AMERICAN CLASSICAL ACADEMY

RUTHERFORD

Family Handbook

2026-2027 School Year

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Contact Information

American Classical Academy Rutherford 2 Ingram Boulevard La Vergne, Tennessee 37086

Phone: 615-675-0498 Email: info@rutherfordclassical.org

School Hours: Monday-Friday, 8:05 a.m. to 3:00 p.m.
Office Hours: Monday-Friday, 7:30 a.m. to 4:00 p.m.
Morning Car Line: 7:30 a.m. to 7:50 a.m.
Before-School Drop-off: 7:00 a.m. to 7:45 a.m.
After-School Pick-up: 3:30 p.m. to 6:00 p.m.
School Fees & Meal Payments: The ACAR Account, theacaraccount.com

Head of School's Welcome

Dear Families and Students,

Welcome to American Classical Academy Rutherford (ACAR)! We are delighted that you chose to partner with us in the important task of rearing your child to be virtuous - demonstrating good character; and to have a sound mind full of knowledge, seeking wisdom. At ACAR, our mission is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue. This is difficult work, but we believe that in building an institution that daily commits to training individuals who a) practice decorum, b) read and dialogue about great books and ideas to gain significant understanding, and c) learn for the sake of learning, we will form students who seek the True, do the Good, and relish the Beautiful.

As established in ACAR's Honor Code, it is our intention to fashion individuals who demonstrate courage, moderation, justice, responsibility, friendship, prudence, and wisdom. Students will come to know and embody these traits through their purposeful communication with school faculty and other students. Additionally, students will master these traits through active participation in rigorous, content-rich classical curriculum in the liberal arts and sciences. As a school, we are keenly aware of the central role that families have in the formation of their children. It is our hope and expectation to partner with each family. We hope that, each day, families are able to model good behavior and to support the accomplishment of the academic work presented in their students' coursework.

With great anticipation, I look forward to the coming school year! I will continue to work with students, their families, and with ACAR staff in a shared effort to build a school that produces students who are intellectually and morally virtuous citizens.

Sincerely,

Dr. Thomas Norton
Interim Head of School
American Classical Academy Rutherford

> The task of the modern educator is not to cut down jungles but to irrigate deserts. The right defense against false sentiments is to inculcate just sentiments. By starving the sensibility of our pupils we only make them easier prey to the propagandist when he comes. For famished nature will be avenged and a hard heart is no infallible protection against a soft head. (C.S. Lewis, *The Abolition of Man*)

Mission, Virtues, Pledge & Honor Code

Mission

The mission of American Classical Academy Rutherford is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue.

School Virtues

- **Prudence** | "I will make wise, well-thought-out decisions before acting."
- **Justice** | "I will treat everyone with the fairness and respect they deserve."
- **Moderation** | "I will exercise self-control in all of my actions."
- **Courage** | "I will do the right thing, even when it is unpopular or difficult."
- **Responsibility** | "I will do my duty and accept the consequences of my actions."
- **Friendship** | "I will treat others with respect and seek friends who make me better."
- **Wisdom** | "I will seek those things which are good, true, and beautiful."

School Pledge

- I will learn the True.
- I will do the Good.
- I will love the Beautiful.

School Honor Code

An American Classical Academy Rutherford student is honest in word and deed, dutiful in study and service, and respectful and kind to others. An American Classical Academy Rutherford student aspires to excellence in prudence, justice, moderation, courage, responsibility, friendship, and wisdom.

American Classical Academy Rutherford: A Charter School & Barney Charter School Initiative Affiliate

American Classical Academy Rutherford (ACAR) is a public charter school, which is a tuition-free, public school operated by an independent board of trustees and authorized by Rutherford County Schools (TN). Charter schools are given flexibility to articulate a distinct mission, design a curriculum around the mission, and hire faculty who can best deliver mission-guided instruction. The result is a unique and innovative educational model that responds to the needs of students and families that have chosen ACAR.

A principal value of all charter schools is that parents have the primary right, authority, and responsibility to direct the education of their children. ACAR considers its work to rest upon a partnership between the family and the school.

American Classical Academy Rutherford is one of many schools in the country that is part of Hillsdale College's Barney Charter School Initiative (BCSI). The Barney Charter School Initiative's mission is to promote the founding of classical charter schools and excellence in their teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue. As part of the BCSI, ACAR teachers are provided ongoing professional development that supports the effective planning and implementation of classical education.

American Classical Academy Rutherford, assisted by Hillsdale College, will seek to present a classical education to students that includes the following key characteristics:

1. A curriculum that is content-rich, balanced, and strong across the four disciplines of math, science, literature, and history
2. Instruction in the Western tradition through history, literature, philosophy, and the fine arts
3. Study of the American literary, moral, philosophical, political, and historical traditions
4. Explicit instruction in phonics and grammar
5. A school culture of moral virtue, decorum, respect, discipline, and studiousness among both students and faculty
6. A well-educated, articulate and compassionate faculty who use traditional, teacher-led methods of instruction
7. An approach to instruction that acknowledges objective standards of correctness, logic, beauty, weightiness, and truth
8. The study of Latin as a requirement for all students
9. A commitment to use technology effectively without diminishing the faculty leadership that is crucial to academic achievement
10. A plan to serve Grades K through 12 (even if the school must open with fewer grades) so as to provide continuity and a recurrent examination of subjects throughout a student's career

Purpose of the American Classical Academy Rutherford Family Handbook

The purpose and intention of the ACAR Family Handbook is to clearly define and describe ACAR's mission and procedures. While the handbook may be amended and improved over time as the school matures, the core values and intentions of the school and the handbook will remain constant.

It is the expectation of ACAR that all parents and students have read the handbook, and that they demonstrate agreement with the handbook by signing the ACAR Parent and Student Compact. In this way, both ACAR and families display a willingness to work together to classically educate each student in an environment that seeks the Truth, does the Good, and relishes the Beautiful.

The ACAR Family Handbook is subject to review and may be updated or changed at any time upon request/approval of the Board of Trustees.

Academic Policies

Education Priorities

American Classical Academy Rutherford desires that all students receive a classical liberal arts education. To this end ACAR has determined the following educational priorities:

- Basic cognitive skills and academic fundamentals: reading-writing-mathematics;
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music, art, Latin;
- Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and
- Extracurricular activities as defined by the Head of School.

The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, ACAR will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The Head of School will determine these instances. The Head of School will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

Teachers must develop their courses under the direction of the Head of School, who is the chief academic leader and accountable to the Board.

Grading Policy

Grading and the administration of grades is not the primary goal of education and educators. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. American Classical Academy Rutherford will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

Grade inflation is discouraged. In relation to the student's performance, the following letter grades have these meanings: Mastery (A), Proficiency (B), Sufficiency/Competence (C), Insufficiency (D), Failing (F).

In addition to these general parameters, American Classical Academy Rutherford uses a 4.0 grading scale. The letter and numerical grades for this system are listed below:

Letter	Percentage	GPA
A	94-100%	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0

Letter	Percentage	GPA
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A (Mastery), B (Proficiency), C (Sufficiency), and I (Needs Improvement and Remediation). Incompletes will only be given under special circumstances and must be approved by the Head of School. Parents and students will be regularly informed of the student's progress.

"Extra credit," whether to make up for work not turned in on time or to increase a student's grade, is discouraged at American Classical Academy Rutherford.

Grades will be broken down into four categories and assigned as portions of the student's overall grade as follows:

- Classwork (includes any work done in class, including class participation): 40%
- Homework: 10%
- Quizzes and other small assessments: 20%
- Tests: 30% (In the Upper School, the final semester assessment: 10%; all other tests: 20%)

Promotion & Retention

The School recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student is moved forward in a continuous pattern of achievement and growth that is in harmony with the student's development. A student will be promoted to the succeeding grade level when the student has:

1. Completed the State-mandated requirements at the presently assigned grade;
2. In the opinion of the Head of School and the teachers, achieved the instructional objectives set for the present grade; and,
3. Demonstrated sufficient proficiency to permit the student to move ahead to the educational program of the next grade.

The Head of School shall:

1. Require a student be retained if the student is truant (unexcused absence) for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Head of School and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
2. Require that parents are informed in advance of the possibility of retention of a student at grade level; and,

3. Have the final responsibility for determining the promotion or retention of each student, except

Promotion/Retention of Third Grade Students – Interventions (T.C.A. § 49-6-3115)

A student in the third grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student's achieving a performance level rating of "on track" or "mastered" on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test.

A student who is not proficient in ELA, as determined by the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

1. The student is an English language learner and has received less than two (2) years of ELA instruction;
2. The student was previously retained in any of the grades kindergarten through three (K-3);
3. The student is retested before the beginning the next school year and scores proficient in ELA;
4. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and the student's performance on the post-test administered to the student at the end of the learning loss bridge camp, as required under § 49-6-1502(4)(F), demonstrates adequate growth, as determined by the department;
5. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps (TALLC) to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department; or
6. Beginning with the 2025-2026 school year, the student demonstrates proficiency in ELA standards based on the student's scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment, if the benchmark assessment is administered to the student in a test environment, as determined by the department, and the student's LEA or public charter school agrees to provide tutoring services to the student for the entirety of the student's fourth-grade year based on tutoring requirements established by the department. If a student is promoted to the fourth grade pursuant to this subdivision (a)(2)(A)(vi), then the student's LEA or public charter school shall notify the student's parent or guardian, in writing, of the benefits of enrolling their student in a learning loss bridge camp and encouraging the parent or guardian to do so; and

A student who is not proficient in ELA, as determined by the student's achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

1. The student is an English language learner and has received less than two (2) years of ELA instruction;
2. The student was previously retained in any of the grades kindergarten through three (K-3)
3. The student retested before the beginning the next school year and scores proficient in ELA;
4. The student attends a learning loss bridge camp before the beginning of the upcoming school year and maintains a ninety percent (90%) attendance rate at the camp, and is assigned a tutor through the TALLC to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department.

A student who scored 'approaching' or below on the ELA TCAP but was promoted to the fourth grade because of one of the reasons given in the TCA must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the department, before the student may be promoted to the fifth grade. A student shall not be retained in the fourth grade more than once. Students who fall under IDEA or 504 law will not be retained based on a student's disability or suspected disability.

The retention of a student may be appealed by a parent or guardian.

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- To reinforce skills and concepts and knowledge learned in class;
- To develop good skills and habits of study;
- To practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- To work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- To prepare for the following day's work so that the most can be made of class time; and
- To inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. It is our hope that each ACAR student grows and matures to be a thoughtful reader enabling the student to gain in wisdom, knowledge and insight as they grow into adulthood. We believe that becoming a competent reader is critical to being a good student and an important step in being able to explore the physical world and the world of ideas. Reading to a child encourages the child's growth and it elevates and informs conversation within the family. By reading in front of your children, you model good habits and reinforce your expectations.

The expected daily homework time allotment for each grade is as follows:

Grade	Daily Homework Time
Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9-12	90-120 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. At the discretion of the teacher, the 'redo assignment' may be addressed with a differing grade scale. Students are expected to complete all their homework.

Academic Prevention and Intervention

ACAR will abide by Tennessee Code and RTI^2 as presented by the Tennessee Department of Education in the support of students to prevent students from falling behind in their learning or to support those students who are behind in learning.

Assessments

The School shall assess student achievement and needs in all program areas in compliance with State law, the rules adopted by the Tennessee Department of Education and the Charter Agreement. The purpose of such assessments will be to determine the progress of students and to assist in attaining student performance objectives and educational achievement goals of the School.

State Required Tests

The School shall administer all State-mandated tests to students at the times designated by the Tennessee Department of Education (administered in accordance with ESSA and TCA 49-1-602). "Achievement tests" for purpose of this Policy are defined as those aligned with the Tennessee academic content standards and model curriculum, designed to measure a student's level of skill in a specific subject area (ELA, math, science, social studies) that is expected at the end of a designated grade and/or is required as part of the Tennessee graduation requirement.

"Diagnostic assessments" for purposes of this Policy are defined as those aligned with Tennessee academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program ("IEP") developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The School

shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

Intervention Services

In accordance with this Policy, the School shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention or remediation programs may include, but is not limited to, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction.

Procedures for Using Student Performance Data to Evaluate the Effectiveness of Intervention Services and, if Necessary, to Modify Such Services

The School shall utilize diagnostic and performance assessments that are nationally-normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and life sciences and the effectiveness of intervention services.

The student performance will be measured after each diagnostic and performance assessment and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include by way of illustration, one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

Teacher Conferences

Parent/teacher conferences are scheduled in the fall and spring semesters. Arrangements for additional conferences may be made with your child's teacher before or after school hours.

Academic Textbooks and Supplies

Students will receive a variety of books and materials. All textbooks should be returned to the school at the end of the year. Other books, mainly literature and workbooks, will be checked out to the individual student. These become the property of the child (meaning that our students will be building their own collection of the classics!).

Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given or loaned to a student are lost or damaged, the student must pay for any needed replacement.

In the case that reimbursement has not been made to American Classical Academy Rutherford for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Reporting

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student's academic progress:

- Soon after the beginning of the year, teachers will send home an initial evaluation of the students' progress.
- If a student is significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Interdisciplinary Reports: These reports are sent home half-way through each quarter to students with a C minus grade or lower in any subject.
- Once a semester (after the first and third quarters), parent-teacher conferences will be scheduled to discuss the students' academic progress. Parents will receive report cards at the conference.
- Semester report cards will be mailed home.
- Grades will be posted within 7 business days after the due date unless otherwise notified by teacher on the syllabus.
- Final report cards will be mailed approximately two weeks after the end of the school year.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the student by the school as determined by the Head of School.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is the student's own work. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and it constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how a citation should be used in an assignment.

Whenever a student has been caught plagiarizing, the following disciplinary process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the Head of School of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or an administrator will inform the student's parent of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.

- For a second offense, the student will fail the entire course, and further disciplinary action, including suspension or expulsion, may be instituted.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same disciplinary process outlined for plagiarism will be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion. A disciplinary referral will be issued if cheating has occurred.

Teaching Controversial Issues

Controversial issues are defined as contemporary problems, subjects, or questions of a political, religious, or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 7 through 12 (Upper School). When these subjects come up, teachers will present an impartial view of various sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in grades K through 6 (Lower School), even if part of the Core Knowledge sequence, without Head of School approval. Parents will have the choice of having their children opt out of this portion of the class. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law.

Teaching Evolution

American Classical Academy Rutherford embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life and, in particular, human life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. ACAR recognizes a clear distinction between science and scientism. Science is research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature, philosophy, or religion. Keeping in mind this distinction, the teachers at ACAR will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a

philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Role of Parents and School in Relation to Human Sexuality

We believe parents have the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

Teaching Human Sexuality

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Depending on the general maturity level of the 5th grade boys, ACAR may decide that this curriculum is too much information and less necessary for boys at this stage of development and therefore delay these lessons for a later time.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

Later, in high school, themes that deal with sexuality may emerge from the reading of serious texts, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Head of School in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral facet of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Video Viewing Policy

From time to time, videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Head of School to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

Student Conduct & Discipline

Honor Code

American Classical Academy Rutherford was founded to develop students in both mind and character. The School's core virtues are the guiding principles used to cultivate and nurture character: courage, moderation, justice, responsibility, friendship, prudence, and wisdom. The core virtues are derived from and depend on the classical cardinal virtues: Prudence, Justice, Temperance, and Fortitude. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well.

The American Classical Academy Rutherford Honor Code is as follows:

An American Classical Academy Rutherford student is honest in word and deed, dutiful in study and service, and respectful and kind to others. An American Classical Academy Rutherford student aspires to excellence in prudence, justice, moderation, courage, responsibility, friendship, and wisdom.

Attendance

The school day for all students begins at 8 a.m. and ends at 3 p.m.

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

ACAR does provide a Before-School Drop-Off and After-School Pick-Up Program. Information about this program may be obtained in the Main Office.

Students enrolled in ACAR must attend school regularly in accordance with the laws of the State. The educational program offered by ACAR is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the school whenever a student is absent.

Attendance shall be required of all students enrolled at ACAR during the days and hours that the school is in session. Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

Tardiness

Students who arrive after the beginning of the school day will be considered tardy. Students must make it not only to the school but to class on time to avoid being tardy. Students who are either tardy or returning to school from an appointment must be signed in at the front desk by a parent or guardian. The student will be issued a tardy slip or a returning slip, and the student will be required to deliver this slip to their teacher when they enter the classroom. In grades 7-12, tardy students may be held out of class for the period affected to keep from disrupting the class. Repeated tardiness may affect a student's

"seat time" and therefore his eligibility for promotion. Tardiness may be considered an unexcused absence for that class.

Repeated tardiness shall be grounds for disciplinary action. If a student misses more than half a class, the student will be marked absent for the class. After four (4) unexcused tardies, and each unexcused tardy thereafter, a student will be issued an extended day or Saturday Enrichment, and the School shall notify the child's parent, guardian, or custodian of the child's unexcused tardies in writing and request a parent conference.

Absences (Excused/Unexcused)

Absences due to the following will be excused:

1. Personal illness/injury
2. Illness of immediate family member
3. Death in the family
4. Extreme weather conditions
5. Religious observances
6. Pregnancy
7. School-endorsed activities
8. Summons, subpoena, or court order
9. Circumstances in the judgement of the Head of School create emergencies over which the student has no control

Upon return to ACAR, the student must provide to the school, a written statement or phone call from a parent (or medical authority), of the cause for absence, or the absence will be considered unexcused. The Head of School or his/her designee reserves the right to verify such statements and to investigate the cause of each single absence.

For these excused absences, students will have one day for every day absent after coming back to school to make up the work missed. The school will require suitable proof of excused absences, including written statements from medical sources. All other absences will be considered unexcused absences. Students may receive partial credit for academic work missed during absences.

Students who have accumulated 5 unexcused absences or 5 tardies at anytime throughout the school year may not be permitted to:

- Participate in school field trips;
- Attend school dances;
- Receive student-of-the-quarter or honor or high honor roll awards;
- Serve on student government;
- Participate in extra-curricular activities and programs; or
- Participate in school sports.

Guidelines for Student Behavior

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

The aim of American Classical Academy Rutherford is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, should be diligent in, attached to, and zealous for their studies. Simply put, we expect students to live up to their name. The teachers of American Classical Academy Rutherford work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are, what they offer the world, and what the world offers them. Students must, in turn, take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education American Classical Academy Rutherford offers them.

Therefore, students will:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class and follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office.
- Not bring anything to school that could be used to harm another or that is illegal.
- Follow the ACAR Electronics Policy outlined in this handbook.

School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

American Classical Academy Rutherford is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Anti-Harassment, Intimidation and Bullying Policy

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events. A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to

learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

ACAR values the free exchange of ideas. Classroom discussion of ideas and opinions, including controversial subject matter, shall not be construed as harassment.

Harassment, intimidation, or bullying means any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a student has exhibited toward another Student or Staff member and the behavior both: (1) has one or more of the following effects: (a) harming a Student or Staff member; (b) damaging a Student's or Staff member's property; (c) placing a Student or Staff member in reasonable fear of harm to the Student's or Staff member's person; (d) placing a Student or Staff member in reasonable fear of damage to the Student's or Staff member's property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a Student or Staff member.

The School prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager text messages, blogs, and social media platforms, the Internet, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School.

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission or threatens the safety or well-being of a Student or Staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether behavior created material and substantial disruption to the educational process or School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either at the classroom, School building or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

All School employees, volunteers and students are required to report prohibited incidents of which they are aware to the Head of School or his/her designee. The Head of School or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Head of School or his/her designee shall conduct a prompt, thorough and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the

parent or guardian of any student involved in the prohibited incident shall be notified and, to the extent permitted by the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), have access to any written reports pertaining to the prohibited incident. The School will maintain, via the education management information system, information regarding the number of incidents of harassment of Students against other Students, in each building and School-wide, that violates this policy. All School employees, volunteers and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Head of School or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures. Nothing in this policy prohibits a victim from seeking redress under any provision of Tennessee law that may apply.

The School may form a prevention task force and/or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct. The School may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contract with students.

Discipline

Discipline at ACAR is formative, not punitive. Every expectation we hold for students flows from the seven virtues at the heart of a classical education — an ordered, purposeful, and respectful classroom is where real learning happens, and protecting that environment is how we protect every student's right to learn.

Parents hold primary authority over their children's upbringing, and our role is to support that authority, not replace it — which only works when home and school are aligned. Our discipline system reflects that partnership: teachers address most behavior directly in the classroom; a clear, progressive ladder governs repeated concerns, with parents informed at every step; and serious safety issues are addressed immediately, consistent with state law and full protections for students with disabilities under IDEA and Section 504. Families receive the full policy at enrollment and each year at the parent information meeting.

The detailed progressive discipline ladder — teacher-classroom authority, the conduct standard, and step-by-step consequences — is maintained in ACAR's board-adopted discipline policy (SP-13) and its Administrative Procedure, available from the office and distributed at enrollment. The procedures below, governing suspension and expulsion, remain in force and are printed here in full because they carry independent legal notice requirements.

Suspension & Expulsion

The School may suspend a student for up to ten (10) days or may expel a student. In the event that the School decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by phone. The student may meet informally with the Head of School to challenge the suspension or expulsion. After the meeting, or if the student declines the meeting, suspension or expulsion may be invoked immediately. A copy of the notice of intent to suspend or expel

will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion or suspension. A formal hearing will be scheduled not earlier than three nor later than five school days after the notice to expel is given.

In the event that, in the opinion of the Head of School or his/her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto School Property (any Property owned, used or leased by the School for School, School extracurricular or School-related events). A student may be expelled for a period not to exceed one (1) year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School Property;
2. Bringing a knife to the School, onto School Property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the School or which the School is a participant;
3. Possessing a firearm or knife at School, on School Property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto School Property by another person;
4. Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Head of School may modify a one (1) year expulsion could include:

1. A recommendation from the group of persons knowledgeable of the student's educational needs;
2. The student was unaware that s/he was possessing a firearm or knife;
3. The student did not understand that the item s/he possessed was considered a firearm or knife;
4. The student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. The student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause. During the period of suspension, removal, or expulsion the student may not attend or participate in any School functions without permission from the Head of School. The student may enter

School facilities only when given permission by the Head of School or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

The Board also authorizes the Head of School to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Head of School commensurate with the seriousness of the student's misconduct or rules violations in accordance with the discipline code.

If the Head of School determines that a student's behavior on a School vehicle violates School rules, the Head of School may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Head of School to provide for options to suspension of a student from the School which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

Students who have been assigned suspensions and expulsions are permitted to make up work as follows:

1. Receive at least partial credit for a completed assignment (as determined by the Head of School);
2. Grade reductions may result based on the student's suspension/assignments;
3. Students are prohibited from receiving a failing grade on a completed assignment solely on account of the student's suspension.

The Board designates the Head of School or his/her designee as its representative at all hearings regarding the appeal of a suspension.

The Head of School shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

Electronic Devices

Electronic devices must not be used during the school day or immediately before and after school. This includes but is not limited to laptops, portable audio devices, head/earphones, handheld video games, smart watches, Fitbits, and cell phones. Exceptions will be made for necessary medical devices and at the Head of School's discretion.

Students may not use cell phones during school hours. Before 7:30 a.m. and after 3:30 p.m., students may only use cell phones outside the building. If a student must bring a cell phone to school, he or she must keep it in a locker for the entire day including during recess, lunch, passing periods, and study halls. Students may not carry cell phones in their pockets or backpacks. Students may not use cell phones inside during drop off or dismissal time.

Students may not contact their parents via text message during the school day. The Main Office has phones available for students who need to call home.

Any student who is using a phone or other electronic device during the day will have that device confiscated. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to disciplinary action. Once a device has been confiscated, the following procedure will be used to return the device:

1st Confiscation: The device will be held until the end of the school day and can be picked up by the student or parent when school is dismissed. Parent will be contacted.

2nd Confiscation: The device will be held until the end of the school day and can be picked up by the parent when school is dismissed. Parent will be contacted.

3rd Confiscation: The device will be held for three days and can be picked up by the parent after that time. Parent will be contacted.

Confiscations beyond three may result in additional disciplinary action, including possible suspension. American Classical Academy Rutherford is not responsible for the damage, loss, or theft of electronic devices left on campus.

Uniforms & Grooming

At American Classical Academy Rutherford, students wear uniforms to eliminate distractions, to demonstrate respect for others and ourselves, and to remind ourselves that we are doing important work and participating in significant learning.

Students must be in uniform to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the school-approved uniform guidelines for boys and girls, respectively, posted on the school website, plus the following series of directives:

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If they are cold in the classroom, they should wear one of the long sleeve uniform items.
- All shirts must be tucked in.
- Skirts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- All uniform pieces that can be removed (e.g., sweaters, vests) should be labeled with student's first initial and last name.
- Students may use any backpack if it is clean and tasteful.
- Hair accessories must be modest and match the uniform colors.
- All girls' and boys' polo shirts may have the top button un-buttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars).

- Tattoos must be covered at all times.
- No hats, visors, bandanas, or sunglasses are permitted (religious headgear is authorized).
- Non-marking tennis shoes are required for physical education class and/or sports in the gym. K-5th grade students will not change out for gym classes. 6-12th grade students will dress according to the approved uniform posted on the school website.
- Laced shoes must be tied at all times.
- Good personal hygiene is expected. This includes wearing neat, clean clothing. Strong/offensive body odors or excessive use of perfumes or cologne are inappropriate.

Daily Operations & Logistics

Expectations for Parents

We believe parents own the fundamental responsibility for their children's education and that the school's role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students; and
- Support the school goals through familiarity with this handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

Parent Communications with the Administration, Faculty, & Staff

American Classical Academy Rutherford values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration (Head of School and Assistant Head of School), Faculty, and Staff of American Classical Academy Rutherford:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (with the main office)
- Voice Mail
- Email

American Classical Academy Rutherford employees will not use social media to communicate with parents or students.

ACAR teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or from the administration within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

Visitor Policy

American Classical Academy Rutherford welcomes parents and other visitors to visit our campus. All visitors should check in with the main office upon arrival and departure. Any guests who are not parents must be escorted by a parent or arranged with the main office in advance.

Once the school day begins, the campus will be closed. All visitors to the campus must stop by the main office to check in and obtain a visitor's badge. Classrooms, the lunchroom, and the recess areas are

closed to parents during the school day except for school volunteers or parents who have scheduled a formal observation.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should drop off the item in the main office. One of the office staff members will be happy to deliver the item to the student.

When teachers arrive in the morning, they have certain preparations that must be completed before receiving students. After school, teachers have lesson plans to wrap up, tutoring to provide, papers to grade, calls to return, and other business to conduct. All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email, voice mail, or by leaving a message in the main office.

Volunteers at ACAR

We deeply appreciate the help provided by many people not on the ACAR staff in many volunteer capacities!

Any volunteer that will regularly have unsupervised access to students will be made to clear a criminal background check with the Tennessee Bureau of Investigation (TBI). Additionally, the Head of School may require volunteers to complete training before serving students on the ACAR campus. The Administration will maintain accurate records of currently approved volunteers.

Volunteers may inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, Assistant Head of School, Head of School, or a member of the Board–in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked. Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in this Handbook. Under no circumstance is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

Lunch

ACAR offers school breakfast and lunch through the federal School Breakfast and National School Lunch Programs, and families may also send a packed lunch from home. School meals are paid for from the family's account in The ACAR Account (theacaraccount.com), where families can add money by card or bank account, see what their children ate, and apply for free or reduced-price meals at any time during the year. The school is cashless.

Lost and Found

The school will keep a Lost and Found. Periodically, if items have not been claimed for an unreasonable amount of time, the school will donate items that remain in the Lost and Found.

Toileting

All students of American Classical Academy Rutherford must be independent in toileting. On occasion students may have "accidents." When an "accident" occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated “accidents,” a meeting with the parents, administration and/or other relevant staff will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

Bus Policy

American Classical Academy Rutherford does not provide a bus for transportation to or from the school.

Student Publications Policy

Student publications must uphold American Classical Academy Rutherford’s mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the American Classical Academy Rutherford community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted subject to prior review by the Head of School. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Head of School acts as the final editor in all cases.

Lockers

American Classical Academy Rutherford provides lockers for students in Grades 7 to 12. The lockers and locks are school property. Students will be issued a lock and a combination. Students who misplace their lock will be required to pay $5 for its replacement. Only locks issued by the school are authorized.

American Classical Academy Rutherford has the authority to search lockers when deemed reasonable, even if it requires removal of the lock.

American Classical Academy Rutherford is not responsible for lost or stolen items. Valuables such as tablets or video games are NOT to be brought to school.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which presents sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the Administration.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.
- We strongly discourage students from sharing their locker combinations with others, as that may lead to conflicts should items go missing.
- Problems with lockers should be reported to an administrator.

Extracurricular Activities

Special Events & Parties

Special events held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Any special event must be approved by the Head of School a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next.

Guest Speakers

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the students should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the Head of School prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest speakers who cover controversial topics must be screened by the Head of School. The screening may include an interview of the guest by the Head of School or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge sequence. Parents may have students excused from such presentations, in which case the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Head of School a minimum of two weeks prior to planned execution.

Eligibility for Sports & Extracurricular Activities

Students are ineligible for extracurricular activities if they have two D's or one F in any subject(s). Academic eligibility will be determined with quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of the semester. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The Head of School or Assistant Head of School may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

Student Fees & Supplies

From time to time, the school may charge fees to its families to fund expenses related to transportation, classroom supplies, art, elective courses, activities, field trips, etc. All charges and fees must be

authorized by the Head of School. School fees are paid online through The ACAR Account (theacaraccount.com). ACAR is a cashless school; cash is not accepted for fees or meals.

Off-Site Extracurricular Activities

The logistics of all of American Classical Academy Rutherford's off-site extra-curricular activities must be approved by the Head of School. All adults helping with these activities must be registered American Classical Academy Rutherford volunteers.

Chaperone Policy

American Classical Academy Rutherford will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the American Classical Academy Rutherford core virtues. Violators of this policy will not be allowed to chaperone any future events.

Health, Records, Medicine, & the School Nurse

Medicine Administration

American Classical Academy Rutherford is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the School Nurse (or designee), or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered.

Student Records

In order to provide appropriate educational services and programming, the School must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the School reasonably believes knows the identity of the student to whom the education record relates.

In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

Medical Operations

Parents will be informed when a student reports to the office with a fever or injury. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will

not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Parent Obligations

Parents/guardians shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school. Additionally, it is the responsibility of parents to inform the school of any known allergies that their child may have.

Use of Inhaler/Epinephrine Autoinjector

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, and/or an epinephrine autoinjector to treat anaphylaxis at School, any School-related activity, event, or program sponsored by the School or in which the School participates, if both of the following conditions are satisfied:

1. The student has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval shall include at least all of the following information:
    a. The student's name and address;
    b. The names and dose of the mediation contained in the inhaler;
    c. The date the administration of the medication is to begin;
    d. The date, if known, that the administration of the medication is to cease;
    e. Circumstances in which the inhaler and/or autoinjector should be used;
    f. Acknowledgement that the prescriber has determined the student is capable of possession and using the inhaler and/or autoinjector appropriately and has provided the student with training in the proper use;
    g. Written instructions that outline procedures School personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack; and/or in the case of an epinephrine autoinjector, the Student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis;
    h. Any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician;
    i. Any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication;
    j. At least one (1) emergency telephone number for contacting the physician in an emergency;
    k. At least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;
    l. Any other special instructions from the physician;

m. The Head of School or his/her designee has received copies of the written approvals required by Subparagraph 1 of this section.

The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The School will make this form available to parents/guardians.

If these conditions are satisfied, the student may possess and use the inhaler at School or at any activity, event, or program sponsored by or in which the student's School is a participant.

The School, a member of the Board or the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a Staff Member's prohibiting a student from using an inhaler because of a Staff Member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had not been satisfied. The School, a member of the Board, the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a Staff Member's permitting a student to use an inhaler because of a Staff Member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had been satisfied. Furthermore, when the School is required by this Section to permit a student to possess and use an inhaler because the conditions of Subparagraphs 1 and 2 of this Section have been satisfied, the School, any member of the Board, or the Board's representatives, or any Staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed.

American Classical Academy Rutherford (the "School") recognizes that the prevalence of food allergies among children is increasing. The number of young people who had a food or digestive allergy increased 18% between 1997 and 2007 and food allergies now affect an estimated 4%–6% of children in the United States. In some instances, allergic reactions to foods may be severe and even life threatening and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings.

THE SCHOOL IS NOT A PEANUT- OR TREE NUT-FREE ENVIRONMENT AND IT REMAINS THE STUDENTS' RESPONSIBILITY TO AVOID POTENTIALLY HARMFUL FOOD PRODUCTS

Parent Responsibilities

Parents and guardians of students with allergies, or students eighteen or older with allergies, shall:

- Promptly notify the Head of School when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order, if necessary;
- Provide the School with prescribed emergency medications;
- Execute a medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form;
- Educate their students about allergy management at School. Allergy management education includes, without limitation, identification of "safe foods" and the vigilance required to self-monitor food products available at school functions.

The School, upon receiving proper notification that a student has a food allergy, shall:

- When serving students, make all reasonable efforts to ensure the School's dining hall is nut-free;
- Cooperate with the student and his or her parents or guardians to reduce the likelihood of an allergic reaction at School;
- Maintain any student-provided medication for emergency use;
- Make efforts to inform appropriate School staff and administrators of the student's food allergy and related needs;
- As needed, provide students with flexible seating to accommodate food allergies;
- Encourage any private food vendors who may come to school to screen and label foods served at various School functions; and
- Train selected faculty and staff on the emergency use of epinephrine auto-injectors annually.
- All parent/guardians, students, faculty, and staff are encouraged, but are not required to:
- Carefully read all labels and explain those labels to their child(ren) prior to sending any food product to the School or a School event, e.g., class parties, bake sales, etc.; and,
- When providing food for the class on a special occasion, be sure to make only nut-free options.

Diabetic Care

ACAR is committed to ensuring that each student enrolled in the school who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician. The diabetes care to be provided includes any of the following:

A. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels; B. Responding to blood glucose levels that are outside of the student's target range; C. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed; D. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses; E. Providing oral diabetes medications; F. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order; G. Following the physician's instructions regarding meals, snacks, and physical activity; and H. Administering diabetes medication, as long as the conditions described below are satisfied

Within fourteen (14) days after the School receives an order signed by the student's treating physician, the Head of School or his/her designee will inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes. With regard to the administration of diabetes medication:

A. The diabetes medication may be administered by a licensed provider, or in the absence of this person, such medication can be administered by a school employee who has received training provided by the Board that complies with the Tennessee Department of Education's training guidelines, and complies with the following additional requirements: a. The training must be coordinated by a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes. b. The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes. c. Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care. d. The medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training. B. The Head of School of a school attended by a student with diabetes

will distribute a written notice to each employee containing the following information: a. A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care. b. A description of the tasks to be performed. c. A statement that participation is voluntary and that the school center will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care. d. A statement that training will be provided by a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care. e. A statement that a trained employee will not be subject to disciplinary action by the Board for providing care or performing duties to students with diabetes. f. A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct). g. The name of the individual to contact if an employee is interested in providing diabetes care.

The school employee can only administer diabetes medication as described above if the requirements of this policy are met.

A student's diabetes medication will be kept in an easily accessible location.

A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and school sponsored activities only if:

A. The student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at school; and B. The student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the Board will revoke the student's permission to attend to the care and management of the student's diabetes.

Sick Students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home.

Enrollment, Admissions & Residency

Open Enrollment

The ACAR Board and Administration shall permit the enrollment of students who reside in Rutherford County, Tennessee provided that each enrollment is in accordance with the laws of this State, the provisions of this policy, and the administrative guidelines established to implement this policy.

Homeless Education (McKinney-Vento Act)

American Classical Academy Rutherford is committed to ensuring that no student is denied enrollment, attendance, or full participation in school because of a lack of a fixed, regular, and adequate nighttime residence. In accordance with the McKinney-Vento Homeless Assistance Act, a student experiencing homelessness may enroll immediately, even without the records typically required for enrollment, and may not be asked to verify housing status before enrolling. An eligible student has the right to remain enrolled at ACAR or to enroll in the school serving the area where the student is currently staying, and is entitled to transportation and full access to academic and extracurricular programs on the same basis as other students.

ACAR has designated Dr. Thomas Covington as the school's Homeless Education Liaison. Families experiencing housing instability, or with questions about their rights under this Act, should contact Dr. Covington at 615-675-0498 or tcovington@rutherfordclassical.org.

Admissions Procedures

For the 2026-2027 School Year, admission to ACAR is open to any student in grades kindergarten through 7th grade. The School will not charge tuition. The School will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, disability, sex, intellectual or athletic ability, measures of achievement or aptitude, or any other basis. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

The School will admit the number of students that do not exceed the capacity of the School's programs, classes, grade levels or facilities. The School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Priority for enrollment shall be given to returning students. Preference may also be given to siblings of students attending the school the previous year and students who are children of full-time staff members employed by the school. If on the deadline date for a lottery drawing the number of applicants exceeds the capacity restrictions set for the School's programs, classes, grade levels or facilities, a lottery drawing will be held. Any and all enrollment period(s) will be as stated on the School's website; if enrollment exceeds capacity a lottery will be conducted. The lottery drawing places children in order for possible enrollment into the school. As the School operates and accepts students year round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery or, if there is no waitlist, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public location. All parents of children selected in the lottery will be notified of the selection by email. Parents will have up to seven (7) days from receipt of the email to contact the School regarding their decision. If a parent does not respond within seven (7) days of receipt of the email, the school will select another child from the lottery. Notwithstanding the above, in the event the racial composition of the enrollment

of the School is violation of a federal desegregation order, the School shall take any and all corrective measures to comply with the desegregation order.

Process and Criteria

In order for a student to be admitted the following must be completed/submitted: the registration form and such other enrollment materials that the School deems necessary; copies of the child's original birth certificate or such alternative set forth below in the Records Upon Enrollment section of this policy, current immunization record as mandated by law, proof of residence and parent/guardian ID. In addition, all custody or court orders pertaining to or allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the child shall be provided. Students may also need to complete an academic assessment before being placed in a classroom.

Records Release/Transfer

The School will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the School. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This notice also serves as notice to the student's district of residence as required by law. The Records Release / Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

Kindergarten Admission

The School can admit to kindergarten any student whose fifth birthday falls on or before August 15 of the current school year.

Residency and Enrollment Requirements

It is necessary to establish a student's residence before they can be enrolled in the School. The residence is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

Records Upon Enrollment

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth

of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Head of School or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Tennessee Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

Enrollment of Expelled Students

Students expelled from another school will be admitted to American Classical Academy Rutherford at the discretion of the Head of School. The Head of School will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Grade Level Placement of Newly Enrolled Students

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the Head of School. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student's permanent file.

Operations

Emergency Operations Plan

The Administration shall maintain a stand-alone Emergency Operations Plan.

Security Checks

American Classical Academy Rutherford may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Use of School Resources

School resources, such as the resource room and the equipment therein are to be used solely in support of school operations.

Student Drop-Off & Pick-Up

Procedures for student drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. A flow of traffic map will be provided to each ACAR family at the beginning of the school year. The school will release students only to parents, legal guardians, or adult designees.

General entry into the school facility will be through Door 1 on the east side of the building. All Regular Drop-off and Pick-up will be at Door 2.

Regular Drop-off Time: 7:30 a.m. to 7:50 a.m. Students arriving after 7:50 a.m. are marked tardy.
Regular Pick-up Time: 3:00 p.m. to 3:30 p.m.

Prudence is one of ACAR's seven core virtues. The adults driving through the carpool line are expected to serve as role models by always exhibiting prudent and thoughtful behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

Please follow these procedures during drop-off and pick-up:

- Once a student is loaded into your vehicle, do not let them exit the vehicle. If your student needs to return to the school building, please park and escort your student back into the building.
- Once you have pulled away from the loading zone, please do not stop your car and promptly proceed to the exit.
- Never exit your vehicle while the engine is running.
- Under no circumstances should a child be left in a vehicle unattended.
- Third-party pick-ups are not permitted (this includes taxis and ride-sharing companies like Uber and Lyft).
- Student drop-offs or pick-ups on Ingram Boulevard are strictly prohibited.

- Each family is assigned a car number, printed on an ACAR car tag. Display your car tag where staff can clearly see it at pick-up; staff call students to the loading zone by car number, and siblings share one number. Contact the Main Office if you need a replacement tag.

Before-School Drop-off and After-School Pick-Up Programs

For a fee, ACAR offers families of ACAR students the Before-School Drop-Off and After-School Pick-up Program. Information regarding the program can be obtained in the Main Office.

Participants in the Before-School Drop-off and After-School Pick-up Program will enter and exit the building through Door 2 on the East side of the building.

Before School Drop-Off Time: 7:00 a.m. to 7:45 a.m. After School Pick-up Time: 3:30 p.m. to 6:00 p.m.

Mass Communication Policy

The Head of School must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire ACAR community.

Information Technology & Security

The school takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline. Only employees who need the information to perform a specific job are granted access to personally identifiable information. Computers that store personally identifiable information are kept in a secure environment.

Records Release

In order for student records and/or transcripts to be released from ACAR, all outstanding fees must be paid in full. These could be from the Before-School Drop-Off or After-School Pick-Up Program or from any other fees that the board has established.

Privacy

Family Educational Rights Privacy Act (FERPA)

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

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school Head of School or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend records that they believe is inaccurate or misleading. They should write the school Head of School or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The office that administers FERPA is: Student Privacy Policy Office (formerly the Family Policy Compliance Office), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Student Information Release

Students' names, participation in officially recognized activities and sports, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by the school are occasionally photographed or video-taped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your student(s) photographed or video-taped for these purposes, you must notify the office in writing.

Student names will not be listed with their pictures on the school website or in ACAR advertising publications. The newspaper may list your student's name with a photo only with parent signed consent.

Any additional information not stated above regarding a student will not be given via any avenue of communication without parent permission, unless required by law.

Governance

Board of Directors

American Classical Academy Rutherford (the "School") is a subsidiary of American Classical Education, Inc., a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the "Board"). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with the Rutherford County Schools. The bylaws and Charter Agreement are available on the School's website, www.rutherfordclassical.org.

Board Responsibilities

The Board is the governing body of the School and is responsible for overseeing the effective, faithful execution of ACAR's mission.

The founding Board created American Classical Academy Rutherford specifically to implement the following mission:

To train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program. The Board performs all of its activities to advance ACAR's mission.

Board Meetings

In compliance with the Tennessee law, the Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location, including the School website (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings and state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes

Communication to the Board

Members of the ACAR community must refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Head of School, or the whole Board. Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Head of School

The Head of School will implement a traditional, classical, liberal-arts curriculum. The Head of School makes final decisions on curriculum. The Head of School, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Internal Communication Procedure

The Board has established an internal communication procedure whereby all authority for the management of the school rests with the Head of School, and he has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Head of School will establish an internal communication procedure within the School to assist him with its operations.

In all communication to the School, the Board expects the ACAR community to observe the internal communication procedure and direct communication accordingly. The practice of following the internal communication procedure in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. ACAR understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Head of School, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration.

The reason for this internal communication procedure is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Head of School initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Head of School first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Head of School can act on that information.

Grievance Policy

Grievance Related to the Classroom

ACAR firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following internal communication procedure. Issues that arise in

a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- **The Teacher**: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
- **Assistant Head of School or designee**: If the grievance cannot be resolved with the teacher, the parent should speak with the Assistant Head of School or another appropriate administrator as recommended by the Assistant Head of School.
- **The Head of School**: If the appropriate administrator is unable to adequately address the issue, the parent should discuss the matter with the Head of School.
- **The Board**: If the grievance cannot be resolved with the Head of School, the parent should refer the matter to the Board, preferably in writing.

Grievance Related to Administration

For grievances regarding an administrator who reports to the Head of School, the grievance should be directed to the individual first, then the Head of School. If necessary, grievances left unresolved by the Head of School should be submitted in writing to the Board. Grievances regarding the Head of School should be directed to the individual first, then in writing to the Board.

Conflict of Interest Policy

Board members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving American Classical Academy Rutherford with fidelity. Board members shall keep on file and update at least annually the Conflict of Interest disclosure forms as required by the Tennessee Department of Education and sponsorship.

Adherence to Law

Charter Agreement: The Board will adhere to federal, state, and local laws identified explicitly or implicitly in the Charter Agreement. In most instances, when the Board has been granted autonomy through its full flexibility waiver, the Board will develop its own policy.

Community Comments at Public Meetings

The Board welcomes public comments at the end of each Board meeting. Community comments are limited to 2 minutes each. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing.

If a non-Board member wishes to make a comment, he/she should sign the circulated public comment sheet to indicate a desire to speak. Comments must be relevant and not reflect information about a specific student, faculty member, or a personally identifying situation. Such interjections will be recognized at the discretion of the Board Chair (or designee).

Executive Session

The Board Chair shall permit Executive Sessions for meetings when discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of an employee or interviewing applicants for a position of employment.

The vote on any matter covered in this paragraph (if required) shall be taken in public.

Official Posting Place for Communications

Committee meeting times are visibly posted in the main office and on the school web site.

Open Records Act of Tennessee

The Board shall be subject to Freedom of Information Act (FOIA)/Open Records Act of Tennessee requirements.

Records Requests

Tennessee residents wishing to view or receive copies of public records maintained by American Classical Academy Rutherford may submit a records request using a form on the Academy's website. Individuals will need to provide a detailed description of the record(s) requested and whether they would like to view or receive copies of the record(s). The School's records custodian will respond to each request within seven days, in one of the following ways:

- By providing access to view the record or by providing the actual record,
- Providing an estimate of how much longer it will take to complete the request,
- Requesting additional information to complete the request, or
- Denying the request with a citation to the reason for the denial.

Appendix 1: Acknowledgement of Receipt and Parent/Student Honor Code

Mission

The mission of American Classical Academy Rutherford is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue.

School Virtues

- Prudence | "I will make wise, well thought-out decisions before acting."
- Justice | "I will treat everyone with the fairness and respect they deserve."
- Moderation | "I will exercise self-control in all of my actions."
- Courage | "I will do the right thing, even when it is unpopular or difficult."
- Responsibility | "I will do my duty and accept the consequences of my actions."
- Friendship | "I will treat others with respect and seek friends who make me better."
- Wisdom | "I will seek those things which are good, true, and beautiful."

School Pledge

- I will learn the True.
- I will do the Good.
- I will love the Beautiful.

School Honor Code

An American Classical Academy Rutherford student is honest in word and deed, dutiful in study and service, and respectful and kind to others. An American Classical Academy Rutherford student aspires to excellence in prudence, justice, moderation, courage, responsibility, friendship, and wisdom.

I have carefully read the American Classical Academy Rutherford Family Handbook for this school year and as a family we have discussed the various aspects of the handbook (including the stated school mission, virtues, pledge, and honor code above) seeking to understand its contents and will work to abide by the principles presented.

_____ _____ _____

Parent(s)/Guardian(s) Name(s) Signature(s) Date

_____ _____ _____

Student Name Signature (students Grades 6-12) Date