid it. Plagiarism includes copying a friend's homework as well as copying ideas or words from a text without proper documentation. (Please see "Copyright and Plagiarism Guidelines for APDS Students" found in this handbook).
- Complete your work as early as possible...don't wait until the last minute.

Tutoring The Academic Services Coordinator (Mr. Gruber) and Department Chairs are excellent sources of information on tutoring and specialized assistance for learning differences. To avoid conflicts of interest, a school faculty member may not receive extra pay from parents for tutoring the teacher's own students during the school year. While the student alone is ultimately responsible for his or her academic success and attitude toward learning, "team learning efforts" by student, parent, teacher, advisor, and (when needed) a tutor can provide significant help to a struggling student. Active communication between a student's private tutor and the Prep teacher is essential in providing the student with consistent and effective support.

Guidelines for Outside Tutor Programs Parents should ensure that the student has taken full advantage of on-campus extra help opportunities before deciding to hire an outside tutor. Poor academic performance sometimes results from the student's own lack of motivation and self-discipline. Parents are encouraged to discuss the student's problems with the student's advisor and teachers and carefully appraise the student's efforts before committing to an outside tutorial program.

Summer Tutorial and Re-Examination to Replace a Failing Grade A student who fails a course with an annual average between 65-69% may take an independent summer tutorial program and, upon passing a re-examination, receive a passing grade (70%) for the year-long course. This option is considered a privilege, as a full year's credit is awarded for a much smaller amount of summer work. For that reason, parents should insist that the student approach a summer tutorial program seriously and vigorously. The Prep teacher will administer the re-examination before the second week of August. Augusta Prep faculty members are allowed to tutor Prep students for additional pay during the summer, providing the student is not preparing for re-examination as the result of failing a class taught by that same teacher.

Responsibilities in a Tutoring Program

- *Teacher:* When a parent-teacher conference or other communication indicates that an independent tutoring program should be initiated during the school year, the teacher will write an explanation of the student's weaknesses in the particular subject area. If a student fails a subject for the year, the teacher will submit to the Head of US a specific statement of the student's weaknesses along with the student's final grade reports. If the student chooses to complete a summer tutoring program, this statement will be made available to the parents and tutor.
- *Parent:* The parent should notify the student's teacher of the decision to hire a tutor.
- *Tutor:* The tutor must maintain contact with the Prep teacher throughout tutoring program.

Advisory Program

Mission The mission of the Upper School Advisory Program is to provide a support system that allows students to thrive academically and socially by strengthening the relationships they have with their peers, teachers, and community. The program will foster these relationships by promoting social responsibility and intellectual growth.

Program Structure Every student of the Upper School belongs to an advisory group formed by students of the same grade level and run by a faculty or a staff member. Freshmen students will work closely with an advisor who specializes in helping them with the transition to the high school environment to ensure their success in the Upper School. At the end of the 9th grade year, these students will choose their permanent advisor for their remaining three years by ranking their advisor choices.

Advisories will meet multiple times most months to cover an established curriculum that explores grade specific lessons.

Goals The program seeks to:

- Ensure that every student is well known by, and comfortable with, at least one member of the faculty/staff who will provide solid academic guidance and act as an arbiter as needed.
- Help students to adjust to the high school environment to create strong relationships with peers and adults.
- Monitor the overall academic progress of each advisee during their academic career in the Upper School
- Meet with students individually to discuss the advisee's academic progress and strategies for improvement, if necessary.
- Help students to build academic and life skills that will transfer to college and beyond.
- Assist the US Head with course planning for the following year.
- Assist the Director of College Counseling to ensure that each advisee's plan of study is consistent with his/her college aspirations.
- Assist the US Counselor when appropriate to help with personal issues.

Library

Baird Library is a busy, stimulating place where students may read, study, do homework, or research. The library exists to provide opportunity and materials for the students and faculty to enhance the learning and teaching experience. Students may ask the Librarian, Proctor, or library assistant for help at any time.

Lending Policies:

General Circulation

Books are checked out for a 2-week period and renewed for an additional 2-week period.

Reference Material

Books may be checked out after school for overnight until the 8:00 am bell the next morning.

Chromebooks

Chromebooks may be checked out only for the period in which they are needed. Chromebooks must be returned to the library, not placed in lockers or backpacks, or left in classrooms or common areas. Since every student is required to have a device, school-owned Chromebooks are primarily for library and teachers' classroom use. Chromebooks are not intended to be a long-term replacement for a broken device, or a replacement for devices which students habitually leave at home or do not keep charged.

Book and Chromebook Check-out Procedure Students are encouraged to follow our self-checkout procedure using the blue tablet located at the Circulation Desk. Instructions are posted.

- The student who checks out the book is responsible to return it.
- Overdue/Return notices are posted on student lockers. Because Augusta Prep's Library does not charge fines, penalties for failure to respond to library notices include Work Details, Detention, or other penalties, including suspension of library privileges during study hall.
- Until an overdue book is returned, a student may not check out another book.
- A book is not considered returned until it has been placed on the circulation desk or in the return slot.
- Lost and damaged books must be paid for before a student may check out another book. A book is considered lost if it is three months overdue and has not been located after a reasonable search of the library by the Librarian. The Business Office issues a bill to the student's parents for replacement cost.
- Report cards are withheld until overdue books are returned to the library and debts are cleared.
- Students are responsible for damage to Chromebooks. A Chromebook's purchase price is depreciated over three years, and the amount charged will be prorated based on the Chromebook's depreciated value. The minimum amount charged will be \$50.00.

Copier A copier is available for student use on academic projects. Overuse or abuse will result in the loss of this privilege.

Guidelines for Research Students may balance digital research with use of print materials, following instructor guidelines. When uncertain about research procedures or permission, students should speak with the Librarian. The Librarian is also available for assistance with research or citation questions. Augusta Prep uses MLA citation format across all disciplines. Passwords for research databases are emailed to students at the beginning of each semester, and posted on the Nav the Net school-wide website.

Guidelines for Student Behavior in the Library

- Food is not permitted except when approved for special school functions or receptions. Water in a closed container is the only acceptable beverage.
- Students with “open-campus” privileges may study in the library.
- The tables and study carrels are for quiet, independent study. When leaving the work space, students must put chairs back in place, turn carrel lights off, and leave the area clear and clean.
- Students are expected to behave in a respectful manner, remembering that all school community members share this space. The faculty or staff member on duty will help students remember expectations.

Consequences for Misbehavior in the Library A student who misbehaves in the library will be returned to study hall, reported to the Head of US, and will forfeit open-campus privileges for a designated period of time.

Computer and Network Usage

Guidelines for Use of School-Owned Computers

- Read all instructions for campus computers, following the Augusta Prep Responsible Use Policy included below.
- Ask the Librarian or Library Aide for assistance as needed.
- When leaving the computer, leave it on but log off.
- Food is not permitted in computer labs or around borrowed laptops and Chromebooks.
- Library printers are for school-assigned work only.
- A Chromebook may be checked out for the class period in which it is needed. Failure to return the Chromebook to the library within a reasonable time frame will result in a loss of this privilege and/or other consequences to be determined by the Librarian and Head of US.

Network Use Internet access is provided to students primarily for research and school-related assignments. Students are not blocked from accessing recreational sites, but are encouraged to judiciously limit access to such sites.

Consequences of Misuse of Computer Network Access Misuse of school computers or the computer network will result in notification of the Head of US and the Director of Technology. Intentional misuse or abuse of the school’s computers may also warrant disciplinary action via the Faculty Disciplinary Committee.

Augusta Prep requires each student and parent to accept and abide by specified conditions of students’ computer use on campus as indicated in the Responsible Use Policy. Use of the campus network constitutes

agreement to abide by those conditions. All matters and questions may be directed to the Director of Technology, 706-434-2531. Responsible Use Policy Technology resources include all computers, printers, network equipment and other technology installed on the Prep campus or issued to members of the Prep community. Use of any Augusta Prep technology resource indicates the user's understanding of these standards and agreement to abide by them.

Responsible Use Policy

Technology resources include all computers, printers, network equipment and other technology installed on the Prep campus or issued to members of the Prep community. Use of any Augusta Prep technology resource indicates the user's understanding of these standards and agreement to abide by them. Users will also agree to read and abide by updates when advised that they are available.

Users are encouraged to:

- **Make full use of technology resources as appropriate**
- **Ask for assistance when needed**
- **Ask questions and strive to learn to use technology resources effectively**
- **Feel free to use technology resources for all school-related work**

Users may not:

- **Request any other person's password**
- **Give out their own password**
- **Use any account other than their own**
- **Install hardware or software on any school computer without specific approval from the IT department**
- **Remove hardware or software from any school computer**
- **Access or create inappropriate or illegal materials**
- **Modify settings on any workstation**
- **Have food or drink around hardware**
- **Use technology resources in any way that violates other Prep standards for appropriate behavior**

Copyright and Plagiarism Guidelines for APDS Students

Copies and File Downloads You (the student) may make a single photocopy, or download one copy, of any material you need to do your schoolwork or for your own personal research. You may keep the copies you make as long as you like, but you may not sell them, nor may you make copies of your copies. All files, software and apps must be legally obtained.

Modifications of Copyrighted Material Augusta Prep expects all students to respect the copyright of the materials you use, recognizing that copyright law permits changes or modifications for classwork. Any

modifications you make and then publicly display must either be predominantly your work, or be for critique, satire or educational purposes. Only the creators, or the persons or companies who own the copyright, may make copies, modify or change, perform or display the material, except as noted above. You may use copyrighted work outside of classwork, but written permission may be required of the copyright holder unless your use qualifies as “Fair Use.”

Fair Use To decide if your use of a copyrighted work falls under “Fair Use”, four factors must be considered:

1. the **purpose and character of the use**, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the **nature of the copyrighted work** (is it primarily the creator’s original work, or have you modified it substantially so it is now more your work than the creator’s);
3. the **amount and substantiality of the portion** used in relation to the copyrighted work as a whole (are you using either a large portion or the heart of the work); and
4. the **effect of the use upon the potential market** for or value of the copyrighted work (are you depriving the creator of income by using his/her work).

It may be possible to establish fair use even if one factor is not fully satisfied, providing the other factors are satisfied. For help in assessing if your use is fair (following “Fair Use” guidelines), consult a teacher or librarian.

Reminder: Graphic material, such as cartoon characters on posters or other spirit or decorative matter (think club or spirit posters), in physical or digital format, may need permission. Review the four factors to make a determination!

Proper Use of an Author’s Thoughts, Ideas and/or Works You may use copyrighted material to do your schoolwork, but if you use an author’s ideas you must give the author credit, either in the text or in a footnote. If you use an author’s words, you must put the words in quotation marks or other indication of direct quotation. Failure to give credit to the author is plagiarism.

Tip: Even if you change a few words from an author, you must still put the entire material in quotation marks, with your changes in square brackets.

Guidelines: A good starting point in determining how much of a document/file may be reproduced and still fall under fair use guidelines is the 10% guideline:

Motion Media: 10 percent or 3 minutes, whichever is less

Text: 10 percent or 1000 words, whichever is less

Music: 10 percent of individually copyrighted musical composition, or 10 percent of the composition embodied on a sound recording. No more than 30 seconds.

Illustrations and Photographs: Entire photographs or illustrations may be used, but no more than 5 works from any one artist or photographer or no more than 10 percent or 15 images from any compilation of images, whichever is less.

Numerical Data Sets: Up to 10 percent or 2,500 fields or cell entries, whichever is less.

(Modified from University of California, Riverside, Computing and Communication Copyright Information, <http://cnc.ucr.edu/copyright/rulesofihumb.html>, last modified December 2011)

If you use an extensive amount of a single work (more than the suggested guideline of 10%), you should obtain the copyright owner's permission.

Attribution The source of any information used in your school work should be acknowledged in the format prescribed by the teacher. Use of another's intellectual work without attribution is plagiarism, as outlined in the APDS Honor Code.

(Adapted from Copyright for Schools: A Practical Guide, 4th Edition, Linworth Publishing Copyright 2007, Carol Simpson)

THE HONOR SYSTEM

The APDS Honor Code

“As a member of the student body at Augusta Preparatory Day School, I will not lie, cheat, steal, or tolerate such behavior by my fellow students. At all times, I will conduct myself honorably and with courtesy and respect toward others.”

Augusta Prep students are committed to upholding the traditional honor system and share responsibility for enforcing a strict but fair code of moral discipline and integrity. By doing so, they ensure a safe learning environment and a moral climate in which good citizenship thrives while demonstrating respect for the “collective good” and personal standards of excellence. Students are informed of the Honor System at the beginning of the school year and are asked to read and understand it thoroughly; they then sign a pledge to abide by its conditions. Signing the Honor Code Statement of Agreement and Commitment is a condition of attending Augusta Prep. The APDS Honor Code applies to all school-related activities, on or off campus.

HONOR CODE Statement of Agreement and Commitment: Students will be asked to sign the following statement: *“I have read and understand the Honor Code and HEC policies that have been established at Augusta Preparatory Day School, and I agree to accept and abide by their conditions.”*

Student Obligation to Confront and/or Report Honor Code Violations – Students are honor-bound to confront a fellow student who is committing or has committed an Honor Code violation. The confronting student must suggest appropriate corrective action to the offender or report the infraction him or herself to an HEC officer or faculty advisor. A student committing an offense may self-report to the student governing body, the Honor Education Council (HEC). Prompt admission of guilt weighs favorably in determining consequences.

Honor Code Violations:

LYING – Deliberate falsification, verbal or written.

- Prep students are presumed to be honorable and to speak truthfully.
- When a student is questioned by HEC or faculty members about school business, rule infractions, or student behavior, the student is on his or her honor to *tell the truth or to remain silent*.
- When a student’s honesty is in doubt, questioning of the student’s word takes place in front of the HEC. Lying to the HEC may result in additional or more severe consequences.

CHEATING - The use of or intent to use unauthorized material or inappropriate help on graded work.

- No student may use unauthorized material or inappropriate help on graded work (teachers will explain what constitutes authorized and unauthorized material or assistance in the context of a specific class).
- No student may take another’s thoughts, ideas, or work as his or her own as this constitutes plagiarism.
- Students may be asked to pledge their graded exercises as follows: *“I have neither given nor received any unauthorized help on this work.”* All written work is assumed to be honor-pledged with or without this written statement.

STEALING – Taking another’s property as one’s own.

- No student may take or use another person’s property (books/notes/homework/calculator/phone or other personal items) without the consent of the owner or author.
- Copying computer software to or from the school’s computers is prohibited.
- Dishonesty at concession or in fundraising activities (includes giving away or taking money, goods, or food) is stealing.

CONDONING ANY OF THE ABOVE: Choosing not to confront or report a violation of the Honor Code.

- Inaction in the face of unacceptable conduct amounts to support and approval of such conduct.
- The strength of a student honor system is the entire community’s refusal to condone unacceptable behavior by any member. Failure to take appropriate action is an Honor Code violation.

Honor Education Council (HEC)

The Honor Education Council is a student-led, teacher-advised governing body that assesses all instances of Honor Code violation and makes recommendations to the Head of US on consequences of violations. Its effectiveness depends on shared respect across the Augusta Prep community. In particular, HEC effectiveness requires student body respect for the responsibilities placed on their elected HEC representatives. Students, faculty members, school leaders, and parents will keep HEC matters in strict confidence and display their faith in Council members’ good intentions and fairness by valuing and supporting HEC recommendations. In HEC proceedings, HEC members will ensure an objective, comfortable, non-accusatory climate as they pursue truth, fairness, and consistency in their deliberations and recommendations.

HEC Student Representatives: Service on HEC is an honor. Four seniors, two juniors, two sophomores (all elected at the conclusion of the previous school year; only re-enrolled students may participate), and two freshmen (elected during retreat) serve on the HEC. Much is expected of HEC members in the performance of their duties and in their personal behavior. An HEC member whose behavior does not uphold the high standards of the position will be expected to step down and/or may be removed from the HEC.

Selection Process

- Students self-nominate, explaining their desire to serve on HEC.
- Candidates sign a pledge confirming that they have not committed a major disciplinary infraction (as defined in this Handbook) or Honor Code violation during the current or last academic semesters.
- HEC members must achieve and sustain passing grades in all courses and a GPA of at least 79.5.
- During the nomination process, US faculty may recommend that candidates be removed from consideration because of prior or chronic misconduct or other concerns.
- Each class conducts a meeting at which candidates deliver a short speech advocating their election. Students (only those re-enrolled) vote for their representatives.
- Elected representatives sign the HEC member pledge.
- The newly elected HEC members select their president, vice president, and secretary. The vice president conducts hearings in the absence of the president.

Faculty Representatives Two faculty members (HEC Advisor and Assistant Advisor) are appointed by the Head of US for a 2-year term and may be reappointed for additional terms. They have equal voting rights and responsibilities to students on HEC. Each Council member, student or faculty, has one vote.

Preliminary Inquiry of Honor Code Violations The Head of US, with the assistance of the HEC Advisor, will conduct a preliminary inquiry into reported Honor Code violations and determine if further inquiry is warranted and who should conduct that inquiry.

Convening HEC The HEC will convene as soon as reasonably possible to deliberate honor code violations.

HEC Organizational Meetings HEC officers and advisors meet twice a month to discuss procedures, problems, honor education, and philosophy of HEC.

HEC Hearing Procedures for Honor Code Violations

1. The offense is reported to an HEC member or advisor, or a faculty member in person, in writing (email), or via the anonymous reporting mechanism available to the entire community ([LINK](#)).
2. The offense is brought to the attention of the Head of US who, with the assistance of the HEC Advisor(s), determines if the matter warrants an HEC hearing. This determination typically involves discussions with involved parties (including the accused), and documentation of those discussions.
3. The Head of US will notify the student accused of a violation, explain the nature of the violation, and explain the HEC process steps.
4. Whenever possible, the accused will have the opportunity to alert his/her parents of the infraction/accusation, followed by an email notification from the Head of US. If this is not possible, the Head of US will notify the parent(s)/guardian(s) of the accused by phone, with follow-up email to the student, parent/guardian, and student advisor.
5. The Head of US will notify the student and his/her Advisor (or other selected US faculty advocate) of the place/time of the hearing.
6. The HEC Advisor (or appointed HEC student leader) will notify HEC members of the place/time of the hearing.
7. A quorum for an HEC hearing is at least six student HEC members and one faculty advisor. The school reserves the right to deploy an all-faculty committee (including the HEC Advisor and Assistant Advisor) in the event that an HEC case is determined inappropriate for student adjudication, or students are unavailable to adjudicate (e.g., during exams).
8. When the HEC convenes, the HEC Advisor will begin by briefing HEC members on the alleged offense. At this time, an HEC member may withdraw from participation for personal reasons.
6. The HEC will write an agenda for questioning witnesses and the accused.
7. The person alleging the offense may face the accused but is not required to do so.
8. The student accused of a violation will appear before the HEC at which time he or she may refute charges, explain his or her actions/motives, express remorse/apologies, or offer any statement appropriate under the circumstances. When the accused appears before the HEC, his or her Advisor (or other Upper School faculty advocate) will be present.
9. An accused student's faculty advisor will serve as an advocate for the student who appears before the HEC. This role will be to support the student by speaking with him or her before appearing before HEC, assisting

the student in articulating thoughts clearly before the HEC, and following up with the student shortly after an appearance before the HEC.

10. Upon hearing all of the evidence and sensing that enough information has been presented to come to a just conclusion, HEC will vote as to the guilt or innocence of the accused. Voting may be by secret ballot.
11. A guilty vote requires that at least 80% of HEC members (present at that hearing) cast a vote of guilty.
12. If found guilty, HEC will deliberate the appropriate next steps, and will use precedents as well as the guidelines stated in the handbook to arrive at this conclusion.
13. If the accused is found not guilty and the Head of US accepts this conclusion, the officers or advisors will meet with the accused to explain the outcome of the HEC. The Head of US will follow up by phone with the student's parent(s)/guardian, and send email confirmation as well.
14. If the accused is found guilty, HEC student officers will report the decision and recommendations to the Head of US.
15. The Head of US will take no more than 24 hours to deliberate this recommendation. During this time, he or she may speak with one or more of the students who appeared before the HEC.
16. If the Head of US accepts the HEC's decision and recommendation, the officers meet with the offender to explain the action(s) taken. The Head of US meets with the offender, and then notifies his/her parent(s)/guardian(s) first by telephone, then in writing. Copies of the written documentation go to the Head of US, Director of College Counseling, Head of School, and HEC files.
17. If the Head of US does not accept the council's decision and/or recommendation, he/she will meet with the HEC to explain the reasoning; the Head of US may then make the final decision or may ask HEC members to deliberate further. The Head of US or Head of School may overrule or modify the HEC's recommendation in deciding the outcome of Honor Code matters.

Assignment of Next Steps In recommending consequences for an Honor Code violation, HEC considers the established possible next steps, the seriousness of the offense, the student's prior appearances before the HEC, and the student's conduct, honesty, respect, and courtesy during the HEC hearing. Lying to the HEC compounds the gravity of the violation.

Confidentiality Details of HEC proceedings and persons brought before the HEC will be kept in strict confidence. All students, particularly those who participate in HEC proceedings, are honor-bound not to discuss HEC matters or spread rumors or gossip about such matters. HEC members receive specific instruction and training to help them understand and meet the expectations of confidentiality. HEC members who violate confidentiality may be asked to resign from the HEC or may be dismissed by the HEC Advisor. Parents of Prep students are asked to honor the spirit of the Honor Code by refraining from discussing disciplinary matters in or outside the school community.

Appeal of HEC Findings/Consequences Students may appeal the findings of the HEC and/or the consequences of a violation substantiated by the HEC. Appeals may be made to the Head of School. There is no appeal beyond this level.

Honor Education Young people are faced with frequent and varied moral dilemmas in and out of school. Augusta Prep seeks to proactively assist students in making honorable decisions when faced with these dilemmas. To that end, the HEC will organize and lead education programs in the school year. Additionally, consequences for disciplinary or Honor Code violations will contain an education component in most decisions.

Consequences for an HEC violation Consequences for HEC violations can include; verbal reprimand, written reprimand, monetary compensation (property offenses), verbal or written apology, suspension of on-campus driving privileges, loss of open-campus privileges, a zero on assignments not completed during unexcused absence (“skipping”), work detail(s), suspension of privileges, suspension from school, withholding of diploma, dismissal from school, or expulsion. Outcomes of all HEC proceedings will be communicated to the Upper School faculty via email message from the Head of US, and, unless reported unanimously, the student who brought the case forward will also have the outcome shared with them face-to-face.

Records of Honor Code Violations Records of Honor Code violations are maintained locally by the HEC and Head of US until the student graduates or leaves Augusta Prep. They are provided to the College Counseling Office when information is required to accompany college applications. Records of Honor Code violations are not released to colleges unless specifically requested in the admissions process. In compliance with the National Association for College Admission Counseling (NACAC) Principles of Good Practice, it is Augusta Preparatory Day School’s policy to report to colleges and universities any disciplinary infractions in 9th-12th grade that result in a student’s suspension, dismissal, or expulsion when asked on the admission application. Students are expected to disclose any disciplinary infraction when asked to specify on an application. The college counselor’s report of discipline is separate from the recommendation letter and serves to corroborate and further support the student’s statement and growth from a teachable moment.

DISCIPLINE:

(Minor and Major Infractions, beyond the scope of HEC, and Associated Disciplinary Measures)

Minor Infractions (beyond the scope of HEC) & Associated Disciplinary Measures

All faculty and staff members have the authority and responsibility to enforce all school rules, not only on campus during school hours but also during after-hours activities on campus, at school-related events off campus, and during athletic and field trips. Faculty and staff who see or learn of minor infractions outside of the scope of the Honor Code will impose appropriate penalties or take remedial action on the spot and then inform the student's advisor and the Head of US who will maintain a record of infractions. Parents will be informed by the Head of the US when a student has chronic minor infractions outside the scope of the Honor Code. A student with stated chronic minor infractions will go before the Faculty Disciplinary committee (FDC).

Minor Disciplinary Infractions may include but are NOT LIMITED TO:

- Violation of the Cell Phone policy
- Occupying Off-Limits areas
- Unauthorized parking lot visitation
- Violation of a stated classroom policy (which may include prohibition of food, drink, gum, etc.)
- Disruption of a learning experience, including class, study hall, extra help sessions, or other structured learning effort
- Minor disrespectful use or abuse of school facilities or furniture
- Misbehavior in the lunchroom (including failure to clear table of debris after eating)
- Failure to perform lunchroom duty
- Use of profane or obscene language
- Public displays of affection
- Non-injurious, non-malicious "play-fighting" or rough "horseplay"
- Failure to report for assigned duties or work details
- Arriving late to class or to school
- Violations of Open-Campus Privileges (not involving separate "serious violations")

Disciplinary Measures in response to Minor Infractions may include but are NOT LIMITED TO:

- Work Detail:
 - A work detail may be assigned by a faculty/staff member directly, or assigned at the discretion of the Head of US. All work details are reported to the Head of US for tracking and notification purposes.
 - Work details are manual labor (yard work, sweeping, washing desks or whiteboards, general cleaning).
 - Work details may take place before or after school, but not during the academic day. They are to be performed as soon as possible after the offense (if student needs to attend Extra Help, he or she is responsible to arrange a later performance of work detail).
 - Students do not choose their work detail days (but teachers will be reasonable in scheduling).
 - A student's failure to adequately serve a work detail may result in further consequences.
 - A student who earns (3) work details in a given semester will also serve a Detention.
- Detention:

- Detentions are assigned as needed and at the discretion of the Head of US.
- Detentions may occur before school, after school, or on a Saturday morning, as assigned by the Head of US.
- A student may be asked to perform service to the school while serving detention.
- A student who has already earned (2) detentions in a given academic year and is about to warrant an additional work detail or detention will be referred to the FDC for chronic disciplinary issues.
- Suspension of Privileges: Upon recommendation by a referring teacher, or at the discretion of the Head of US student academic privileges may be suspended in addition to any other disciplinary measures taken.

Major Infractions (beyond the scope of HEC) & Associated Disciplinary Measures Some types of misconduct are more harmful to the student(s) involved and to the school community. Violations of law and breaches of acceptable behavior are handled on a case-by-case basis and may result in more severe penalties. Students who are alleged to have committed a major disciplinary infraction may appear before the FDC. Through inquiry, the FDC will determine the guilt or innocence of the accused and recommend appropriate consequences to be imposed by the Head of US and, in egregious cases, by the Head of School. Parents are notified when an infraction has been reported that requires the FDC to convene.

Major Disciplinary Infractions may include but are NOT LIMITED TO:

- Harassment or bullying
- Chronic commission of *minor* disciplinary infractions
- Vandalism (destruction or defacing of property)
- Possession or use of any article construed as a weapon or fireworks
- Possession or use of tobacco products
- Possession or use of a *vaping* device or other e-cigarette paraphernalia
- Possession or use of alcoholic beverages or illicit drugs (at any school-related activity, before or after school, on- or off-campus)
- Unauthorized possession and/or deliberate misuse/abuse of prescription drugs (at any school-related activity, before or after school, on- or off-campus)
- Unauthorized absence from class, study hall, class meeting, advisory meeting or assembly (“skipping class”)
- Unauthorized absence from campus (applies to Seniors without full off-campus privileges who leave campus during the school day and to any student’s unauthorized departure from campus)
- Senior’s failure to sign out when exercising off-campus privileges
- Misconduct on an overnight school-sponsored trip (includes unauthorized absence or disregard of a coach’s or sponsor’s instructions)
- Injurious or malicious assault
- Blatant vulgarity or obscenity
- Blatantly offensive language (to include racial and ethnic slurs)
- Gambling on campus
- Speeding or any unsafe operation of a vehicle on campus; driving without a valid license
- Participation in any unauthorized, injurious, or disruptive/inappropriate campus prank or activity
- Distribution of unauthorized or offensive products (to include Tweets, Snapchats, or other electronic formats) or printed materials (such as fliers or newspapers)

- Possession of obscene, derogatory, or illegal materials on campus (includes virtual, i.e., computer)
- Participation in activity on campus by a “secret society” or exclusive club (sorority or fraternity activities or the wearing of special clothing or insignia are prohibited on campus or at any school-related functions; all such intentionally exclusive activities are prohibited; parents and students are asked to use discretion when planning social functions and group activities; invitations to private, exclusive parties or other off-campus events may not be distributed on campus)

Disciplinary Measures in response to Major Infractions may be assigned directly by the Head of US or recommended to the Head of US by the FDC (see below for additional information on the FDC). These measures may include but are NOT LIMITED TO:

- Any of the aforementioned measures in response to *minor* infractions
- Loss of Leadership Eligibility: Commission of a major disciplinary infraction may render a student ineligible to run for elected leadership positions (to include, but not limited to: class officer, student council, HEC). Additionally, commission of a major disciplinary infraction may result in the loss (through dismissal or required resignation) of any elected or awarded (i.e., NHS) leadership position a student is already serving.
- Suspension from School: A student whose serious or chronic misconduct puts his or her peers at risk may be suspended from school by the Head of US, upon approval of the Head of School. Students under suspension may not come on the school campus for any reason.
 - The suspended student must complete and submit all missed class work; the work is graded and averaged into the student's interim or semester grade according to each teacher's regular grading policy;
 - Responsibility for catching up on missed school work lies solely with the student; teachers are not obligated to tutor the suspended student upon his or her return;
 - Tests given during suspension will be taken on the day of return to school; teachers will record and average the grades;
- Dismissal: A student’s enrollment at Augusta Prep may be terminated for full semesters or school years, with the ability to re-apply at the end of the dismissal period. Dismissed students are not permitted on campus at any time for any reason.
- Expulsion: A student’s enrollment at Augusta Prep may be terminated permanently by the Head of School. Expelled students are not permitted on campus at any time for any reason..

Use of Breathalyzer

A breathalyzer may be employed by any faculty or staff member at any time during the school day and at all school sanctioned events and activities.

Off-Campus Safety & Representing Augusta Prep

Augusta Prep students represent our school at all times through their actions and their words. Augusta Prep reserves the right to take disciplinary action in response to major infractions jeopardizing the safety and well being of a student and/or threatening to bring discredit to the school. In most cases, when major infractions of school rules take place outside of school sanctioned events, the administration will notify parents to help ensure a positive parent partnership and to ensure that all students represent our school in a caring, honorable, and safe way.

Records and Reporting of Major Disciplinary Infractions

Records of major disciplinary violations are maintained in the US student file. Records will not be released to anyone beyond APDS administration for any reason, unless expressly requested by a college during the application process. In compliance with the National Association for College Admission Counseling (NACAC) Principles of Good Practice, it is Augusta Preparatory Day School's policy to report to colleges and universities any disciplinary infractions in 9th-12th grade that result in a student's suspension, dismissal, or expulsion when asked on the admission application. Students are expected to disclose any disciplinary infraction when asked to specify on an application. The college counselor's report of discipline is separate from the recommendation letter and serves to corroborate and further support the student's statement and growth from a teachable moment.

Faculty Disciplinary Committee (FDC)

The purpose of the FDC, comprised of three or four US faculty members appointed by the Head of US, is to assess reports of major disciplinary infractions of school policies and rules outside of the scope of the Honor Code and recommend consequences for disciplinary infractions.

Parents are notified when an infraction has been reported that requires the FDC to convene. This category of infraction may include, but is not limited to: use, possession, or being under the influence of drugs, alcohol, or tobacco/vaping devices while on campus or at a school-sanctioned event. A student appearing before the FDC is required to have a faculty advocate for support purposes. It is common practice for a student to ask his/her advisor to serve this role, though a student may select an alternate Augusta Prep Upper School faculty or staff member.

Through inquiry, the FDC will determine the guilt or innocence of the accused and recommend appropriate consequences, to be imposed by the Head of US and, in egregious cases, by the Head of School.

Disciplinary Response to FDC cases Penalties for FDC cases will be recommended by the FDC. They may include one or a combination of the following measures: verbal reprimand, written reprimand, monetary compensation (property offenses), verbal or written apology, suspension of on-campus driving privileges, loss of open-campus privileges, a zero on assignments not completed during unexcused absence ("skipping"), work detail(s), suspension of privileges, suspension from school, withholding of diploma, dismissal from school, or

expulsion. Outcomes of all FDC proceedings will be communicated to the internal Augusta Prep Upper School faculty community via email message from the Head of US.

Statement Regarding Harassment and Bullying:

Augusta Preparatory Day School is committed to a learning environment that is free from harassment or bullying of any form. Harassment or bullying of any student through conduct or communication is prohibited. Augusta Preparatory Day School will treat allegations of harassment or bullying seriously and will review such allegations in a prompt, confidential, and thorough manner. As appropriate, the Faculty Disciplinary Committee (FDC) adjudicates reports of harassment or bullying. When necessary, Augusta Prep will take all appropriate steps to fulfill the school's duty as a *mandated reporter*; certain instances of harassment, bullying (including cyberbullying) may call for such steps.

A charge of harassment or bullying shall not, in and of itself, create the presumption of wrongdoing. However substantiated harassment or bullying will not be tolerated on our campus, during school sanctioned activities/events off campus, or in any case where off-campus harassment or bullying (including via technology, i.e., "cyberbullying") is impacting a student's on-campus experience. Action, including potential disciplinary action, will be taken to prevent repeated harassment or bullying. Any person found to have made false or frivolous charges will also be subject to disciplinary action. Harassment is illegal under both state and federal law.

Harassment Defined

Harassment occurs when an individual is subjected to treatment or a school environment which is hostile or intimidating. It includes, but is not limited to, any or all of the following:

1. Verbal Harassment: Derogatory comments and jokes with intent to harass; threatening or obscene words spoken to another person, rumors or name calling; written communication that is intimidating and/or inappropriate.
2. Physical Harassment: Unwanted physical touching or contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal movement.
3. Visual Harassment: Publicly displaying or making obscene gestures with the intent to harass, derogatory, demeaning or inflammatory written words or drawings
4. Sexual Harassment: Unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.
5. Any conduct that has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive educational environment.
6. Intolerance toward others: including, but not limited to: racism, sexism, and homophobia.

Bullying Defined

(Source: www.stopbullying.gov)

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

The school is particularly mindful of vulnerable populations who may become targets of bullying or harassment based on actual or perceived characteristics. These characteristics may include, but are not limited to: race, religion, ancestry, national origin, gender, sexual orientation, socioeconomic status, academic status, gender identity or expression, physical appearance, or disability. There are three types of bullying:

1. Verbal bullying (saying or writing mean things) This includes teasing, name-calling, inappropriate sexual comments, taunting, and threatening to cause harm. This form of bullying may also occur via technology, i.e., “Cyberbullying”, which is defined as bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
2. Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes leaving someone out on purpose, telling others not to be friends with someone, spreading rumors about someone, and embarrassing someone in public - including via technology, i.e., “Cyberbullying”.
3. Physical bullying involves hurting a person’s body or possessions. This form of bullying includes physical aggression (hitting, kicking, punching, tripping, pushing), spitting, taking/breaking someone’s things, and making mean or rude hand gestures.

Bullying and Harassment Prevention -

(Please note: the following language and policies are subject to significant modification as Augusta Prep continues school-specific work with an anti-bullying/harassment program: Olweus)

In an effort to prevent bullying and harassment, the following measures will be in effect:

- All Upper School faculty will have ongoing bullying prevention training (Olweus) through the 20-21 academic year.
- All Upper School students and faculty are expected to understand how *bullying* and *harassment* are defined in the Handbook.
- Reporting mechanisms, including the anonymous reporting link found [HERE](#), will be highlighted regularly in advisory discussions.

Bullying and Harassment Intervention -

(Please note: the following language and policies are subject to significant modification as Augusta Prep continues school-specific work with an anti-bullying/harassment program: Olweus)

When a member of the Augusta Prep community (student, faculty, parent/guardian, or other) is concerned that bullying or harassment may be taking place the following steps are recommended:

- Consult the Handbook's definitions of bullying and harassment to confirm and further categorize/describe the situation;
- Ensure that the concern is brought to Upper School administration as soon as possible via any of the following reporting mechanisms:
 - Reporting concerns to the Head of US
 - Reporting concerns to the US Counselor
 - Reporting concerns to any trusted adult (teacher, coach, advisor, etc.)
 - Reporting concerns via the anonymous reporting link found [HERE](#)
 - Reporting concerns directly to the Head of School

When a report of bullying or harassment is received, the following steps will be taken:

- The Head of US, in consultation with the US Counselor and appropriate Lead Class Advisor(s), will use the Handbook's definitions of bullying and harassment to assess the circumstances, interviewing involved parties as necessary.
- If it is determined that bullying/harassment occurred, the Head of US will:
 - Refer the case to the FDC for adjudication
 - Notify the parents/guardians of all students involved
 - Take appropriate disciplinary action based on recommendations of the FDC, and in consultation with the US Counselor.
 - Consult with the Head of School and US Counselor regarding any possible *mandated reporter* duties
 - Continue to collaborate with the US Counselor to support all students/families involved (this includes appropriately proactive steps to prevent retaliation against the reporter(s) of the bullying, regular check-ins to ensure that no retaliation is occurring, and swift intervention if there is concern of retaliation)

STUDENT LEADERSHIP AND RECOGNITION

Co-curricular Programs (Clubs/Organizations)

Orientation and Introductory Information Students who wish to establish clubs or organizations may do so by submitting to the Head of US through the Student Council a one-page “charter” that outlines the organization’s name, faculty sponsor, purpose, meeting plan, and proposed activities. At assemblies early in the school year, officers of school clubs and organizations explain each organization’s mission, membership obligations, and sign-up/election procedures in order to encourage membership. The US will support clubs and organizations that meet the above criteria, and are consistent with the school’s mission.

Meeting Times Clubs are encouraged to make use of “M” Periods at the end of the academic day for their meetings. This includes the “Big Five” (Student Council, HEC, Math Team (Squad M), Science Team, Service Club), though they may need/elect to meet within a designated lunch period.

Membership With the exception of Student Council, HEC, Cum Laude Society, and NHS, (nominated and/or elected membership), membership in organizations is open to all interested students.

- Before committing to a student organization, students should carefully consider their academic, athletic, and artistic interests and obligations, as well as their outside time commitments.

Student Participation in Co-curricular Programs Among the many benefits of Augusta Prep’s co-curricular programs are the opportunities to learn about teamwork, leadership, and commitment to shared goals. Students should never join activities just to “pack their resume” or impress college admission staffs. Insincere membership is usually obvious, ineffective, unproductive, and unrewarding. Furthermore, when a student over-extends him or herself, grades and performance as a leader may suffer.

Limitations on a Student’s Acceptance of Leadership Positions Students are limited to two leadership positions in clubs or organizations. This restriction includes captaining athletic teams, and no student may serve in more than one of the following capacities: class officer, student council member, or HEC member.

Eligibility for Class Officer, Student Council, HEC

- *Disciplinary Record* – The candidate must sign the following pledge before submitting his or her name as a candidate: “I have not committed a major disciplinary infraction (as defined in this Handbook) or Honor Code violation during the current or last academic semesters.”
- *Academic Standing* – The candidate must be passing all academic courses and have a GPA of 79.5 at the time of the election. Candidates for Student Council President must be passing all academic courses and have an overall GPA of 84.5. Once elected, the student must maintain this average while serving.
- *Co-curricular Academic Watch* – An elected officer or representative who does not maintain the required academic standing will be placed on academic watch. At the end of the next grading period (mid-term or semester), a student who has not attained the required GPA will be required to resign the elected position.
- *Dismissal, Subsequent Leadership* – A student found guilty of an Honor Code violation or major disciplinary infraction (as defined in this Handbook) during or after the election process is subject to dismissal from

elected positions. A student dismissed from an elected position for any reason is not permitted to run for an elected position during the next academic year.

Eligibility to Participate in Spring Elections Many student organizations conduct elections near the end of the school year for leadership positions the following year. To be eligible to run for an elected position or vote in that election, a student must be re-enrolled at Prep for the next school year.

Student Organization Fund-Raising Many student organizations or classes raise funds for special projects and programs. Such activities provide leadership opportunities and foster team unity and responsibility. **All fund-raising ventures must be approved in advance by the Head of US, and organizations seeking approval must request and complete the online “Event Request Form” from the US Office.** Under the guidance of their faculty sponsors, organization leaders must share the purpose of the activity, the complete plan for its conduct, and a roster of students involved. A fund-raising activity may be approved if its purpose is safe, it is organized, if no conflict with other groups' projects occurs, and if it can be carefully monitored. In almost all cases of class-raised funds, accounts will be kept with the APDS Business office.

Academic Eligibility Requirements for Participation in Co-Curricular Programs

The following requirements pertain to student participation in interscholastic athletics, drama, publications, and other school activities.

- *Georgia Independent School Association (GISA) rules* – A student must have passed five (5) academic courses during the previous year to be eligible to participate in interscholastic competition during the current academic year.
- *Semester eligibility* – Augusta Prep requires a student to pass five subjects for the semester or for the year to be eligible to participate in Prep co-curricular programs during the next semester unless the student remediates the failing grades. To do so, the student must earn summer school credits or receive tutoring and successfully pass a re-exam.
- *Continued eligibility after the mid-term* – a student must receive passing grades in five subjects at the mid-term reporting period to remain fully eligible to participate in Prep co-curricular programs. A student passing four subjects may continue participating “on probation” on a limited basis, upon the approval of the Head of US, and upon evidence that the student’s limited participation is not causing or aggravating the academic difficulties.
- *Possible Suspension at Any Time* – If a student’s academic difficulties are deemed by the Head of US to have been caused or aggravated by the student’s participation in a co-curricular program, the student may be suspended from that activity. Upon the recommendation of teachers and the Athletic Director, and in consultation with parents, the Head of US may reinstate the student.

Special Honors

Cum Laude Society Augusta Prep is honored as a Cum Laude Society chapter. In accordance with national by-laws, the Augusta Prep Chapter may induct up to 20% of each graduating class, based on academic standing during high school. See information in Appendix A, reprinted from the National Cum Laude Society Handbook.

National Honor Society (NHS) Each year, students may submit their names for induction in NHS. Students are selected for membership by a faculty committee. Students who do not uphold NHS standards of scholarship, character, leadership, and service may be placed on probation, asked to resign from, or dismissed from NHS. Commission of a major disciplinary infraction (as defined in this Handbook) or Honor Code violation will likely result in probation, requested resignation, or dismissal from NHS.

US Honors Day At a ceremony late in the year, the following awards highlight special achievements:

- Medallion: Esse Quam Videri Award, to one student in each grade (9 – 11) who epitomizes the school motto “*To Be, Rather than To Seem.*” This award may be received only once during high school;
- Medallion: General Excellence Award, to the student earning the top GPA in each class;
- Certificates, to mark special honors and achievement by a student in every academic department;
Note: Department Chairs will advise department members as to how many awards per class are “generally acceptable.”

Senior Awards

Seniors are eligible for the special awards listed below, and recipients are selected by faculty vote in May.

Senior Speech Award: The winner of this award, based on content and presentation, is determined by a vote of the US faculty, and the student is recognized at Senior Honors Night.

Academic and Fine Arts Awards: Senior academic awards are in English, Math, Science, Foreign Language, and History (Social Sciences). Selection criteria include the student’s GPA and the number and level of courses taken in each discipline. Only grades earned at Augusta Prep are used to determine the GPA. The two Fine Arts Awards, visual and performing, are based on a combination of student grades in fine arts courses and his or her contributions to the school’s fine arts programs, including plays, art projects, and other performances.

Student Council President Award: This award is given in recognition of service. It is endowed by Newton Gaston Quantz, III, Class of ’83, and William Brogan Quantz, Class of ’85, this award recognizes this important service to the school community.

Service Award: This award recognizes a student who has generously given his or her time, efforts, and energy in service of others in all areas of school life.

Citizenship Award: This award is given to a student whose conduct, positive attitude, and selfless support of fellow students have exemplified good citizenship in the Augusta Prep community.

Salutatorian Award: The award goes to the student with the second highest overall academic standing. Only grades earned at Augusta Prep are factored in computing academic standing.

Valedictorian Award The award goes to the student with the highest overall academic standing. Only grades earned at Augusta Prep are factored in computing academic standing. The award is endowed by Dr. Elizabeth Vaughan Sharpe, Class of ’72.

APDS Award This is the most prestigious honor awarded to an Augusta Prep senior. It is given to a student who has consistently demonstrated strong scholarship, loyalty to the school, willingness to serve, strong positive

leadership and character, and a cheerful spirit. The award is endowed by Mary Elizabeth Vallotton Yarbrough, Class of '88, and Joseph Maxwell Vallotton, Jr., Class of '90.

ATHLETIC PROGRAM

Sportsmanship

Augusta Prep conducts an extensive interscholastic athletic program knowing that competitive team experiences contribute significantly to the development of character and school spirit. Sportsmanship and fair play are important parts of this training. All Augusta Prep coaches, players, cheerleaders, faculty, and students are expected to represent the school in a manner that is respectful of others on and off the field of play. Our aim is to develop and maintain the highest standards of courtesy, emotional discipline, good sportsmanship, and the ability to act as good hosts and appreciative guests. We encourage and endorse enthusiastic support from Prep parents and friends. We expect adults to set the example by upholding the same high standards of decorum demanded of students. Augusta Prep will not tolerate any spectator behavior that is disrespectful toward players, officials, coaches, cheerleaders, or other spectators, or that detracts from the proper and safe conduct of the game. In the right spirit, all will enjoy Prep athletic contests and special events to the fullest extent.

Program Goals

- To encourage maximum student participation in a variety of sports as an essential and important complement to the challenging academic program;
- To encourage "winning" within appropriate academic and ethical guidelines, while teaching and emphasizing the lessons of team unity, team work, cooperation, dedication, and self-discipline;
- To provide appropriate facilities, equipment, and coaching personnel;
- To provide separate programs for the US and MS (coaching at MS and JV levels stresses the development of individual skills and confidence; coaches strive to get every player in the game);
- To develop, promote, and demand good sportsmanship and appropriate competitive attitudes in all Augusta Prep athletes and teams.

Policies and Procedures

Team Rosters – General

- *Coaches' Discretion* - head coaches or team sponsors determine team rosters.
- *Factors in Team Selection* - student grade levels (Varsity: 12-9; JV: 11-9; MS: 8-5), skill, attitude, team chemistry, and equipment/facility limitations. When facilities, staffing, and scheduling permit, students are not cut from rosters.
- *Team Guidelines* - at the beginning of each season, the head coaches give students guidelines, policies, and procedures that apply specifically to their teams.
- *Academic and Age Eligibility* - team members must meet GISA and APDS eligibility requirements.
- *Medical Forms* - student-athletes must have a current physical examination on file in the Athletic Department Office before trying out for or practicing with a team; forms typically expire after 12 months.

- *Participation on One Team per Season* - students participate on one team per season. Exceptions may be approved by the Athletic Director (AD) and coaches. Athletes allowed to participate on two teams (including one sport at JV and one at Varsity) are restricted to one practice per day.

Selection of Team Rosters – Specific Sports

- *Tennis* - If necessary, the team roster is determined by a tournament format (singles only) or round-robin play. Players' positions are then determined by the coach or by a tennis ladder.
- *Golf* - If necessary, the team roster is based on combined scores from a number of qualifying rounds pre-determined by the coach. Players' positions are determined by the coach or by their competitive scores.
- *Cheerleading* - If necessary, tryouts are held in the spring to determine the following year's squad. To try out, a student must be re-enrolled for the following year. Cheerleading camp is available during the summer.

Student-Athlete Eligibility

- To participate in a GISA-sanctioned co-curricular activity, a student must meet GISA and APDS eligibility.
- In general, MS students may not participate on US (JV or Varsity) teams. Exceptions may be granted by the Head of School.
- The coach and AD can approve MS students' practicing with JV or Varsity teams.

Team Members' Absences from Games

- *Unexcused Absences* – A student-athlete's unexcused absence from a game will result in a 1-game suspension. Subsequent unexcused absences warrant suspension and a meeting with the AD to determine whether the student's participation on the team should end.
- *Excused Absences* – granted by the AD for the following reasons:
 - family medical and personal emergencies
 - absences from school
 - college visits approved through the College Counseling Office.

Team Members' Absence from Practices

A student who has an unexcused absence from practice the day before a game does not participate in that game but must attend the game in street clothes and sit with the team, at the coach's direction.

Note: Absences from games or practices may impact the student-athlete's playing time.

Class Attendance Required for Athletic Participation To preclude a student-athlete's coming to school just to play in a game, a student must attend a minimum of four consecutive class periods on the day of a weekday game or practice to be eligible to participate on that day. Exceptions may be approved by the Head of US.

Consequences of Quitting a Team in Mid-Season Unless excepted by the AD with consent of the coach involved, any student who quits a team after the roster has been announced or practices have begun will not be allowed to participate on any other Prep team for the remainder of the school year. Upon quitting a spring sports team, the student will be barred from participating in the first season of the following year. Exceptions are rare and must be approved by the AD and Head of US.

Unsportsmanlike Conduct Prep student-athletes are expected to practice good sportsmanship at all times.

- *Suspension or Dismissal* – Fighting or other unsportsmanlike actions may result in suspension or dismissal from an athletic team. In severe cases, the student may be suspended by the AD from participating in all Prep athletic programs for the remainder of the school year.
- *GISA-imposed Fines* – The Georgia Independent School Association (GISA) imposes a \$50 fine on any student, fan, or coach whose conduct is considered by any official to be unsportsmanlike. The violator must pay the fine before returning to any GISA-sanctioned athletic events.

Specific Teams' Additional Rules and Guidelines Coaches and sponsors may, with the approval of the AD, suspend or dismiss players and administer other appropriate consequences for offenses such as:

- *Profanity
- *Insubordination
- *Tardiness
- *Unexcused Absences
- *Failure to abide by team rules or coaches' instructions (particularly during travel)

Misconduct during School-sponsored Overnight Trips Unexcused absences and curfew violations during overnight trips are serious disciplinary violations. Such cases are referred to the Head of US. Students committing these infractions may not participate in future overnight trips for a duration determined by the Head of US and the AD. The school's rules, expectations, and disciplinary responses are, of course, in full effect during these school-sponsored experiences.

Consequence of Dismissal from a Team The student is ineligible to "letter" in that sport.

Guest Participants at Practices Visitors may practice with Prep teams with the coach's and the AD's approval.

Team Travel

Transportation Prep teams travel by school bus, chartered bus or vans, or by car "caravans," determined by number of participants, traveling distance, time of day, day of the week, and budget. The school's rules, expectations, and disciplinary responses are, of course, in full effect during these school-sponsored experiences.

- *Logistical Support from the Parent League* – When Prep teams travel by vans or cars, a team parent representative helps the AD coordinate rides.
- *Traveling Squads* may be designated by coaches when transportation is limited.

Return from Travel on Weeknights On occasion, teams may return late from away contests. Nevertheless, all students are expected to arrive to school on time the following school day. While student-athletes are never excused from academic obligations because of participation in sports, they are allowed extra time to complete assignments when they return late from weeknight competitions. See "Late Night" Events - Students' Extensions for Homework Assignments:

- **"Late Night" Events – Extensions for that day's Homework Assignments** When students represent Augusta Prep in athletic, literary, or academic events on the night before a school day, and late completion or travel has them arriving back to campus after 10pm, they will be given a 1-day extension on homework assigned that day that is due the next morning. In many instances, traffic, game overtime, or other unforeseeable events will put such late nights beyond the control of the coach or teacher. This

policy does not apply to assignments or quizzes/tests that have been scheduled in advance, nor does this policy mean a student is excused from reporting to school on time the following day.

Appropriate Attire for Athletic Team Trips No jeans, sneakers, sandals, t-shirts, or caps

- *Soccer, Volleyball, Basketball, Cheerleading Teams* – Girls wear shirts or blouses with slacks or skirts. *Boys* wear collared shirts and ties with slacks. A jacket is optional.
- *Other Teams* – Appropriate attire for travel and competition is established by the AD.

Awards

Awards given at seasonal athletic assemblies

Varsity and JV Team Letters: Letters and certificates are awarded by team coaches to athletes and managers who contribute to their teams through their positive attitudes, sportsmanship, and participation.

- *Seniors* receive a plaque-mounted certificate listing their entire Varsity athletic career at Augusta Prep.
- A participation certificate is given to any team member not receiving a letter award.
- Awards are not presented for participation on teams or in athletic events not sponsored by APDS.

Eligibility for a Varsity Letter: Student-athlete must have participated in at least half of the team's contests at the varsity level and be in good standing as a member of the team at the end of the season. The contest-participation requirement is waived for seniors and for athletes who incurred season-ending injuries. A student who quits a team or is dismissed for disciplinary or academic reasons may not receive a letter or participation certificate.

Trophies, Plaques and Medals: Awarded by vote of coaches and/or players in several categories. Coaches may present two of the following three awards for each Varsity team:

- *Most Valuable Player (MVP) Award*
- *Coaches Award*
- *Most Improved Player Award*

Several other awards are sponsored by civic or athletic organizations.

Senior Plaques: Seniors who have participated on any varsity team during their Senior year at Augusta Prep will be presented a plaque at the Spring Athletic Assembly.

Awards at Senior Honors Night

Scott Jaird Olliff Scholar/Athlete Award – Augusta Prep's highest athletic honor is a silver trophy awarded by the APDS Booster Club to the student who displays those characteristics possessed by Scott Olliff, in whose memory this honor is awarded.

Athletic – The recipient should have contributed significantly to one or more varsity sports.

Academic – The recipient should have at least a "B" overall GPA.

Sportsmanship – The recipient should have consistently displayed the highest standards of courtesy, generosity, and fair play.

Character – The recipient should have demonstrated a strong loyalty to the school, honesty and integrity, and a superior degree of friendliness toward and concern for all members of the APDS community.

The Athletic Director and Varsity Coaches, casting one vote each, will provide a list of nominees to the US faculty, who will vote to determine the recipient. Final voting will be concluded at least two weeks before

the US Spring Athletic Assembly. Note: If the recipient is an underclassman, the award will be presented at the US Spring Athletic Assembly.

Most Outstanding Senior Athletes: These two awards (to the outstanding senior boy and girl) are based on the recipient's entire athletic careers at Augusta Prep. They are selected by vote of all coaching staff members.

Blue and Gold Award: Presented to all senior athletes who have participated in ten or more Varsity seasons during their careers at Augusta Prep.

Appendix A

Cum Laude Society

The *Augusta Prep Chapter* was granted its charter by the Officers and Regents of the Cum Laude Society in 1998. Augusta Prep is one of eleven Georgia schools so recognized for the strength of its academic program.

The following is reprinted from *The Cum Laude Society 1996-1999: Handbook of Information*.

Interpretation of Student Membership

As provided in the Cum Laude Society Constitution, a chapter may elect *not more than 20% of the Senior class* who have demonstrated academic excellence in the college preparatory curriculum. It may elect the whole number toward the end of the Senior year, or not more than 10% of the number at the end of the Junior year or at any time during the Senior year, and the remainder toward the end of the Senior year.

The definition of what constitutes an academic honor record and the determination of how to select members are left to the discretion of the individual chapter. Since the District Regent participates annually in evaluating the quality of schools seeking to establish chapters, as well as the quality of schools undergoing Ten-Year Chapter Reviews, he or she is always willing to confer with a school if it is having difficulty in determining these matters.

Chapters shall be free to elect members who have demonstrated academic excellence in accordance with the philosophy and policies governing their individual schools. In the broadest sense, the Regents assume chapters will elect to membership only students who have demonstrated good character, honor, and integrity in all aspects of their school life. Since there are other agencies for the rewarding of achievement in areas such as social services, extracurricular activities, citizenship and athletics, Cum Laude elections should be based on academic excellence, in keeping with the original purpose of the Society.

Interpretation of the Motto

The Officers and Regents remind each chapter that the major objective of the Society is to recognize academic excellence. However, they hope the chapter will acquaint its members with the Motto: ***Arete'* (Excellence), *Dike'* (Justice), *Time'* (Honor)**. The Motto specifies qualities which, ideally, each member of the Society should have as personal goals and should endeavor to encourage in society as well.

The Greek words carry with them far more than literal translation suggests, and surely the founders of the Society had in mind these fuller concepts of these words.

The word *Arete'* includes the concept of excellence in the moral sense and is not limited to the ideal of superiority in scholarship, nor does it involve the endeavor of competing primarily for academic grades.

The word *Dike'* includes the concept of what is suitable and appropriate as well as just.

An interpretation of the *Time'* includes the concept of dignity and true worth as well as honor.

National Honor Society (NHS)

NHS is a national organization of high school students who have demonstrated excellence and dedication in the following four domains:

- Scholarship
- Service
- Leadership
- Character

Selection Criteria While Scholarship is important and should be considered first, membership is not considered on the basis of grades alone. Students who meet or exceed the grade-point average required to be considered for induction in NHS will be invited to submit a packet for consideration. This will occur twice per academic year: early in the 1st semester and early in the 2nd semester. Accepting the invitation and requesting to be considered for membership are optional.

Membership NHS membership is determined by vote of a selection committee, having reviewed packets submitted by students requesting to be considered for membership.

Induction Occurs in the Spring and is organized and conducted by officers and members of NHS, supervised by the NHS Sponsor.

NHS Membership Information Sheet Details of eligibility, definitions of Service, Leadership, and Character, examples of what comprises these three domains, and details outlining the submission and induction process are in an information sheet available upon request.

HANDBOOK UPDATES & MODIFICATIONS FOR COVID-19

This section contains information supporting Augusta Prep’s efforts to continue to serve students and families during the pandemic. This includes the following documents:

- The “NOW” Normal in the Upper School
- 2020-2021 Cavalier COVID Community Commitment
- Prep COVID Risk Reduction Measures
- Instructional Continuity Plan
- Augusta Prep Process for Student Illness

The “NOW” Normal in the Upper School

With safety as our top priority, the Upper School community will observe a number of slight and significant changes to how we will operate on a daily basis. These new modes of operation are subject to change as circumstances, new learnings, and community needs dictate. All changes will be communicated to students, parents/guardians, and faculty.

Prior to arriving to campus:

Students will self-assess and self-screen at home. Students showing any of the following symptoms are asked to remain at home and consider seeking COVID-19 testing:

- Fever (of 100.4 or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Traveling to campus:

Students are encouraged to social distance (if possible) if traveling by bus, and to wear masks (well-fitting, under the chin, over the nose) if social distancing of 6' is not possible. Students who are carpooling with non-family members are encouraged to wear masks.

Upon arrival to campus:

To begin the year, all students and faculty will be screened for fever and asked to confirm that they are asymptomatic. Students arriving to school after 8:00AM (late arrival or exercising Senior Privileges) will be screened in the Upper School Office.

After screening, students are asked to engage in effective handwashing and/or hand sanitization.

When greeting each other, students and faculty are asked to avoid physical contact (handshakes, hugs, high-fives, fist-bumps, etc.) in an effort to minimize the spread of germs.

Prior to the start of school at 8:00AM, students are asked to maintain social distance of 6' whenever and wherever possible (Commons, Senior Area, Library, halls, classrooms, etc.). Correctly worn masks (well fitting, over the nose and under the chin) will be required when and where 6' of social distance cannot be guaranteed or maintained. This includes when moving between campus spaces, accessing lockers and visiting restrooms: *Masks when in motion* will be a guiding principle and expectation.

During the academic day (8:00AM - 3:10PM):

When arriving to class, students are asked to make use of hand sanitizer units located in each classroom.

If a given class size and space allows for 6' or more of sustained social distancing, students may remove masks, though there may be circumstances when this is not advised or permitted.

Prior to leaving a classroom, each student will be provided with the materials necessary to sanitize his/her immediate space (desktop, chair, etc.).

When traveling between classes, to lockers, to restrooms, etc. students will be reminded of the expectation that they wear *masks when in motion*.

If a student should become symptomatic during the day, they will be isolated in a comfortable and private space and assessed by the nurse. The school will notify the student's parents, and the student will remain in isolation until a parent can pick them up or give permission that the student may drive themselves home.

At Break and Lunch periods, students are encouraged to make use of the Commons tables (equipped with plexiglass to allow for groups of 4 to sit together more safely), as well as outdoor spaces (picnic

tables) and seating (adirondack chairs). When not in motion and able to sustain 6' of social distance, students may be without masks.

Assembly and Senior Speeches will need to run differently this year. Assemblies may be recorded in advance, or held virtually with students gathering in advisories. Senior Speeches will be held with Seniors and visitors in live attendance, and 9th-11th graders watching a live feed by advisory.

Throughout the day, students will be encouraged to engage in effective handwashing and/or hand sanitization.

Departing campus:

Students are encouraged to mask and distance as appropriate and possible within the circumstances of their travel situation.

2020-2021 Cavalier COVID Community Commitment

All families are asked to read, acknowledge, and sign the community pledge at the end of this document. This document will be provided electronically via the My Augusta Prep portal.

Augusta Preparatory Day School is committed to implementing health and safety precautions to mitigate the spread of COVID-19 in our school community while prioritizing the safety of our teachers, parents, and students, as well. Our school staff will be following the recommendations of the CDC and Health Department at school and in our personal lives. We are committed to balancing the need to provide a safe school environment with students' developmental needs to socialize and develop a love of learning so that the predominant climate of our school remains positive and stress-free. But on any given day we represent only 20% of the on-campus community.

Students comprise the other 80% of the Cavalier Community so, parents, we need your help! Because we are such a close-knit community, we can't do it without your support. To that end, we are asking Prep Families to voluntarily enter into this *Cavalier COVID Community Commitment* so we are all working as a team to keep each other healthy. We have the great fortune of being a responsive, dedicated, and caring community. By following these precautions together, we can decrease the chance of transmission and keep school open to serve your family.

Prep Staff On Campus Safety Measures

Out of great respect for each employee and their personal assumption of risk, **we commit to the following precautionary measures:**

- Daily temperature checks
- Close monitoring of symptoms and isolation of symptomatic individuals
- Increased use of outdoor classroom spaces

- Social distancing (6 feet when feasible)
- Increased hygiene signage and hand cleaning supplies
- Teaching good hygiene techniques—especially proper hand washing routines
- Enhanced sanitation routines
- Face coverings (when appropriate and necessary)
- Non-essential visitors not permitted
- All off-campus field trips, including retreats and the 8th grade trip to Washington, D.C., are cancelled until the spring or when conditions allow
- Use of video or video conferencing for large group meetings

Family At Home Safety Measures

The following guidance is **strongly recommended for each family** to the greatest extent possible. *Please read and provide your consent and support.*

I acknowledge and understand that participation in school activities or programs at Prep during the COVID-19 pandemic presents certain risks beyond Prep’s control, and which may exist regardless of whether Prep controls or attempts to control such risks and even if Prep exercises the utmost care in trying to prevent anyone from getting injured or sick. To show my support and help the school community reduce the chance of transmission, **my family and I commit to the following precautionary measures :**

In public spaces, all members of my household commit to the following:

- Increased social distancing
- Minimizing *close contact* conversations to less than 10-15 minutes
- Wearing face coverings when social distancing measures are not available
- Monitoring for symptoms, or self-quarantine if chance of exposure, after international travel or domestic travel to an area experiencing widespread community transmission
- Hand sanitation after contact with high touch surfaces
- Hand washing during or after public activities

At home, all members of my household commit to the following:

- Monitor daily for symptoms of COVID-19: such as fever, runny nose, and cough, vomiting and diarrhea, temperature, loss of taste/smell, shortness of breath *and refrain from sending a child to school if anyone in the household has these symptoms*
- Reporting to the school nurse when there is a confirmed COVID-19 case in our family
- Disclosure and self-quarantine when known direct contact with a confirmed COVID-19 case
- Being mindful of travel choices over the next three weeks before returning to school

Acknowledgement of Risk & Personal Responsibility

“I acknowledge that I have freely chosen to enroll my child at Augusta Preparatory Day School (“Prep”) for the 2020-21 school year. I understand that the school has taken all reasonable precautions to protect parents,

students, and staff from exposure to COVID-19. I further understand that despite those precautions there is some risk of exposure.

I am permitting my child to participate in school activities and programs at Prep with this understanding and hereby knowingly and voluntarily assume all risks of injury, illness, death or damage related to COVID-19 which may arise as a result of my child's voluntary participation and attendance of Prep. I understand Prep has no insurance that will pay or reimburse me for illness or injury expenses incurred as a result of my child participating in any programs while at school. Therefore, I accept full responsibility for all medical expenses for any injuries or exposure my family might receive by reason of my child's attendance.

I further acknowledge that my child's attendance may expose my family to COVID-19, and I assume any such risk, thus releasing Prep and all its agents from liability. I may discontinue my child's on-campus attendance at any time in light of the risks I am assuming hereunder, while acknowledging that this attendance in no way impacts or releases me from my contractual enrollment agreement.

I also agree that by attending Prep, my family will fully comply with all such measures out of respect for the safety and health of the teachers and larger school community. I agree to take all reasonable safety precautions when in public spaces outside of school.”

Responsible Party Signature (required via [MyAugustaPrep](#))

Prep COVID-19 Risk Reduction Measures

Note: This is a “living document” and may change as medical professionals, public health practitioners, and government guidelines update their knowledge and practices regarding this novel virus.

Augusta Prep’s [mission](#) includes a commitment to students who embrace *personal responsibility, a global perspective, and service to others*. As we navigate reopening school with COVID-19 still circulating in the local community, with individuals traveling to areas with higher rates of infection, and with no vaccine available yet, we are asking **every** member of the Prep community to *embrace the personal responsibility to reduce the risk* of spreading the virus in order to *protect* high-risk individuals at school and those that live with those individuals when they return home.

To this end, Augusta Prep looks to maximize use of outdoor spaces, maximize social distancing within our buildings, conduct daily screenings, increase sanitization efforts, reduce high touch surfaces, encourage good hygiene, and have students and employees wear face coverings especially when social distancing is not feasible or is difficult to maintain. We will make every effort to keep everyone safe and not have children or adults in face coverings every minute of the day. We also know there will be students and adults on campus who will choose to wear face coverings for longer periods of time, including students or adults who are directed to do so by their parents or health care providers.

To that end, we feel there are two areas of education from the [Centers for Disease Control](#) that are critical for every community member (employees, parents, students) to understand and comply with:

1. [How COVID-19 spreads](#)
2. [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

Each employee and student will need to have at least two face coverings or masks available to use each day in case one is lost or soiled. Face coverings or masks worn may include neck gaiters (like a [Buff](#) brand cloth tube), cloth face masks, or disposable paper masks.

Should a student or visitor show up on campus without a face covering, we will have extra disposable paper masks on hand in each division office and the nurse’s office. If you feel wearing a mask will present a physical or emotional challenge for your child, please reach out to the appropriate Division Head, our Director of Student Support, Dr. Kara Deaner, or our School Nurse, Jennifer Blanchard, for assistance. You can also find advice on helping your child from the American Academy of Pediatrics [here](#).

Expectations of Use of Face Coverings:

In accordance with [CDC guidance](#) regarding how to wear cloth face coverings (or masks), Augusta Prep will expect that coverings be worn correctly (i.e., over the wearer’s nose and mouth, and secured under the wearer’s chin).

- **Staff Use:** Face coverings (or masks) shall be worn by staff when at least 6 feet of social distancing cannot be maintained, including when traveling between indoor spaces (“masks in motion”). There may be situations where staff wear a clear face shield so the entire range of expressions can be seen and the movement of the lips can be seen.
- **Student Use:** Face coverings (or masks) shall be worn by students in grades 1 through 12 as developmentally appropriate in settings where at least 6 feet of social distancing cannot be maintained, as instructed by a faculty member, and when traveling between indoor spaces (“masks in motion”). Students in the Middle and Upper School (grades 5-12) can expect to wear masks more than those in the lower school given their classes are not self-contained, they can more successfully wear them correctly, there is greater travel between classes, and there is more mixing of classes.

Students in Kindergarten and grades below will not be expected to wear masks in class (exceptions during carpool and some indoor transitions), but students in the grades above will need a properly fitting face covering for certain indoor and outdoor activities when social distancing cannot be maintained.

Note: If any student should start showing symptoms of COVID-19 while at school he/she may be placed in a mask adhering to the CDC guidelines in regards to children.

Instructional Continuity Plan

Whether in person or remotely, we will always aim to live our mission to *develop the intellect, talents, and character of our well-rounded, engaged students who embrace personal responsibility, global perspective, and service to others.*

And in these unique and challenging times, we have a heightened responsibility and opportunity to:

- Help students explore new and innovative ways to enhance their intellect;
- Nurture existing talents and passions (and discover new ones) in new and exciting ways;
- Strengthen character by empowering students as they feel our trust and confidence in them;
- Involve and engage students in the important and meaningful work of maintaining a close community while physically distant;
- Coach, guide, and encourage the students to be self-directed and personally responsible in their endeavors;
- Provide ways for students to see and reflect on how globally connected and interdependent we are;
- Remain ever mindful of the needs of others and find ways to contribute and serve within the constraints of social distancing.

We stand together as a community to live our mission in these changing times. A detailed version of our instructional continuity plan outlined by divisions is noted below.

Go Cavs!

General Information: *Telecommuting* can be wonderfully productive if done right and with intention. And it can be highly unproductive if done haphazardly and without planning. With that in mind, students will want to give thought to:

- **Space:** Where will you “go to school” while at home? Is there an office you can use? Another space that is separate from distraction? How will you signal to others (siblings/parents) that you are “in class” at a given time?
- **Materials:** What do you need to be successful? Do you have enough of the basics (pens/pencils/paper)? Is your computer charged up? How’s your internet speed? What have you begun to take for granted at school that you might miss while at home (marker boards for “big thinking”; Library access; other?) and how might you replicate those at home (a dry erase marker and a mirror can work well, for instance).
- **Smartphones:** Will likely play a helpful role in this time (sending quick emails to teachers, checking with friends about work, recording and submitting assignments...), and they could be a powerful distraction. Consider how and when you’ll have them “off and away” to drive your productivity.
- **Structuring your time:** A benefit of telecommuting is getting to work when you are your most productive self. If space is the *where*, think about this equally key *when*: when will you be “on” and when

will you be “off.” There may be times when you’re asked/required to be present *in real time*, but it’s more likely that you will get to be *self-directed* in your work - a little structure will go a long way.

General Expectations: In the event of a shift to virtual learning, students will be required to review and sign a memo of understanding outlining expectations and etiquette of online learning. The school’s goal in virtual learning is to keep you engaged and keep you moving forward with all of your classes, including electives. To that end, it is expected that students will:

- Put forth a daily effort in each class:
 - Teachers will be using Google Classroom as a base for each course. Students will want to be sure they are included in, and able to access, all Google Classrooms for all of their courses. **Teachers will be posting daily assignments either in advance or by 12:00 p.m. each school day.**
 - Teachers will post assignments and assessments (including due dates) within the Google Classroom calendar feature.
 - Teachers will be using some mix of synchronous (*in real time*) meetings (google meet) and asynchronous (*on your own time*) opportunities (video lessons, readings, assessments...).
 - The virtual learning schedule operates as follows:
 - The schedule rotation is Monday/Thursday = A Day, Tuesday/Friday = C Day.
 - While only certain classes will have synchronous meetings on a given day, students can expect to have work assigned for all classes on all school days (Mon, Tues, Thurs, Fri).
 - Wednesday is a community day, to be used for class meetings, advisory, division assemblies, club meetings, etc. No academic work should be assigned or due.
 - There will be at least 24 hours between when assignments are assigned and when they are due.
 - Synchronous meeting time will not exceed 90 minutes per class per week for each student.
 - Optional Office Hours/Extra Help will be available from teachers at a fixed time for at least 2 times a week for a total of 2 hours.

Time (UPPER)	A Day (Mon & Thurs)	C Day (Tues & Fri)
12:30 - 1:15	A	C
1:15 - 2:00	B	D
2:00 - 2:45	3	E
2:45 - 3:30	4	

- Communicate proactively to avoid conflicts and solve problems:
 - Should an issue or question arise, students will want to work with teachers, advisors, and others directly via email, phone conference, or video conference (google meet) to stay on track.
 - If students anticipate or have an issue with a course obligation (attending a meeting, fulfilling an assignment, etc.), they will want to be in contact with their teacher/advisor ASAP.
 - IN THE EVENT OF ILLNESS: If a student should fall ill and need to be “absent” from synchronous or asynchronous obligations, the student’s parent will want to email both the teacher and Ms. Erskine (monica.erskine@augustaprep.org) to make them aware.
 - Students who are struggling to complete work or understand an assignment should notify their teachers as soon as possible.
 - In the event that a student needs additional support (beyond extra help with the teacher), teams, advisors, and/or division heads (in collaboration with the parent and student) will develop a personalized support plan.
- Continue to live by Prep’s Honor Code:
 - In these extraordinary circumstances, many assessments (tests, quizzes, others) may need to be completed in the absence of a proctor.
 - Students will remain mindful of when and how they are using resources, paying extra attention to avoiding unauthorized aid or resources when completing assessments.

Attendance & Notification of Absences

- Attendance will be taken for each synchronous class meeting and recorded by the teacher.
- In the event of illness or an inability to engage synchronous meetings, parents should notify Ms. Erskine, who will notify teachers.
- Missed classes *may* be posted on Google Classroom for asynchronous review. The school will notify parents and guardians if a child misses a synchronous class.

Key Contacts:

All Upper School faculty stand ready to be of support in this venture. Head of Upper School, Andy Gyves is happy to answer/address any general issues or concerns by email (andrew.gyves@augustaprep.org) or phone: (980) 939-5396. Additional contacts include:

- A student’s Advisor (email works best)
- Mrs. Pylant for guidance with research and database usage: kirsten.pylant@augustaprep.org
- Mrs. Riggs (Upper School Guidance) remains available and would welcome an email to set up a time to meet by phone or on google meet if needed. Her email address is: amanda.riggs@augustaprep.org
- Additionally, *Virtual Office Hours* will be provided by each teacher. These live google meet sessions (times to be announced by each teacher) will be an optional opportunity to check in with teachers.

Augusta Prep Process for Student Illness

NOTE: This is a “living document” and may change as medical professionals, public health practitioners, and government guidelines update their knowledge and practices regarding a novel virus.

General Illness

Students who feel ill or present symptoms of illness should **not** come to campus. Tylenol, Advil, Ibuprofen, Aleve, Excedrin or any other fever-masking medicines should not be taken just to have a child attend school.

If a student needs to miss school for symptoms of any illness, we request you notify the appropriate division office by phone:

Lower School Direct Phone Line (Nicole Brooks) - 706-434-2507

Middle School Direct Phone Line (Jolene Cumpston) - 706-434-2529

Upper School Direct Phone Line (Monica Erskine) - 706-434-2530

Should a student present symptoms for any illness while at school, we will escort the student to a comfortable isolation room, and they will be seen by our school nurse for evaluation. The school nurse will contact the parent and the division head regarding steps taken and whether the student needs to leave.

Suspected COVID-19 Illness

Should a student present with symptoms related to the novel Coronavirus (COVID-19), we will isolate them in a pre-designated comfortable isolation room within the school division building and ask that the parent pick them up as soon as possible. In the case of Upper School students who drive themselves, parents will be notified that the student is departing campus.

COVID-19 symptoms may appear 2-14 days after exposure to the virus, show overlap with common cold and seasonal flu viruses, and typically include for adults and older students:

- Fever (100.4 and above)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If a student or employee is awaiting a COVID-19 test result, they should **not** come to campus.

Defining COVID-19 “Exposure” as “Close Contact”

If your child is in **close contact** with someone who has tested positive, then the CDC recommends you quarantine them for 14 days, monitor them for symptoms, and follow [any other current CDC guidelines](#). **Close contact** is defined as:

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

If someone in your home tests positive, please let us know that your child needs to quarantine. We have plans to make sure your child can continue learning through synchronous (“live stream”) technologies and asynchronous means. See examples below of different situations that may arise this year.

Positive COVID-19 Test Situations

If an *asymptomatic* student or employee tests positive for, and is diagnosed with, COVID-19, a doctor’s note of clearance may be required to return to school, which is at the earliest ten days after the positive test and **if** the student or employee remains symptom free.

If a *symptomatic* student or employee tests positive for, and is diagnosed with, COVID-19, the student or employee will be permitted to return to school once the following conditions have been met:

- They have been fever-free for at least 24 hours (without the use of fever-reducing medications);
- They have had no respiratory symptoms for 3 days;
- It has been 10 days from the first day of symptoms.
- A doctor’s note of clearance may be required.

Notification from Families

Parents must notify the School Nurse immediately if either their child, or anyone with whom their child has had **close contact** has been diagnosed with COVID-19, receives a positive test result for COVID-19, or is awaiting test results for COVID-19.

Parents must notify the School Nurse immediately if either their child, or anyone with whom their child has had **close contact** exhibits symptoms of COVID-19 as identified by the DPH, CDC or a physician, including but not limited to: fever or chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea; etc.

Quarantine by Families

If a student or a student’s family member living in the same household has known **close contact** exposure to COVID-19, the student must self-quarantine for 14 days from date of exposure.

If a student or a student's family member living in the same household has symptoms of COVID-19 with no known **close contact** exposure and is waiting for test results, the student must self-quarantine until he/she receives a negative test result.

If a student receives a positive test, the student must remain home for 10 days from test, be fever free for 24 hours without taking fever reducing medications and have 3 days of no respiratory symptoms before they can return. Additionally, individuals in the same classroom may be asked to self-quarantine for 14 days if they were in **close contact** with the individual.

In any event that a student or members of the household are experiencing symptoms of COVID-19, the student should remain home. Contact the school nurse to discuss next steps.

Notification From the School

If your child or an employee tests positive for COVID-19, we are obligated to notify the **Columbia County Health Department (706-868-3330)**, so they can conduct contact tracing and limit community spread. We will also conduct our own internal contact tracing, notify the individuals, classes, and/or school in which the positive case occurred, and modify programming or instruction as necessary.

We will also notify staff and families who may be impacted while maintaining confidentiality required by the **Americans with Disabilities Act**. The school will not provide name or other identifying information, out of respect for privacy. The purpose of this communication will be to allow parents to continue to partner with the school in encouraging effective mask usage, good social distancing, proper hand washing, self-screening, and monitoring for symptoms.

If you have questions about the COVID-19 virus and when those who test positive can be around others, refer to www.cdc.gov.com and/or contact our school nurse, Jennifer Blanchard, at jennifer.blanchard@augustaprep.org or her cell at 706-726-0062.

This edition of the Upper School Student-Parent Handbook was edited during the summer of 2020 and is posted to the APDS website.

For all questions on subject matter, content, policy, etc., please contact the Head of Upper School at (706) 434 - 2503