



SOUTH ARBOR CHARTER ACADEMY

8200 Carpenter Road
Ypsilanti, MI 48197-9173
Phone: (734) 528-2821
Fax: (734) 528-2829

Parent and Student Handbook 2017-2018

**A public school academy managed by
National Heritage Academies, Inc.**



Parent and Student Handbook

Table of Contents

Board of Directors 6

Our Purpose, Vision, and Philosophy..... 7

The Four Pillars of NHA

 Academic Excellence 9

 Moral Focus..... 9

 Student Responsibility 9

 Parental Partnership 9

Academic Excellence

 Curriculum..... 10

 English Language Arts 10

 Mathematics 10

 Science 10

 Social Studies 10

 Art..... 10

 Music 11

 Physical Education 11

 Library and Educational Technology 11

 Moral Focus 11

 Achievement Leveling 13

 Achievement 15

 Student Grade Placement, Acceleration, Promotion, or Retention 15

 Student Support Services and Special Education 17

 Child Find..... 17

 Rehabilitation Act of 1973 - Section 504 (General Education)..... 17

 The Intervention Assistance Team..... 17

 The Individual Education Program 18

 Educational Placement of Students with Disabilities 18

 Parent Participation 19

 Crisis Management: De-escalation, Isolation and Restraint of Student..... 19

Moral Focus

Philosophy 20
Moral Focus Expectations..... 20
Moral Focus Assemblies 21
Leadership Curriculum..... 21
The House System 21

Student Responsibility

Homework 22
 Philosophy 22
 Guidelines 22
 Make-Up Work 22
Technology Use and Internet Safety Practices and Procedures..... 24
 General Rules 24
 Internet Use 25
Search and Seizure Practices and Procedures 26
 Lockers are School Property 26
 Legitimate Use of School Lockers 26
 Search of Locker Contents 26
 Seizure 26
 Search and Seizure of Electronic Devices..... 26
 Search and Seizure of Person and/or Personal Property 27
Student Code of Conduct..... 28
 Acts of Misconduct 28
 Disciplinary Procedures 30
 Due Process Procedures 33
 Definition of Terms 37
Safe Schools Student Discipline Policy..... 39

Parental Partnership

Communication 41
 Secure School Website 41
 Parent Satisfaction Survey 41
 Parent-Teacher Conferences 41

Attendance 42

Arrival..... 42

Dismissal..... 42

Tardiness and Early Dismissal 42

Absences..... 42

Truancy 43

Family Vacations 44

Family Death or Terminal Illness..... 44

Illness 44

Voluntary Withdrawal 44

Student Drop-Off and Pick-Up Traffic Information 45

Dress Code..... 47

Personal Hygiene 47

All Students 47

Special Events 47

Title I Parent and Family Engagement Policy 49

Visitor and Volunteer Guidelines..... 54

General 54

Classrooms 54

Field Trips..... 54

Parent Code of Conduct 56

Parent Committee Organizational Chart 57

General School Procedures

Transportation 58

Meals 58

Snacks 58

Recess..... 59

Holiday Celebrations 59

Visiting Guest of Student..... 59

Field Trips 59

Lost and Found..... 60

Personal Items 60

Emergency School Procedures 60

Tobacco Use 61
Payments Made to School 61
Medical Information 61

Notifications

Rights under FERPA 63
Right to Know Under Federal Law 64
Rights under the Protection of Pupil Rights Amendment 64
Boy Scouts of America 65
Gender Equity Policy (Title IX) 65
Unsafe School Choice Option 65
Asbestos Management Plan 65
Pesticide Notification 66
English Learner Parent Complaint Process 66
Policies 66

Other

School Calendar 67
Commitment to Excellence Contract 69

Board of Directors

Christopher Andrews, President

B.S.; Hospitality Management (Board of Directors since 2001)

Vickie Castel, Vice President

B.S.; Risk Management (Board of Directors since 2012)

Marcella Haghgooie, Treasurer

M.S.E.E.; Senior Engineer (Board of Directors since 2013)

Stacy Peterson, Secretary

MSW; Field Educator/LEO Lecturer (Board of Directors since 2014)

William Soisson, Director

MS; Global Technologies/Innovation (Board of Directors since 2016)

Board meetings are open to the public and meeting dates and times are posted at the school.

Student Creed

I am a South Arbor student.

I can make a difference by doing my personal best.

I will work hard and practice good manners.

My heart believes it; my actions will show it.

School Mission

The mission of South Arbor Charter Academy is to educate all students to their highest academic and character development potential along with character formation in a supportive environment of high expectations and loving discipline.

National Heritage Academies

National Heritage Academies (NHA) is an educational management company based in Grand Rapids, Michigan pursuing its purpose of *challenging each child to achieve* and its vision to *better educate more children*. **NHA's Parent Relations Department** provides assistance to parents and the school in resolving concerns. The classroom teacher and principal should be the first line of communication.

National Heritage Academies

3850 Broadmoor Avenue, Suite 201

Grand Rapids, Michigan 49512

Main Phone: (877) 223-6402

www.nhaschools.com

Parent Relations: (877) 642-7471 (Monday – Friday; 8:00 a.m. – 5:00 p.m.)

Our Purpose, Vision, and Philosophy

Purpose

Challenging each child to achieve: Academic Proficiency, Moral Integrity, and Personal Responsibility.

Vision

To better educate more children.

Educational Philosophy

The educational philosophy is based on the principles set forth in *Effective Schools Research* developed by Professor Ronald R. Edmonds. *Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book *What Works in Schools*, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:

- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:

- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:

- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched based approach to education by including the following practices in its daily operation of the school:

College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics than on other academic subjects.

Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of instructional time.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result, students who have had behavior problems at other schools are often drawn back into a positive learning environment.

Moral Focus Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. In addition, parents are asked to volunteer by participating in playground activities, becoming a member of school committees, or helping in the classroom, library, or office. To encourage involvement, parents sign a "Commitment to Excellence Contract" upon their child's enrollment, committing to active involvement in the school.

American Heritage: It is appropriate to demonstrate a great deal of both pride in the history of the United States and gratitude for our unique roots and founding by gifted men and women.

The Four Pillars of NHA

Academic Excellence

National Heritage Academies has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with NHA, the school has carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All of our curriculum meets or exceeds the state educational standards.

Moral Focus

We believe that a strong moral identity is foundational to student success. It is our goal to not only support the virtues parents try to instill at home, but to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA's nine monthly virtues are Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character and to create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture. The Moral Focus program is an essential part of every student's education.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. NHA parents know they are always welcome and that they are a key to the success of every NHA student.

NHA believes that open communication between school and home improves the quality of the educational experience. Every nine weeks, parents receive detailed written reports of student performance and accomplishments. These reports are coupled with fall and spring parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use NHA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Academic Excellence: Curriculum

The school uses the National Heritage Academies (NHA) curriculum, a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts

The NHA English Language Arts curriculum, aligned with the Common Core State Standards, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, NHA has developed a strong mathematics curriculum, aligned with the Common Core State Standards, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science

NHA has developed an engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies

NHA's Social Studies curriculum includes the examination of historical documents, so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.

Art

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics.

Music

Students are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 8th grade. Students also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity.

Library and Educational Technology

Our Library and Educational Technology collections are developed to support the NHA curriculum and to provide students with quality literature and a variety of informational and technological resources. The NHA Library curriculum is built on expectations for students derived from the *Big6* model for teaching information skills, created by Mike Eisenberg and Bob Berkowitz (1998), and from *Information Literacy Standards*, developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT).

Moral Focus

We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today's society. Our Moral Focus Program is centered on the study of 9 Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, & Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

Character is defined by which virtues our students determine are important to their lives and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus Program is structured around a clearly defined process for teaching and learning virtues. The process outlines those steps allowing teachers to intentionally guide students through the process of teaching virtues, they provide them with the opportunity to learn virtues in a way that will not only affect their mind, but change their heart.

- Step 1: Introduction - Define the virtue
 - Students learn to name the virtue and simply define it in terms they understand as a foundation for their journey. (focus for the 1st week of each month)
- Step 2: Connection - Understand the importance of the virtue to create personal meaning and value

- Students learn to describe the value & meaning of a virtue. A necessary step that motivates them to put forth the effort to put virtue into action. (focus for the 2nd week of each month)
- Step 3: Reflection - Recognize the positive impact the virtue has and know exactly how to display it
 - Students learn what it looks like and sounds like through intentional modeling and careful study, allowing them to recognize it in others. (focus for the 3rd week of each month)
- Step 4: Application - Find ways to display the virtue and be intentional about practicing it
 - Students are given regular opportunities to practice virtues. Practice is the key to virtues becoming a learned behavior or habit. (focus for the 4th week of each month)

To support the Moral Focus program, time is dedicated each day to the teaching of Moral Focus virtues. The 4 steps of the process described above form the core of Moral Focus instruction. Every month is broken down into 4 weeks of instruction that correspond to the 4 steps for teaching virtues. Each grade bases instruction on a definition of each virtue designed for their grade level. The definitions scaffold in complexity from grade to grade, allowing students to deepen their understanding and extend their ability to display each virtue.

This comprehensive approach provides students with a strong foundation for leading a moral life. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Additionally, all students are given the opportunity to participate in service learning projects.

Academic Excellence: Achievement Leveling

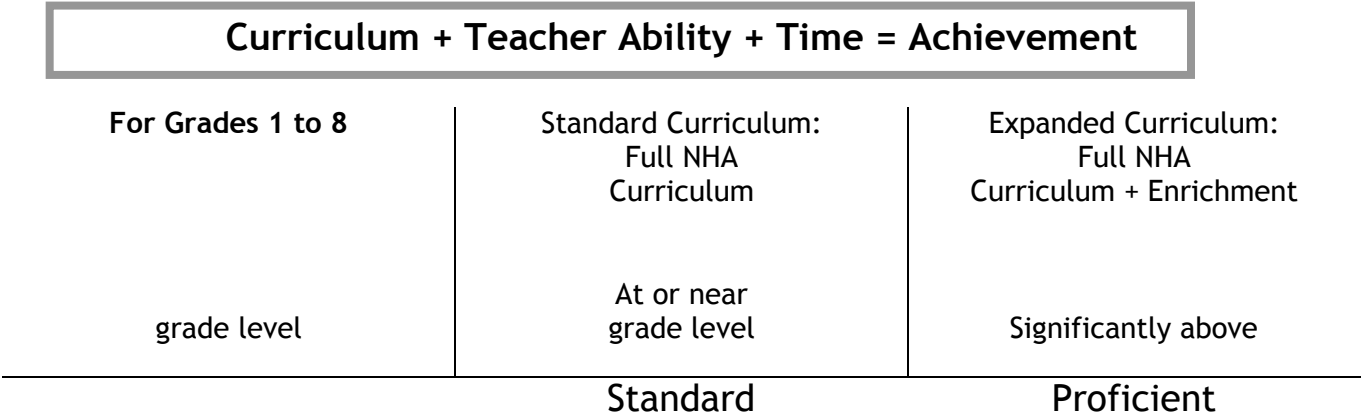
Achievement Leveling is a customized educational approach that challenges students to succeed at their academic levels. The program aims to guide 90 percent or more of students to their academic grade level or above. Achievement Leveling allows our administrators and teachers to identify the educational needs of each student and to tailor the curriculum and the school day to help each student succeed.

After three years of research, Achievement Leveling was designed to use the most effective techniques of the best urban schools in the country. It facilitates the rapid movement of students from below grade level to at or above grade level.

While this research revealed effective teaching techniques, it also revealed that some longstanding, widely accepted educational practices actually hinder the education process. Such faulty beliefs include, “Students should be randomly placed in classrooms,” “Teachers should be able to successfully meet the individual needs of every child in these randomly placed classrooms,” “Every student and class should have the same basic schedule throughout the day,” and “Frequent testing is bad, because it takes time away from instruction.”

These traditional beliefs and practices have resulted in the typical American school that “teaches to the middle” of the classroom learning level. However, the best American schools avoid teaching to the middle. Therefore, we have reevaluated our educational program, beliefs, and academic priorities to avoid teaching to the middle and, instead, to make the educational process individual for each student through Achievement Leveling.

The following diagram provides an overview of Achievement Leveling.



Achievement Leveling is not a tracking program, and students are not penalized for being below grade level. In fact, students who test below grade level in reading and mathematics may receive extra instruction and time in those subjects, so they can rise to grade level or above.

South Arbor also offers an Accelerated Learning Program in grades 5-8. Students are chosen at the end of the fourth grade year and sixth grade year for placement in the program.

- Students are chosen based on a variety of data points (above the 95th percentile on the NWEA test, high classroom report card scores, information gathered from the Renzulli rating scale,

and teacher recommendation(s). Students are sorted and invited in the order that they are ranked.

- Fifth and sixth grade classes are for all core subjects. Students rotate between two teachers for their four core classes.
- Seventh and eighth grade students may rotate between Accelerated classes and the traditional Proficient classes in the middle school based on their academic levels. This allows for students to work at their appropriate academic level and allows for more mixing of students during the middle school years.

Academic Excellence: Achievement

Supporting our vision *to better educate more children*, the school has implemented grading practices that best match the needs of our students, parents, and teachers, with the ultimate goal of supporting high-quality learning for all students.

Teachers utilize the myNHA gradebook application to track students' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.

We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, attendance, discipline, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. The physical, social and emotional readiness of the student for the curriculum of each grade
3. The current research on grade placement, promotion, acceleration and retention
4. The recommendation of the student's parents and teachers
5. The completed Student Placement Form including, but not limited to, a) an initial request by the school for a parent meeting before winter break, b) a request by the school for a progress meeting with the parent prior to March 1, and c) a request by the school for a final parent meeting prior to the last day of the school year.
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students

The decision to retain a student with a disability is approached with great caution and is determined by the building principal. Information provided by the Individualized Education Planning Team (IEPT) should be taken into consideration when making this decision. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the

student leave the school. If a parent appeals the principal's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide appropriate educational opportunity to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade..." A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The

team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The IAT may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the *Procedural Safeguards*. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in

settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate, but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child’s character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach them. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus Expectations

Our Moral Focus program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus.

- Moral Focus monthly virtues are posted in all classrooms and around the school.
 - Students will be able to identify the moral focus virtue of the month.
- Monthly virtues are taught through lessons, activities, or assemblies.
 - Students will be able to define each Moral Focus virtue.
- Moral Focus virtues are incorporated throughout day-to-day interactions.
 - Students will be able to provide examples of behavior that exemplify each Moral Focus virtue.
 - Teachers will be able to capitalize on teachable moments using the Moral Focus virtues.
 - Teachers will redirect student behavior referencing the Moral Focus virtues.

MONTHLY VIRTUES				
WISDOM (September)	RESPECT (October)	GRATITUDE (November)	SELF-CONTROL (December)	PERSEVERANCE (January)
COURAGE (February)	ENCOURAGEMENT (March)	COMPASSION (April)	INTEGRITY (May)	

By intentionally teaching the Moral Focus virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues

in a way that will not only affect their mind, but change their heart. To support teachers as they work to develop the character of the students they serve, time is dedicated each week to the teaching of Moral Focus virtues.

Moral Focus Assemblies

- To support the Moral Focus program and philosophy, regular Moral Focus assemblies are held. During assemblies, students recite the Pledge of Allegiance and the Student Creed. The staff and/or students lead a brief discussion of the month’s virtue and perform a skit or lead another activity to exemplify the virtue. At times, students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the assemblies.

Leadership Curriculum

The school has developed a leadership curriculum for use at the middle school level. Written by teachers and NHA corporate staff members, the leadership curriculum offers students the opportunity to prepare for leadership in high school and beyond. Developing strong leaders is a natural component of our school’s focus on both academic excellence and character development.

The House System

The House System is intended to provide students with identification and support beyond the classroom and to promote a disciplined atmosphere.

The student body is divided into three Houses: Blue, White, and Red. Students in grades K-8 are divided into each of the three houses. Houses compete for points, which can be obtained through positive acts and lost through negative acts. At the end of the school year, the students from the winning house are honored with an all-day activity provided by the parents and leaders of the house. Students remain in the same house from year to year. Students belonging to the winning house who have received an in- or out-of-school suspension during the school year will not be allowed to attend the year end activity.

All students must at all times wear their name badges, which also indicate their house membership. It is the responsibility of the classroom teacher to make sure that students wear their name badges on school grounds.

House points may be gained or lost in the following manner (list is not exhaustive).

<u>Lose Points</u>		<u>Gain Points</u>	
Talking	2 points	Being helpful	2 points
Disrupting	2-5 points	Being respectful	2 points
Not doing homework	2 points	Being kind	2 points
Being disrespectful	2-10 points	Helping	2 points
		Doing homework	2 points

The House System is designed to provide healthy motivation and rewards for students as they strive for excellence in their day-to-day behavior. Their efforts throughout the year bring fitting honor to each individual student, to all three houses, and to the school as a whole. Points are not converted from other particular reward activities within the school, nor can points be suddenly added in great numbers at the end of the year. In addition, no teacher may enter more than 500 points per house per week. House points are earned on the basis of general student life.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- The learning process will be expanded through extensions not accomplished in the school setting.

Guidelines

1. Parents and students should expect homework each weekday evening. Students in grades 4-8 may also be assigned homework to complete during the weekend.
2. An incomplete assignment is considered late if the student is present when the assignment is assigned and when it is due.
 - **Primary** - Homework is accepted on a case by case situation.
 - **Intermediate** - Based on teacher discretion.
 - **Middle School** - No late homework is accepted.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.
5. Each student in grades 3-8 is issued an assignment book by the school.
6. Parents are to initial the student assignment book each evening to signify that their child has completed the assignment.

Suggested Homework Guidelines

<u>Grade</u>	<u>Minutes per day</u>	<u>Days per week</u>
Kindergarten	15-30	4
First	25-30	4
Second	30-45	4
Third	30-60	4
Fourth	30-60	5
Fifth	60-90	5
Sixth	90-120	5
Seventh	90-120	5
Eighth	90-120	5

Make-Up Work

Students have an obligation to complete assignments missed during illness or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the teachers' discretion.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up. At the request of the parents, the teachers will provide assignments for a student who is absent two or more days. Parents must call before 8:15 a.m. on the day the homework is needed in order to allow the teachers adequate time to assemble the assignments. Parents may pick up the assignments after 3:15 p.m. on the date requested.

Suspended students' homework may be picked up in the main office after 12:00 p.m. on the first day of suspension. Suspended students are required to turn in their late work the day they return to school. They do not receive make-up days.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.
2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any

damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but ultimately, parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a Web content filtering product called OpenDNS, which categorizes Internet sites and sends updates to NHA site-based hardware. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- **Obscenity and Pornography Filtering:** OpenDNS allows schools and libraries to manage Internet access to over 90 URL categories pertinent to CIPA.
- **Accurate Web Filtering:** OpenDNS offers the best-of-breed filtering database.
- **Filtering of Search Engine Images:** OpenDNS filters inappropriate images that can be found in search engine query results.
- **Monitoring:** OpenDNS reporting tools Explorer, Reporter and Real-Time Analyzer offer many different ways to monitor and report online activities of minors.
- **Policy Management:** OpenDNS allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Student Responsibility: Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or

violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate the electronic device. If the principal or his/her designee has a reasonable suspicion that the electronic device contains evidence of the violation, he/she is justified to conduct a limited search of the device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical contact search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of School Principal, or the Principal's designee in the Principal's absence. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

The School will first consider implementing restorative practices to address behaviors involving interpersonal conflicts, bullying, cyberbullying, harassment, verbal and physical conflicts, theft, damage to property, and class disruption. Restorative practices are practices that emphasize repairing the harm to the victim and the school community caused by the pupil's misconduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Policy
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco possession or use
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Policy
- Misconduct prior to enrollment
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Excessive tardiness or absences as defined in the Attendance Policy

The following acts of misconduct at school, as defined by state law, are subject to permanent expulsion from all public schools in the State of Michigan:

- Possession of a dangerous weapon**:
- Arson
- Criminal Sexual Conduct
- Physical Assault at school by a student grade 6 or above against an employee, volunteer or contractor of the school

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

**Michigan law requires the Board to permanently expel a student for possession of a dangerous weapon at school unless there is clear and convincing evidence of one of the following:

- The student did not possess the object for use as a weapon or for delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.
- The student did not know or have reason to know that the object constituted a dangerous weapon.
- The student possessed the weapon at the suggestion, request or direction, or with express permission, of the school or police.

There is a rebuttable presumption that permanent expulsion is not justified for a dangerous weapon other than a firearm if both of the following are met:

- The Board determines in writing that at least 1 of the factors listed above has been established in a clear and convincing manner; and
- The student has no history of suspension or expulsion.

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. The Board authorizes the School Principal, or the Principal's designee in the Principal's absence, to make a determination of the level of discipline to be imposed when the act of misconduct exceeds Level 4. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Teacher Empowerment to Remove a Student from Class

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, threatens the safety of another student, or openly defies the teacher's authority, the teacher may suspend that student from the class, subject, or activity for up to one full school day. Such removals are not subject to a prior hearing, provided the removal is for a period of less than one school day. The teacher will immediately report the suspension to the principal or dean and send the student to the principal or the principal's designee for appropriate action. After such a suspension, the teacher will ask the parent of the student to participate in a parent-teacher conference regarding the suspension.

Any student whose behavior disrupts class may be sent to the front office. There does not have to be a warning before this happens. From there, the student will either be seated in the office for the remainder of the period and will complete a Teacher Referral Form that will be shared with the parents, principal, and person who sent the student to the office.

These practices and procedures exist because we value classroom time and we will not allow it to be wasted by student misbehavior. Student misbehavior hurts the learning of the entire class, and we need all of that time if we are to successfully prepare each student for college success.

Students who are not cooperative with office staff will be sent home. Students will receive detention and/or other consequences. Parents are informed of the incident and of the detention. Before the

next class meeting, students must meet with the teacher who sent them out of class to ensure that the problem is resolved.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When the behavior(s) has reached a level of persistent disobedience, the teacher and/or principal shall schedule a meeting with the parents in order to implement a BSP. A BSP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BSP shall be signed by all parties and copies are made for the parent and kept in the student's file. If the disciplinary action is related to unexcused tardies or absences an Attendance Corrective Action Plan (A-CAP) will be implemented. If a student violates the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience, the school may impose consequences that include suspension of up to 10 school days, or other disciplinary interventions such as restorative practices, restitution, counseling and/or exclusion from school activities. The School Principal, or the Principal's designee in the Principal's absence, may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract shall be signed by all parties and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct.

Level 5 & 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct, persistent disobedience, or is so extreme that it threatens the safety of others, the School Principal may impose disciplinary measures or recommend the student for disciplinary measures up to and including expulsion. The Principal may also recommend to the Board for additional disciplinary measures, up to and including expulsion, any student who has repeated Level 5 or above (as defined in the School-Wide Behavior Management System) recorded behavior incidences during the current school year.

The student will be granted a right to a due process hearing before the Board of Directors to determine if the facts merit either a long term suspension or expulsion from the school. When the act of misconduct violates the provisions of Section 1311(2) of the Revised School Code, the School will schedule a due process hearing with the Board of Directors to determine if the facts require the school to permanently expel the student, subject to reinstatement as provided in the statute. Upon request, the school will provide parents with information about reinstatement.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Bullying and Harassment

The school prohibits any and all acts of harassment, bullying and intimidation (including cyber-bullying) of students at school. Bullying is equally prohibited without regard to its subject matter or motivating animus. The school also prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying. Bullying means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

1. substantially interfering with educational opportunities, benefits, or programs of one or more students; or
2. adversely affecting the ability of a student to participate in or benefit from the school's educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress; or
3. having an actual and substantial detrimental effect on a student's physical or mental health; or
4. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs on or off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior are encouraged to report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing

behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten School Days or Less

As a general rule, prior to any suspension of the student, the school administration shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the School Principal, or the Principal's designee in the Principal's absence, determines that the student has engaged in a prohibited act under this Student Code of Conduct, then the Principal or designee may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The student's parent shall be informed (in person or by phone) of the suspension and of the reasons and conditions of the suspension. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

The School will consider restorative practices to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying before imposing a suspension under this section. The use of restorative practices does not preclude use of a suspension as an additional disciplinary measure.

B. Suspension for Eleven (11) or More School Days and Expulsion

The School Principal has the discretion to determine if a student's act of misconduct, whether it is a gross misdemeanor or persistent disobedience, merits recommendation of a long-term suspension or expulsion to the School's Board of Directors. The Board of Directors has the exclusive authority over all long-term suspension and expulsion due process hearings.

If the student commits an act of misconduct that the principal believes warrants long-term suspension or expulsion, the student will be immediately placed on suspension for up to ten (10) school days pending the hearing.

1. Hearing for Long-Term Suspension or Expulsion

A. Written notice. If a student is charged with a violation of the Student Code of Conduct carrying a consequence of long term suspension or expulsion, the student and the student's parent(s) shall be notified of such by registered mail, as well as the student's rights of due process as set forth herein.

The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's and parent's right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension or expulsion.

The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, the right to have the hearing held in a closed session, and the right to a written record of the result of the hearing.

B. Hearing Procedures. At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Board of Directors. Minutes shall be kept of the hearing.

At the hearing the Board will consider all of the following factors before rendering its decision:

1. the student's age;
2. the student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the violation or behavior;
5. Whether the violation or behavior threatened the safety of any pupil or staff member;
6. Whether restorative practices will be used to address the violation or behavior; and
7. Whether a lesser intervention would properly address the violation or behavior.¹

C. Written Record. Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal to the Board of Directors.

The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion.

¹ NOTE: If the student brought a firearm to school, these factors do not apply.

2. Appeal of Long-Term Suspension or Expulsion

All discipline decisions made by the Board of Directors are final.

3. School Assignments

When practical in the judgment of the principal, a student may be permitted to maintain progress during a long-term suspension.

C. Permanent Expulsion

Prior to expelling a student permanently, the School Board shall provide the student with the following due process:

1. **Written notice.** If a student is charged with a violation of the Student Code of Conduct carrying the potential consequence of a permanent expulsion, the student and his parent shall be notified of such by registered mail, as well as the student’s due process rights. The written notice of violation shall state the nature of the violation, the proposed consequence, and the student’s and parent’s right to a due process hearing at a specified time and place to determine (i) whether a violation occurred, (ii) whether an exception applies to preclude the permanent expulsion, or (iii) whether consideration of the following specific factors weigh against permanent expulsion:
 - a. the student’s age;
 - b. the student’s disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the violation or behavior;
 - e. Whether the violation or behavior threatened the safety of any pupil or staff member;
 - f. Whether restorative practices will be used to address the violation or behavior;
 - g. Whether a lesser intervention would properly address the violation or behavior.²

The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student’s behalf, the right to have the hearing held in a closed session, and the right to a written record of the result of the hearing.

2. **Hearing Procedures.** At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Board of Directors. The student, parent or legal guardian and any advocates or witnesses will have the opportunity to present evidence to the Board of Directors. Minutes shall be kept of the hearing.

² NOTE: If the student brought a firearm to school, these factors do not apply.

3. **Written Record.** Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal. If the student is permanently expelled from the school, the written record shall inform the parent of the minimum length of the expulsion and the date upon which the parent may petition for reinstatement. Upon the parent's request, the school shall provide the parent with the petition for reinstatement form.
4. **Alternative Education.** Permanent expulsion means that the student may not enroll in any public school in the State of Michigan. The parent shall be responsible for making arrangements for alternative education for the child until s/he is reinstated in a public school.
5. **Appeal of Permanent Expulsion.** All discipline decisions made by the Board of Directors are final.

MISCELLANEOUS PROVISIONS

A. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

The school may implement victim-offender conferences to provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. Such a conference will occur only if initiated by the victim and approved by the victim's parent/guardian. Possible attendees comprising the restorative practice team may include the victim, a victim advocate, the offender, members of the school community, supporters of the victim, and supporters of the offender. The team may require the student to do one or more of the following:

- Apologize
- Participate in community service, restoration or counseling
- Pay restitution

Selected consequences will be incorporated into an agreement that sets time limits for completion and is signed by all participants.

B. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of the principal shall be deemed to be trespassing. A suspended student is permitted on school property to attend the discipline hearing.

C. Maintaining Class Progress

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavior Referral Report is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Behavior Support Plan (BSP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a student. It is signed by the parents, student, and staff member.

Criminal Sexual Conduct is defined by state law.

Dangerous Weapon is defined by law as any of the following: Firearm, Dagger, Dirk, Stiletto, Knife with a blade over 3 inches in length, Pocket knife opened by a mechanical device, Iron bar, or Brass knuckles.

Gross Misdemeanor is a severe act of misconduct in violation of the Student Code of Conduct or state law.

In-School Suspension refers to a decision by the teacher and/or other school official to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision by either the Principal or grade level Dean to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long Term Suspension is defined as a decision to remove a student from school for a severe violation of the Student Code of Conduct, persistent disobedience, or extreme non-compliance with school rules or state law.

Expulsion is defined as a decision to remove a student from the school for up to 180 school days for either persistent disobedience or a severe violation of the Student Code of Conduct when the interests of the school are served by such an expulsion.

Permanent Expulsion is defined as a decision to permanently remove the student from any public school if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or physically assaults school personnel in a school building or on school grounds.

Persistent Disobedience is repeated acts of misconduct.

Physical Assault is defined by law as intentionally causing or attempting to cause physical harm to another through force or violence.

Restorative Practices is defined by law as practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct.

Student Responsibility: Safe Schools Student Discipline Policy

The Board of Directors endeavors to ensure that the school is a safe place for teaching, learning, and working. The school will take swift and appropriate disciplinary action for the following infractions:

Weapons, Arson, and Criminal Sexual Assault

Any student who possesses a dangerous weapon, commits arson, or commits a criminal sexual assault against another person while on school property or at a school-sponsored event shall be permanently expelled from the school subject to reinstatement according to state law. Furthermore, the school will contact local law enforcement as required by law. All students are subject to the Student Code of Conduct that follows this section and its related disciplinary actions.

Physical Assaults against School Personnel

Any student in grade six (6) or above who commits a physical assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be permanently expelled from the school subject to reinstatement according to state law. "Physical assault" is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Physical Assaults against Students

Any student in grade six (6) or above who commits a physical assault against another student while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. "Physical assault" is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Verbal and Written Assaults

Any student in grade six (6) or above who commits a verbal assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. "Verbal assault" is defined as an intentional display of force or communication that gives the victim reason to fear or expect immediate bodily harm. A bomb threat (or similar threat) directed at a school building, other school property, or a school-related event is also viewed as verbal assault. For the purpose of this policy, the areas of assault listed above, when placed in writing, recorded on tape or CD, or transmitted by e-mail, shall be viewed as written assault. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Illegal Drug Possession

Any student who possess illegal drugs while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. All students are subject to the Student Code of Conduct and its related disciplinary actions.

Gross Misdemeanor and Persistent Disobedience

Students guilty of a gross misdemeanor or persistent disobedience may be suspended or expelled.

Application to Students with Disabilities, Child Find, or Student Due Process Rights

This policy shall be applied in a manner consistent with the rights secured under federal (IDEA 2004) and state law to students who are determined to be eligible for special education programs and services. A copy of the *Procedural Safeguards for Special Education Students* can be obtained from the school office.

When considering disciplinary action for students who are *not* eligible for special education, the leadership team at the school will give serious consideration to the length of each suspension and the potential educational loss that the suspended student will incur. Repeated suspensions may result in a denial of F.A.P.E. (Free Appropriate Public Education). The school views any series of suspensions as an indicator of *potential* disability under Federal Child Find guidelines and may consider using the school's Intervention Assistance Team (IAT) to address the potential disability needs of the child.

Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through newsletters, telephone calls, and individual and group meetings.

Secure School Website

National Heritage Academies is committed to student achievement and parental involvement. NHA maintains a secure website containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging-in through the Parent Login link on the homepage. Administrators and teachers update this site daily to record student records, analyze data, and communicate important information.

NHA recognizes the value of informed and involved parents in the learning process. The website provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer on the Internet and review their child's admissions information, attendance, and grades. Using the website, parents can also e-mail staff members, review important publications, check calendars, and subscribe to automated e-mail updates about their child. Questions related to the website should be directed to info@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed once per year. Parents are expected to complete one survey for each child enrolled at the school.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face to face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon, and in each middle school class period.

Arrival

Students should arrive at school between 7:35 a.m. and 7:50 a.m. School begins promptly at 8:00 a.m. After exiting their vehicle, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them upon entering the building. Prompt arrival is essential for an orderly opening ceremony. See the *Student Drop-off and Pick-up Traffic Information* at the end of this section.

Dismissal

Half-day school dismissal is at 11:30 a.m., while a full day of school dismisses at 3:15 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30 p.m.

Students may not remain at school after school hours unless they are participating in an organized after school activity or are enrolled in the after school care program.

Outside school hours, students will not be admitted by any staff member into the building or a classroom to obtain books or other materials.

See the *Student Drop-off and Pick-up Traffic Information* at the end of this section.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class.

To pick a student up from school early, his/her parent must make arrangements with the classroom teacher by filling out an Early Pickup Request Form, available from the parent website or the main office. Any parent picking up a student early should park along the curb at the front of the building and must leave the curb by 2:45 p.m. Parents who dismiss their child early must sign the child out in the office. Only a parent may sign a child out for early dismissal unless another adult name is indicated on the Early Pick-Up Release Form. Having a person indicated on the Emergency Contact and Medical Authorization Form does not permit them to pick up a child early from school without a note from the parents.

Tardiness is considered unexcused unless a doctor's note or appointment slip from a doctor's office is provided.

Abuse of excused tardies will be addressed by the principal and may result in unexcused tardies with disciplinary action taken under the Student Code of Conduct in the sole discretion of the principal.

Absences

All absences are to be verified by a call from the parent to the school office no later than 8:30 a.m. Voicemail is available before and after school hours.

If an absence is not verified by a call from the parent, the absence is considered unexcused. An absence may be excused if a note is provided by the parent by Friday at 4:00 PM during the week of

the absence. The note should meet the guidelines below for an excused absence. The note must contain the following information:

- Student’s name
- Teacher’s name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician is also required. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Abuse of excused absences will be investigated by the principal and may result in a referral to the Washtenaw County Prosecutor’s Office or other disciplinary action.

Unexcused tardies and absences are handled in the following manner:

Range of Unexcused Tardies	Range of Unexcused Absences	Progressive Consequences
1 - 3	1 - 2	Early Intervention
4 - 6	3 - 4	Parent Notification (Email or note)
7 - 9	5 - 6	Parent Contact (Phone or meeting)
10 - 12	7 - 9	Completion of Attendance Corrective Action Plan (A-CAP)*
13 - 16	10 - 14	Appropriate Consequence*
17 - 20	15 - 18	Appropriate Consequence*
21 - 24	19 - 22	Possible Expulsion/Withdrawal*

*Potential referral to the Washtenaw County Prosecutor’s Office or social services with certified return receipt to parent. Factor considered in grade promotion.

Note: Any student who accumulates 15 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student will be referred to the Washtenaw County Prosecutor’s Office.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

In case of illnesses, please keep your child home from school if they have any of the following symptoms within 24 hours of attending school:

- Un-medicated fever of 100.5 or greater (if fever goes down when medication is given, it is still considered a fever)
- Vomiting
- Diarrhea
- Un-diagnosed rash
- Contagious bacterial infection (e.g., strep throat, impetigo, pink eye). Your child must be on antibiotics for a complete 24 hours before returning to school.
- Active head lice
- Severe cough
- Thick mucus in nose

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office. A voluntary withdrawal does not preclude the principal or board of directors from administering disciplinary action for acts of misconduct occurring prior to the voluntary withdrawal and including the act of misconduct and disciplinary action in the student's record.

Parental Partnership: Student Drop-Off and Pick-Up Traffic Information

To ensure student safety, parents are asked to carefully review the following procedures. Parents must provide the teacher (the morning of) with an explanatory note outlining any special pick-up arrangements. To pick up a child early, an early pick-up form must be submitted to the classroom teacher on the morning of the early pick-up. Carpool information is available on our school website.

General

- Be patient and courteous. Watch for other traffic and pedestrians.
- Pedestrians should only cross at a crosswalk.
- When in line, pull up as close as possible to the vehicle in front of you.
- Always enter using the north driveway and exit using the south driveway.
- Do not pull away from the drop-off/pick-up area until directed by a staff member.
- Do not park on Carpenter Road or Tess Lane. Please be considerate of the school's neighbors.

Morning Drop-Off (7:35-7:50 a.m.)

- Students must be in their classrooms by 8:00 a.m. Those arriving after 8:15 a.m. must report to the office to sign in. Students must be dropped off at the curb (even if parents need to park) or in the second drop-off lane
- Children should be ready to exit the vehicles as they approach the drop-off area.
- Parents must put the car in Park once in the final drop-off location.
- Children may unload only on the curb side of the vehicle. They should unload with the assistance of a parking lot attendant if they are in the second drop-off lane. Students on the curb side may exit once the vehicle is put into Park.

Day Parking

- For afternoon pick-up traffic, all cars parked in the main parking lot must pull into a pick-up lane by 3:00 p.m. Handicapped parking is permitted at all times for those who are authorized.

Afternoon Pick-Up

- Students arrive at the curb for pick-up at 3:15 p.m. They assemble in classroom groups with their teachers.
- The traffic pattern of stacking vehicles in lines, using the parking space markings, is used for pick-up.
- Parents who need to pick up children early must park at the curb and sign their children out in the office. They must then exit the curb area no later than 2:45 p.m.
- After the signal is given, parents may proceed to the curb area to pick up their children. Children must be accompanied by adults in the parking lot at all times.
- Parents are to return immediately to their vehicles after meeting their children. Only when vehicles are loaded and ready are they released.
- Late arrivals are to park in the driveway and walk up to pick up their children from the curb area. These vehicles are dismissed after the curb side pick-up is finished.

Inclement Weather Procedures

- In case of inclement weather, the outdoor electronic sign will indicate the need for indoor dismissal.
- Older children in families or carpools are sent to the classroom of their youngest sibling or carpool member.
- Parents use the main entrance, proceeding to the youngest child's classroom.

- A teacher from each grade takes all curbside students from that grade outside for pick-up.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions and competitions. Implementing a simple, flexible, cost-effective dress code promotes student learning and increased academic instruction time.

Students are monitored for dress code compliance at the beginning of each day. Those found not in compliance are required either to contact their parents to bring alternative clothing or to wear clothing kept at the school for such purposes. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Personal Hygiene

The personal grooming of students should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school.

All Students

- Students must wear solid-colored shirts with collars (includes Polo shirts, turtlenecks, long- or short-sleeved, cotton or cotton blend). Shirts must be long enough to remain tucked in at all times.
- Students must wear traditional dress style pants or shorts that are navy, black, or tan. Pants and shorts must be hemmed and worn at the waist. Shorts may not be more than four inches above the knees. Pants that are tight-fitting or made of stretch material such as leggings are not permitted.
- Girls may wear capris, skirts, skorts, and jumpers that are navy, black, or tan. The items may not be more than four inches above the knees.
- Girls may wear solid color tights or leggings that are white, crème, brown, navy, black, or gray under skirts, skorts, or dresses.
- Students must wear solid-colored socks that are white, crème, brown, navy, black, or gray.
- Students may wear sweaters, vests, pullovers, or cardigans with collared shirts. Hoods are not permitted. Only sweatshirts with the South Arbor logo are permitted.
- Brown, black, navy, white, or burgundy shoes (loafer type or casual dress) must be worn. Students may wear a brown, black, navy, or white solid-colored athletic shoe (shoes, laces, sole, etc. must be of those colors) in class. Athletic shoes of other colors may ONLY be worn during gym class or recess. Boots are permitted only as outerwear. Heels on shoes must be no more than two inches. Platform shoes, moccasins, clogs, or open-back shoes are not permitted. Shoelaces must be tied.
- Students must wear their personal ID badges at all times. They are not permitted inside their classrooms without their badges. Badges remain at school at the end of the day. Replacement badges for lost or destroyed badges cost \$3.00; replacement clips cost \$0.25.
- Hats of any kind may not be worn as classroom attire. Bandanas are not permitted.
- Extreme hairstyles and hair of unnatural color are not permitted.
- Students may wear watches and one pair of stud earrings. Other jewelry is not permitted. Scarves are also not permitted.
- Makeup, artificial nails, and nail polish are not permitted.

Special Events

- For field trips, the school dress code must be followed, unless otherwise notified by the classroom teacher.
- For Jeans Days, students may wear blue jeans and tennis shoes with dress code shirts or South Arbor shirts of any kind.

- For Spirit Day, students may wear ANY South Arbor shirt (spirit, athletic, PTO-sponsored, etc.) with jeans and tennis shoes.
- For Fall Yearbook Picture Day, students must follow the standard dress code.
- For Spring Personal Picture Day, students may follow the standard dress code or wear more formal clothing (e.g., suits or dresses), per parental judgment.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The Title I Parent and Family Engagement Policy, included below, was jointly developed with, and agreed on, by parents and family members of Title I participating children. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds (ESSA) Act of 2015 (P.L. 114-95).

Parents and family members of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student’s academic success improves. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental engagement will be met and sets the school’s expectations and objectives for meaningful parent and family involvement and engagement.

ESSA Section	Ways in Which School Staff Accomplish these Activities
<p>1116 (c) (1) The school shall convene an Annual Title I Parent and Family Meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, to explain requirements of Title I, and their right to be involved.</p>	<p>Early in the school year, parents and family members are invited to an annual Title I Parent and Family Meeting to meet the staff, learn more about Title I programs, ask questions, and give suggestions. The following information is part of the meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I requirements <input type="checkbox"/> The right for parents and family members to be involved and to provide input on the Title I program, the Title I Parent and Family Engagement Policy, the School-Parent Compact/Commitment to Excellence Contract, and the Homeless Dispute Resolution process <input type="checkbox"/> How progress is measured and how they receive feedback about their child’s progress. <p>Parents and family members who are unable to make this meeting are invited to schedule a meeting with school staff to go over the information at a time that is convenient for them.</p>
<p>1116 (c) (2) The school shall offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and family members and if needed, transportation, child care, and home visits can be arranged. Teachers, deans and principal also available by email, voicemail, and appointment.</p>

<p>1116 (c) (3) The school shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school’s parent and family engagement policy and joint development of the schoolwide program plan.</p>	<p>Parents and family members are involved in the planning, review, and improvement of the school’s parent and family engagement policy, and the joint development of the school improvement plan, Parent and Family Engagement Plan, and Title I Program. At least annually, the school, parents and family members convene to evaluate the school improvement plan, Parent and Family Engagement Plan, and Title I Program. This assessment includes metrics so the school can evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. This assessment initiative helps the school identify barriers to greater parent and family participation. The school uses the findings of this assessment initiative to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy. Further, these metrics may be used as a measure in the performance evaluations of the school, principals, and staff. Examples of metrics include, but are not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responses to, and the results of, the annual Parent Satisfaction Survey <input type="checkbox"/> Increase or decrease in the number of parents and family members involved in school activities <input type="checkbox"/> Percent of signed School-Parent Compacts/Commitment to Excellence Contracts <input type="checkbox"/> Attendance at parent-teacher conferences <input type="checkbox"/> Workshops and learning experiences offered for parents and family members
<p>1116 (c) (4) (A) The school shall provide parents of Title I children timely information on Title I programs.</p>	<p>In order to build meaningful, consistent, and effective communication between the home and the school, parents and family members of Title I children are provided timely information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> The Parent and Student Handbook <input type="checkbox"/> Regular school and classroom newsletters <input type="checkbox"/> The annual school calendar <input type="checkbox"/> Special event and reminder notices <input type="checkbox"/> Report cards <input type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Parent and Family Nights <input type="checkbox"/> School assemblies/ceremonies (parents invited) <input type="checkbox"/> The School-Parent Compact/Commitment to Excellence Contract
<p>1116 (c) (4) (B) The school shall provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels of challenging State academic standards students are expected to meet.</p>	<p>Parents of Title I children are provided a description and explanation about the school’s curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents of Title I children in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent and family meetings throughout the school year.</p>

<p>1116 (c) (4) (C) The school shall provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to their child’s education, and to respond to any suggestions as soon as practicably possible.</p>	<p>Parents and family members have opportunities to share suggestions, participate in decision making on issues relating to their child’s education, and respond to any suggestions as soon as possible in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual Fall Title I Parent and Family Meeting <input type="checkbox"/> Annual Spring Parent and Family SIP Meeting <input type="checkbox"/> Parent and Family Learning Events <input type="checkbox"/> Meetings with the principal as needed and or upon request
<p>1116 (c) (5) The school shall ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the local education agency.</p>	<p>At least one parent representative participates on the School Improvement Planning Committee and is included in the school’s comprehensive needs assessment process. Parents and family members have the opportunity to attend the annual Spring Parent and Family SIP Meeting and submit comments about the school improvement plan and goals via a survey or directly to school administration. Any comments from parents on the plan are submitted to the local education agency by the school in conjunction with submission of the school’s improvement plan.</p>
<p>1116 (d) (1) The school shall jointly develop, with parents, a school-parent compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. This compact must describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom, and participating in decisions relating to the education of their children and positive use of extra-curricular time.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract was developed with input from parents and family members. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement. It is given to all parents prior to school opening and is presented to parents and family members annually for further development. Parent and family member input is collected through parent and family meetings and surveys.</p>
<p>1116 (d) (2) (A) The school-parent compact must address the importance of communication between teachers and parents on an ongoing basis through elementary parent/teacher conferences, at least annually, during which the compact will be discussed with parents as it relates to the individual child’s achievement.</p>	<p>The School-Parent Compact/Commitment to Excellence Contract is shared annually at parent-teacher conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child’s learning at home and school.</p>

<p>1116 (d) (2) (B) The school-parent compact must provide for frequent reports to parents on their child's progress.</p>	<p>Student progress is reported to parents in several different ways at a variety of times throughout the school year including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit assessment results sent home with students <input type="checkbox"/> NWEA results given to parents during Parent-Teacher Conferences <input type="checkbox"/> M-STEP results given to parents annually <input type="checkbox"/> Report cards <input type="checkbox"/> myNHA is a tool parents can use at home to access student progress
<p>1116 (d) (2) (C) The school-parent compact must afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities.</p>	<p>Parents of all children including those receiving Title I services are encouraged to visit the school for volunteer training and information, participate in and/or observe their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents and family members to offer their ideas and suggestions to the school staff.</p>
<p>1116 (d) (2) (D) The school-parent compact must ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family members can understand.</p>	<p>Private meetings with parents are held to explain information as needed. Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents
<p>1116 (e)(1) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	<p>The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of 1116 (e)(1), and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>
<p>1116 (e) (2) The school shall provide materials and training to help parents work with their children at home to improve their children's achievement.</p>	<p>The school provides materials and training to help parents and family members develop and use at-home skills that support their children's academic achievement and social development. Parents and family members are given techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted during a Parent and Family Night. Some of these activities may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math games <input type="checkbox"/> Reading skills games <input type="checkbox"/> Kindergarten orientation <input type="checkbox"/> Writing skills <input type="checkbox"/> District standards and assessments <input type="checkbox"/> Community resources <input type="checkbox"/> Helping with homework

<p>1116 (e) (3) The school shall educate staff, with the assistance of parents, in the value and utility of parents’ contributions. Staff shall receive guidance in ways to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and to build relationships between the parents and the school.</p>	<p>The school educates principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent and family programs, and ways to build ties between parents and family members and the school.</p>
<p>1116 (e) (4) The school shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children.</p>	<p>The school coordinates and integrates, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and other Federal, State, and local programs, including public preschool programs to encourage parents and family members to fully participate in the education of their children.</p>
<p>1116 (e) (5) The school shall ensure information related to school and parent programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language parents can understand.</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff for interpretation <input type="checkbox"/> Offering translators during parent meetings <input type="checkbox"/> Translation of documents <input type="checkbox"/> Private meetings with parents to explain information as needed
<p>1116 (e) (14) The school shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Room with community resources listed and computer access <input type="checkbox"/> Parent and Family Learning Events based on parent survey results <input type="checkbox"/> Voice of Parent results used for decision making regarding school safety and student behaviors <input type="checkbox"/> Translation of documents
<p>1116 (f) The school shall provide full opportunities for the informed participation of parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>Staff provide opportunities for full parent and family participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents and families of migratory children <input type="checkbox"/> School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them <input type="checkbox"/> Hearing Assistance <input type="checkbox"/> Wheel chair accessible campus

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site may obtain a Volunteer Authorization and Release form in the school office.
2. All visitors and volunteers must be processed through the electronic visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus Philosophy.
5. The distribution of literature, without prior approval from the classroom teacher or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required at all times.
10. Smoking, tobacco, and alcohol use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.
2. Volunteers should follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.

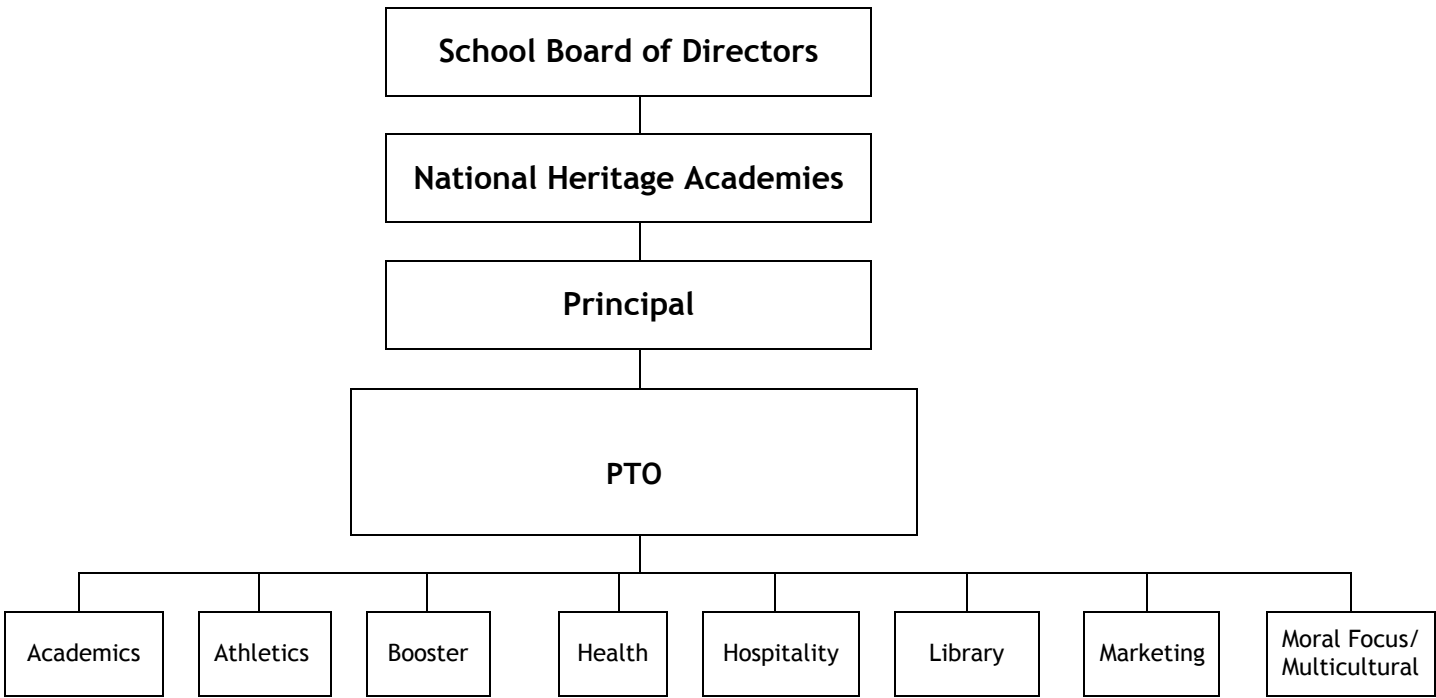
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the activity. "Side trips" are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.
6. Volunteers should behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

Parental Partnership: Parent Code of Conduct

1. Parents will commit to being on time with morning drop-off and afternoon pick-up. Parents are teaching lifelong habits of punctuality. Parents whose students are habitually tardy will be asked to meet with the Hallway Dean to discuss the issue. Parents will also commit to following the morning drop-off and afternoon pick-up procedures as outlined in the parent handbook.
2. Issues involving staff members should be dealt with by contacting the involved staff member directly. Please do not talk to other staff members about concerns or complaints regarding another staff member. The staff at South Arbor is working to maintain a harmonious and professional atmosphere so that we can provide your student with the excellent education they deserve.
3. Emails and written communications to staff members should be for purposes of communicating regarding your student only. Please refrain from sending forwards, religious or political items to our staff, unless they communicate to you that they wish to receive them.
4. Please be considerate of the classroom-learning environment when you need to talk with a teacher. It is best to arrange an appointment with your student's teacher. South Arbor staff welcomes you to visit our classrooms at any time to observe or assist, please enter quietly and do not disrupt instruction. Parents should not create a disturbance in the classroom by greeting their student when they enter, unless the classroom setting at the time allows. Younger siblings should not accompany you when you visit the classroom.
5. After School and Special Activities:
 - a. Students and siblings should remain with parents when attending special events after school hours. This is for the safety of your children. Younger siblings should be instructed to sit quietly. Out of consideration for others in attendance, children that are creating a disturbance should be quietly removed from the ceremony or other event.
 - b. Siblings of students who are involved in after school activities must be with a parent. No siblings may be at school unsupervised. Parents may work together to provide a cooperative child care arrangement for siblings; South Arbor will not coordinate such care and the supervising parent must remain with the group at all times.
 - c. Students may not be outside of the building without an adult. Students participating in after school activities must remain with the supervising adult until they are released to an authorized adult. Students may not be on the playground at any time before or after school without adult supervision.
6. Parents are to contact either your child's teacher or the school administration when they become aware of a situation involving mistreatment by another student. Under no circumstances is a parent to approach another student about misconduct in regard to their child. Teachers and/or the administration will inquire into the nature of any suspected misconduct and contact the parents as soon as is possible.

Parental Partnership: Parent Committee Organizational Chart



The objectives of each parent committee are as follows:

Academics: Provides input to the administration on school academic issues and conducts academic enriching activities for students

Athletics: Supports the school athletic director in promoting and organizing extracurricular sports programs and raising funds for the athletic program

Booster Club: Raises funds for activities and projects with allocation of funds determined by the Leadership Team

Health: Focuses on student health issues and safety guidelines throughout the school

Hospitality: Coordinates refreshments for school events and classroom programs and activities; works with the Parent Ambassador(s) to promote enrollment

Library: Promotes library use; assists the librarian in the services and functioning of the library; coordinates efforts for volunteers to assist in the library

Moral Focus/Multicultural: Assists the school in promoting the ideals and programs of the moral formation program and diversity

NOTE: All families and staff members are invited and encouraged to join the PTO. All members may vote on issues at meetings.

General School Procedures

Transportation

Because the school does not own a fleet of buses, parents are expected to provide the means for their children to get to and from school.

Drivers and Carpools

Many parents form carpools. Carpooling information is available on our school website.

With so many parents driving to school, significant traffic congestion can occur on a daily basis. Parents are asked to be patient and to plan on some delays, particularly during inclement weather.

A special carpool lane has been established for families dropping off four or more South Arbor students. Families that would like to apply for permission to be in the carpool lane should fill out an application in the office.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. If it is necessary for a student to ride a bicycle to school, he/she must park and lock the bicycle in the school's bike rack before school begins and leave it untouched until school is dismissed. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet.

Walkers

Students who walk to and from school should go directly home following dismissal. Failing to do so may cause undue worry for parents and staff members. A signed parental permission letter must be on file in the office in order for a child to walk home from school.

Meals

Students in grades Young 5 Kindergarten-5th grade have a 30-minute lunch period. Students in grades 6-8 have a 25-minute lunch period. A nutritious lunch, including milk, may be purchased at school, or students may bring a sack lunch from home. As a school policy, students are not allowed to share or accept food items from another student at lunch time or snack time due to food allergies.

Parents should complete a Free/Reduced Application available from the school office. Students not qualifying for subsidized meals must prepay. Lack of prepayment will result in discontinued meal service. Parents are encouraged to pay for meals using the free online secure service at www.mypaymentsplus.com. The account can be set up using the student's ID number, and payments can be made with either a credit card or check. At www.mypaymentsplus.com, parents can make payments, view their balance, and monitor purchased meals. Any remaining balance upon a student withdrawing from school will be refunded upon request.

Snacks

A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. During the snack time, students must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda, and sweets are not acceptable. If any children in a classroom have nut allergies, parents will be requested to provide more information. In some cases, the classroom teacher will need to notify parents that the classroom will be a nut-free room. This

means that all snacks that are consumed in the classroom will be nut-free and should not be processed on a line that processed nut products.

Recess

Students typically need and want a time during the day to engage in self-directed activity. Recess is provided for a breath of fresh air, a moment of solitude, a private conversation, or a game. As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area. Students are not allowed to use playground equipment while waiting for school to begin, waiting for rides, or following dismissal. There is a second recess for Young Fives Kindergarten through 2nd grade only.

Rollerblades and Skateboards

For safety reasons and because the building lacks adequate storage space, rollerblades and skateboards should be left at home. If they are used on school property, they will be confiscated until picked up by a parent.

Holiday Celebrations

Birthdays

Because birthday celebrations tend to disrupt the normal progress of the day, birthdays are recognized during our Monday morning assembly for the week. Students may not distribute invitations to private, selective birthday parties while at school. If a family chooses to bring in treats for classmates, only items that are bought directly from a store and with an ingredient list may be brought into the classroom. No homemade treats may be brought in for sharing due to potential allergen exposure.

Halloween

Halloween is not celebrated at the school. Consequently, costumes are not worn to school.

Christmas/Winter Holiday

Classes may have a small party at the end of the last day before the Christmas/winter holiday.

St. Valentine's Day

Students in grades K-4 are encouraged to celebrate by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents' convenience. Students who bring valentines must give one to each of their classmates. Students in grades 5-8 may make special valentines at school that are shared with veterans, senior citizens, hospitalized children, or members of the armed services.

Visiting Guest of Student

Students are able to have a guest attend school with them under the following conditions: (1) the guest is a potential student at South Arbor Academy, (2) a written request to have a guest is submitted to the principal by the student's parents at least one day before a planned visit, (3) the student is able to have a guest for a maximum of half the school day. In addition, our school requests that a responsible adult be present in the classroom or in the Parent Room during the length of the school visit in case any needs should arise.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as

acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found

The lost and found is located inside the main office. Unclaimed items are donated to charity at the end of each month.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, PDAs, iPods, electronic readers (Nook, Kindle, Xoom's), MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolMessenger calling system.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch

Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning

All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.-

Emergency Drills

Emergency drills are held throughout the year. Safe areas inside and outside the building are designated for each classroom.

Tobacco Use

The school is a non-smoking facility. Any form of smoking and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and need to provide evidence of required immunizations.

Health Screenings

Our students receive special health services through the Health Department, including vision screening for those in grades 1, 3, 5, and 7 and hearing screening for those in grades K, 2, 4, and 6.

Immunization Requirements

No student shall be permitted to remain in school more than thirty (30) days unless the student presents written evidence of immunization by a method approved by the Department of Health or is in the process of being immunized. Parents and guardians declining vaccines must obtain a certified non-medical waiver from a local health department. A medical waiver can be obtained from the school office. The minimum complete immunizations are:

	All Kindergarteners and 4-6 year-old transfer students	All 7 th Graders and 7-18 year old transfer students
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses D and T or 3 doses Td if 1 st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7 th grade or higher
Polio	4 doses 3 doses if dose was given at or after 4 years of age	4 doses 3 doses if dose was given at or after 4 years of age
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	2 doses at or after 12 months of age
Hepatitis B*	3 doses	3 doses
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7 th grade or higher
Varicella (Chickenpox)*	2 doses at or after 12 months of age or Current lab immunity or	2 doses at or after 12 months of age or Current lab immunity or

	History of varicella disease	History of varicella disease
--	------------------------------	------------------------------

***If the student has not received these vaccines, documented immunity is required.**

Please contact your health care provider for other recommended vaccinations.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed or over-the-counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

Though we encourage a physician’s written permission in all cases, a physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector
- Any self-possession or self-administration of any medication

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package and have the student’s name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed, so the individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student’s withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying his/her child on a field trip, the parent will be required to administer the child’s medication.

Meningococcal Disease

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person’s nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability.

There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease.

Parents should talk with their child’s health care provider or local health department about meningococcal disease and immunization.

Notifications

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child'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 a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- 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. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
 4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
 5. Appropriate parties in connection with financial aid to a student
 6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
 7. Accrediting organizations to carry out accrediting functions
 8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
 9. Appropriate parties in a health or safety emergency
- 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:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Right to Know under Federal Law

The Every Student Succeeds Act (ESSA) affords parents certain rights concerning the parents' right to know the professional qualifications of the student's classroom teacher. The school will provide the parents this information in a timely manner upon request. Specifically, parents have the right to ask for the following information about each of their child's classroom teacher:

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

The school will provide timely notice to parents of a student who has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teachers has been assigned.

Rights under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 1. Political affiliations or beliefs of the student or student's parent
 2. Mental or psychological problems of the student or the student's family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
 7. Religious affiliations, beliefs, or practices of the student or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a school to its students

2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Boy Scouts of America

The school does not discriminate against any group officially affiliated with either the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of the Boy Scouts of America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Gender Equity Policy (Title IX)

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

Complaints or grievances regarding discrimination based on gender should be delivered in writing to the principal of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the principal with the assistance of NHA legal counsel as necessary and appropriate.

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the

school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

English Learner Parent Complaint Process

English Learner parents are advised to follow the process below to address concerns regarding the district's English Learner program:

1. Parent, school administration and student's teacher will meet to resolve concern. Translation services will be made available.
2. If resolution is not reached, Parent may contact Parent Relations through phone, email or parent web portal to mediate and resolve concern. Translation services will be made available.
3. If resolution is not reached, then the Parent Relation Specialist will send a resolution in English and in the home language to the parent within 10 business days.

Policies

Board policies can be found at www.nhaschools.com under the school listings or are available from the school office.

South Arbor Charter Academy 2017-18 School Year

August						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 10-14 Content Leader Training
 July 24-27 NHA Leadership Summit, GR
 July 28 New Principal Training, GR
 1st Middle School Night; 3rd Kinder Night
 15th-18th NTO
 21st-23rd & 25th Staff PD; 22nd Carnival; 24th Regional PD
 28th South Arbor NTO

September						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4th Labor Day; 5th First Day of School
 9th End of Trimester 2
 12th Regional PD; 13th Report Cards; 14th-15th PT Conf
 20th-21st Principal's Meeting
 26th-30th Spring Break

October						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4th Count Day
 13th Progress Reports
 2nd School Resumes

November						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13th Regional PD; 17th End of Trimester 1
 20th-21st PT Conf; Report Cards; 22nd-24th Thanksgiving Break
 27th School Resumes
 4th Progress Reports
 28th Memorial Day

December						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15th Last Day School; End Tri 3; Report Cards; Records Day
 25th-January 5th Winter Break

January						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1st New Year's Day
 8th School Resumes
 15th Martin Luther King Jr. Day
 26th Progress Reports

February						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

14th Count Day
 19th Presidents Day

March						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

9th End of Trimester 2
 12th Regional PD; 13th Report Cards; 14th-15th PT Conf
 20th-21st Principal's Meeting
 26th-30th Spring Break

April						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2nd School Resumes

May						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4th Progress Reports
 28th Memorial Day

June						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15th Last Day School; End Tri 3; Report Cards; Records Day

July						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4th of July

Students Do Not Report/ Staff Report All Day
 Students Report Half Day/ Staff Report All Day
 Students/ Staff Do Not Report

Board Approved: 3/8/17

Last Update: 3/1/2017
 180 School Days
 8:00 a.m. - 3:15 p.m. School Hours
 8:00 a.m. - 11:30 a.m. (half)
 1158 Instructional Hours

COMMITMENT TO EXCELLENCE CONTRACT

To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school's high expectations and standards. Each parent, student, and teacher is asked to pledge his/her commitment by signing below:

Parent/Guardian Commitment: *I fully commit to my child's education in the following ways:*

- I understand that my child is enrolled in this school so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child's attendance, homework completion, and read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

Parent/Guardian Signature	Date	Parent/Guardian Signature	Date
---------------------------	------	---------------------------	------

Student's Commitment: *I fully commit to this school in the following ways:*

- I am enrolling in this school, because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements, because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature	Student Printed Name	Date
Student Signature	Student Printed Name	Date
Student Signature	Student Printed Name	Date
Student Signature	Student Printed Name	Date

Teacher's Commitment: *I fully commit to this school in the following ways:*

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature	Teacher Printed Name	Date
-------------------	----------------------	------