

STUDENT/PARENT OPERATIONAL HANDBOOK



“DIRECTION DETERMINES DESTINATION”

ARROW ACADEMY CHARTER SCHOOL

2018-2019 School Year

Liberation Academy

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Leadership Education Foundation Open Enrollment Charter School

Arrow Academy is a member of the Leadership Education Foundation (LEF) family of schools. LEF is a non-profit organization that holds the charter for Arrow Academy through the Texas State Board of Education.

Arrow Academy is an open-enrollment charter school, which is a public school of choice. In order for a student to be admitted into a charter school, the parent must follow the state guidelines of the lottery process for school admission.

School Admission

Parents must complete an application form and submit it to the school prior to the designated deadline in order to be considered for admission to Arrow Academy. Beginning February 1, 2018, and thereafter, applications will be accepted. The school will determine the number of spaces that are available in all grades within the school.

Enrollment

The list of the students who have been admitted will be contacted. Each parent will be notified to complete the enrollment paperwork and to submit it to the school. The school will conduct a registration week in August so student and parent(s) become familiar with the expectations, commitments, goals and programs within the school. The student and parent(s) of Arrow Academy will receive and read the partnership and expectations agreement.

Waiting List

If needed for the upcoming school year, student's names are placed on a waiting list for the applicable grade. As places become available, a student will be contacted.

Withdrawal Procedure

Parents of students withdrawing from Arrow Academy are required to meet with the Director or Designee before proceeding with the withdrawal process. A Withdrawal Form and a Transcript Request Form may be obtained from the main office. Transcripts or student records will be provided within ten (10) business days of the following;

- Receipt of the Transcript Request Form / Student records
- Payment of any unpaid fees: and
- Returning school property, including but not limited to textbooks and technology equipment and standard dress.

**A student who withdraws for any reason during the school year is only eligible for re-enrollment through the waiting list process for readmission.*

Liberation Academy Mission Statement

Liberation Academy, a high quality public school of choice that integrates technology for blended learning classrooms; a rigorous curriculum to support high academic achievement for all of our scholars, and a nurturing, supportive environment where scholars can meet high behavioral expectations so that every scholar can reach their full potential for future success in college, careers and the work place.

Liberation Academy Vision Statement

The vision of Liberation Academy is to become a nationally recognized educational school of choice where every scholar will reach their full potential for success.

We will achieve this Mission and Vision by:

Providing a comprehensive and quality education experience designed for all students, and which is based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment. The foundation of learning in the Arrow Academy school setting is established in learning aligned to the individual's brain and complimenting learning modes with expectations of mastery learning in all goals and objectives of standards and curriculum. Time will become flexible in practice, compared with the structured assignment system currently found in most of our classrooms. Mastery learning is a process of instruction. All students have the potential to learn quite well, but differ in the time they require to do so. One priority will be the opportunity for the responsibility of learning to transfer from the teacher to the student. Arrow Academy will use integrated technology that supports the student, blending this environment with classroom teachers trained in the most proven leadership and classroom development system in the country. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

The Arrow educators have modeled the research that students need consistent and stable adult support time and flexible personal learning time packaged together to create the most effective learning model. Through instructional innovation and strong commitment to child-centered education, Arrow Academy will advance academic achievement, character building, and leadership skills, all the while enhancing students' life skills.

The leadership's experience and understanding of what does and does not work in schools and in the education of children, will revitalize the educational experience of students. Not only will they use what they know works, but will also modify or discontinue systems of the past that were unproductive and disenfranchising to many students.

To become an integral part of the instructional process, learning cannot be a one-time event experience for students. Instead, it must be part of an ongoing effort to meet students where they are in their learning. And if teachers follow teaching and assessing with helpful corrective instruction, then students should have multiple chances to demonstrate their new level of competence and understanding. These multiple chances help determine the effectiveness of the corrective instruction and offer students another opportunity to experience success in learning.

School Commitment

As your educational partners, we fully agree with and commit to the following:

- We will teach using educational best practices and will do whatever it takes to meet individual student needs.

- We will attend and participate in all staff meetings and professional development to ensure continuous improvement.
- We will make ourselves available before and after school to conference with students and parents and to address any concerns they have.
- We will respond to communications from students and parents within twenty-four (24) hours during the school week.
- We will strive to successfully implement the mission of Arrow Academy.
- We will utilize data to support and measure curricular and academic achievement.
- We will protect the safety, interests and rights of all students in the classroom.
- We will enforce all rules, codes, policies, procedures and core values of Arrow Academy.

CURRICULUM POLICY

Purpose

The purpose of this document is to clearly lay out the curriculum used as part of the vision and mission of the school.

Standards

The school shall meet or exceed all federal, state, and district standards for each grade. In addition, the school shall meet the standards set by the programs specified in this policy. Progress against standards shall be measured and reported to the Board as determined.

Requirements

Core Curriculum

The school shall implement the Texas Education Knowledge and Skills (TEKS) Resource Curriculum Guide complimented with State approved Textbooks, Social Studies Weekly, Mentoring Minds, STEMscope, Five E Lesson Plans, Learning A-Z, Balanced Literacy, Go Math, Go Phonics, and Compass Learning Odyssey Digital Curriculum as the core curriculum for Math, Science, Social Studies, Reading and English Language Arts. The school shall cover 100% of the standards and 80% or more of the curriculum for each grade, as defined in the TEKS Resource Scope and Sequence.

Mastery Learning

The school shall implement strategies of instruction that ensure every child learns at the learners pace, not at the teacher's pace of instruction. It is the desire of all classrooms to support multiple interventions for students struggling to understand or complete the skill expectations as well as minimize unnecessary redundancy in a skill for a student displaying proficiency.

Flexible Grouping

Flexible grouping is defined as grouping children at their appropriate skill level based on results from frequent assessments.

Character Education

For all grades, the school shall teach core values combined with the character development program as defined in Capturing Kids' Hearts.

Critical Thinking

For all grades the school shall engage in an environment that promotes a culture of thinking through skill development, understanding and disposition.

Leadership Development

For all grades the school will teach leadership principles to encourage self-confidence and behaviors that align to creating leaders for our future.

Technology Integration

For all grades, the school shall integrate technology into the curriculum daily using 21st century tools for learning.

Supplemental Programs

The implementation of supplemental curriculum or programs is at the discretion of the director or his/her designee and the Board provided that all of the above requirements are met.

School Calendar Year

Liberation Academy will follow a consistent calendar that includes a 175 instructional days with appropriate holiday breaks, Professional Development days, and Early Release days. The school calendar will be distributed during registration.

School Schedule

Arrow Academy daily schedule will provide a 7.5 hour instructional day which includes a 30 minute lunch and 45 minute ancillary time during which, the students will receive enrichment through music, art and physical education.

The Annual Title I Meeting and Open House: This event is scheduled the last week in September. All parents will receive an invitation to this required meeting.

Breakfast /Lunch Program

School breakfast and lunch is FREE and available for all students. Students may bring lunch from home with utensils needed to eat lunch with the exception of sharp knives or other objects.

Parents are welcome to join their child for lunch during the child's lunch period. Please remember to sign in at the front office and obtain a visitor's badge (with the exception of when the campus is closed due to testing for MAP, ASTROS, and STAAR testing). Adult lunches must be cash purchases. Every student will have an account and must enter their PIN when they eat a meal or want to purchase a milk or juice.

If a student brings his/her lunch, it must contain healthy choices – no fast food, candy, or soft drinks are allowed.

Breakfast/Lunch Schedule: Breakfast is served daily from 7:30 AM until 7:55 AM. There will be no breakfast served after 8:00 AM.

The Lunch schedule may change throughout the year due to school schedules for learning.

Kindergarten and 1st Grade – 11:00 AM to 11:30 AM

2nd Grade and 3rd Grade – 11:40 AM to 12:10 PM

4th, 5th, and 6th Grades – 12:15 PM to 12:45 PM

ATTENDANCE

Compulsory School Attendance (Texas Education Code, Sec. 25.085)

A student between the ages of six (6) and eighteen (18) must attend school and district-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his/her eighteenth birthday is required to attend school each day.

School Hours

The school day begins promptly at 8:00 AM daily. The school hours are 8:00 AM until 3:30 PM. There is NO supervision prior to 7:45 AM and students should not arrive before this time. Any student arriving before this time will not have any adult supervision and it is the parents' responsibility to ensure their child's safety prior to 7:45 AM. Students may be dropped off at the school in the drop off area. Before- and after-school supervision is provided by the local community partnership program.

Picking up and Dropping off Students

Morning drop-off: Parents dropping off students will use the driveway and not drop off students prior to 7:45 a.m. unless the student is participating in a staff-supervised, previously approved school activity. Please pull to the front of the lane near the school and have students enter/exit vehicles directly onto the sidewalk. Handicap parking will only be used with proper authorization. Students will wait outside until the sponsoring adult allows them in the building.

Afternoon pick-up

Parents should pull up as far forward as possible in the car pool line in order to avoid gaps or distance between vehicles. This allows us to get more students in the appropriate vehicles and promotes faster pick-up for parents. If you anticipate a problem in picking up your child(ren), please park your vehicle and come to the main office. All parents/adults picking up students must have a car tag visible. If parent/adult does not have a car tag, they must park their car, come to the main office, show a valid ID and sign the student out.

Absences

Parents are asked to phone the school office to report any portion of the day a student is absent. A parent or guardian must leave the following information: Your name, child's legal name, teacher, date(s)/time(s) of absence and reason for absence. If you do not contact the school when your child is absent, we will attempt to contact a parent. Attendance is important to a child's education! Frequent absences disrupt the educational process. The student will be

required to make up any missing assignments as a result of the absence(s). Late students and those who leave early disrupt classroom instruction. Please keep these occurrences to a minimum.

Arrow Academy may initiate withdrawal of a student for nonattendance if the student has been absent ten (10) consecutive school days, frequent absences that exceeds 10 days, or repeated efforts by designated school personnel to locate the student have been unsuccessful. A student shall not receive credit for a class or school year unless the student has maintained a minimum of 90% attendance in that semester/school year.

Non-Compliance of Attendance Laws/Truancy

Failure to Attend is defined as an individual, required to attend school under Section 25.085 of the Texas Education Code, who is absent without excuse on ten (10) or more days or parts of days within a six-month period or three (3) or more days or parts of days within a four-week period. An excused absence is determined by the teacher, principal, or superintendent of the school in which the student is enrolled per Section 25.087 (a) of the Education Code. It is the parent'(s)' responsibility to monitor the student's attendance, and the parent, subsequently, is subject to prosecution (Section 25.093, Texas Education Code) if the student fails to comply with the compulsory attendance laws. The student is also subject to prosecution (Section 25.094, TEC) or referral to the juvenile court if he/she fails to attend school as required by law.

Truancy

A student not actually on campus at the time attendance is taken may be considered in attendance if the student is temporarily absent due to an appointment with a health care professional, and if that student commences classes or returns to school on the same day of the appointment with a verification note from the health care professional.

Attendance Reporting Procedures

In Grades K-6 attendance is taken by 10:00 AM. The funding that Arrow Academy receives from the State is based on daily attendance figures. Student absence(s) result in a funding loss per student per day. Proper documentation is required for Average Daily Attendance (ADA) for District purposes for Medical, professional counseling and other specialized services for the student's wellbeing. Please bring a note from the designated professional practitioner the next school day that the student attends. .

Absences for Observed Holidays

Arrow Academy will excuse students from attending school for the purpose of observing religious holy days.

Absence Due to Illness

Parents must call the attendance clerk or office on the first day the student is absent by 10:00 AM. If a student is absent due to illness for more than five (5) days, a doctor's note is required for the student to return to school. Upon the student's return to school from being absent, he/she must go to the attendance clerk with a note from parent prior to entering the classroom. Students are to make contact with the teacher to make up work missed due to excused absences. Absences will be marked unexcused if the parent does not contact the school in writing or by telephone. A note or confirmation from the parent must be provided on the day of

the student's return. If a note is not provided within three (3) days of the student's return, the absence will remain unexcused.

Excused Absence

- Students who are participating in school-sponsored events shall not be counted absent from school. Excused absences may be granted for:
- Personal illness
- Medical or dental appointments
- Serious illness or death of a family member
- Religious holy days

For extended planned absences, a parent must submit an Absence Request Form to the attendance clerk two (2) weeks before the requested absence or risk violation of the 90% attendance rule. For an Absence Request Form, see the attendance clerk or download it off the school website. Planned absences must not exceed three (3) days per semester in order to count as an excused absence. The attendance clerk will forward the request along with the student's absence summary to the director, who will review the absence request to determine whether the absence(s) will be marked as excused or unexcused. The director will notify the parent if the absence will be considered excused or unexcused.

Unexcused Absences

Absences not excused by law or school procedure and absences that are not a result of approved extracurricular activities shall be designated as unexcused, even if the student has parental permission to be absent. A student with unexcused absences ten (10) or more days or parts of days within a six-month period or three (3) or more days or parts of days within a four-week period from school may face legal prosecution under Texas' Truancy laws.

Average Daily Attendance (ADA)

School funding from the State is based on Average Daily Attendance figures. We need your cooperation in scheduling appointments after school hours. Occasionally, a student may have to leave school before the end of the day due to medical appointments or family emergencies.

Closed Campus

A student may not leave campus after arriving at school until the school day ends, without parental permission documented with the attendance clerk. A student who leaves campus without permission will receive disciplinary action.

All students must comply with the following procedures:

A signed note from a parent must be submitted to the front office before 10:00 a.m. on the day the student is to be dismissed early. A verifiable telephone number must be written on the note. If the appointment is made after the student arrives on campus, a parent must call the front office, so that the student will be ready when the parent arrives. If a parent shows up unannounced, it will take additional time to excuse the student from class.

For State funding, it is imperative that a student submit a doctor's note whenever he/she is partially absent from the school day due to a doctor's visit. A parent note is not sufficient to receive State funding.

The student will be given a dismissal slip for an early release. The student will show the dismissal slip to his/her teacher. At the appointed time on the dismissal slip, the student will be called upon your arrival. If no dismissal slip is issued, departure from school is unexcused.

Parents will sign the student out with the front office. If the student returns to campus on the same day, he/she must sign in with the attendance clerk.

Late Arrivals

Children who arrive after the starting time must be signed in by an authorized adult and given a pass by the office prior to going to class. If you know the student will be late, call the school office.

Picking up children

Authorized adults picking up a child before the end of the school day must sign the child out at the office. There will be no students released the last thirty minutes before the end of the school day. If anyone other than the parent or guardian is to pick up a child from school, prior arrangements must be made, in writing, through the office. Identification of any person picking up a child may be required to ensure safety. For security reasons, children must not be picked up in the traffic zones. For an individual other than the parent to pick up a child, parental permission must be provided in writing and indicating "<student> may be picked up by <individual> at any time." Unless otherwise stated, someone designated as an Emergency Contact does have permission to pick up a child during the school day at the parent's request.

Parents are asked to call the office by 3:00 PM if requesting a child be notified of a change in transportation for the end of the day.

BEHAVIORAL EXPECTATIONS

The emphasis of our school is to maintain an atmosphere which is conducive to learning, working, and achieving, so each child can develop to their potential. At Arrow Academy “Direction Determines Destination” so we seek to have every child “Blaze the T.R.A.I.L.” This means to....

- T - Take Responsibility
- R - Respect Others
- A - Always do your Best
- I - Inspire Others
- L - Listen and Learn

We look forward to becoming a partner with your family by using this common language and blazing the T.R.A.I.L. at home, as well as at school.

We always want to extend our appreciation to students who behave well, make responsible decisions and work hard; these students comprise most of our learners. Over the years our most successful students have many characteristics and behaviors (traits) in common.

Most Successful Students:

- Are engaged in activities in addition to classes.
- Acquire the knowledge and abilities to be responsible citizens who contribute to our society.
- Dress appropriately.
- Are supported by their families and rooted in family values.
- Organize and effectively present ideas and information orally and in writing.
- Develop and defend a well-reasoned position.
- Apply appropriate time to task and manage multiple priorities.
- Collect, evaluate and use data to monitor and improve performance.
- Identify and recognize a problem, consider alternatives, and devise and implement a logical plan of action.
- Identify goals and obstacles, evaluate alternatives and reach a conclusion.
- Use efficient techniques to acquire and apply new knowledge and skills.
- Demonstrate punctuality, readiness to work, initiative and the capacity for lifelong learning and personal growth.
- Contribute to group effort through cooperation and consensus.
- Show versatility and the ability to change.
- Are able to think critically, using reason and logic when facing decisions about what to believe or do.
- Embrace universal ethical principles such as honesty, integrity and justice.
- Demonstrate self-motivation and resourcefulness to continue their learning.
- Apply what they have learned by using their knowledge and skills productively.
- Develop and demonstrate leadership skills, becoming influential in creating a vision of what the future can be.
- Take ownership and accept responsibility for their well-being by making educated choices concerning their social, emotional and physical health.

What We Have Learned...

Work Habits/Time Management

Students, staff, parents and community will develop and use productive work habits.

Indicators:

- Complete work to the best of their ability.
- Strive for excellence in all their work.
- Honor time commitments.
- Arrive at school/class prepared to work.
- Work cooperatively with others and independently when appropriate.
- Persevere even when tasks are difficult.

School Climate

Students, staff, parents and community will behave in a manner which fosters a positive school environment.

Indicators:

- Participate actively in the learning process.
- Encourage parent and community involvement.
- State expectations clearly.
- Show sensitivity toward others.
- Use courteous and polite language and behavior.
- Exercise self-discipline.
- Follow school rules.

Dress

Students will dress appropriately for the school environment.

Indicators:

- Students dress in standardized color shirt and pants which are clean and neat in manner.
- Students display hygiene that is non-demeaning to self or others.

Physical and Emotional Safety

Students, staff, parents and community will promote, create and maintain an environment free from physical and emotional harm.

Indicators:

- Control anger and resolve conflicts through non-violent means.
- Ensure that schools are free from weapons.
- Ensure that schools are free from harmful substances.
- Ensure that schools are free from intimidation, discrimination and harassment.

Respect for Grounds and Property

Students, staff, parents and community will be thoughtful caretakers of the school and school property and the property of others.

Indicators:

- Use property and materials for their intended purpose.
- Take responsibility for maintaining school and school property.
- Show respect for the personal property of others.
-

Integrity and Responsibility

Students, staff, parents and community will accept personal responsibility and accountability for their actions or inactions.

Indicators:

- Honor commitments.
- Promote excellence by setting challenging and attainable goals.
- Serve self and others through community involvement.
- Take the initiative to help others.
- Determine the right thing to do and do it.

Diversity

Students, staff, parents and community will respect the unique attributes and qualities of every individual.

Indicators:

- Treat others with fairness and compassion.
- View diversity as enhancing the school environment and community.
- Promote and encourage increased knowledge and understanding of diversity in curriculum and school-related activities.

Communication

Students, staff, parents and community will communicate effectively to build a more positive school environment.

Indicators:

- Communicate with positive intent.
- Communicate in an open, trusting and truthful manner.
- Express ideas clearly.
- Listen actively and encourage feedback.
- Communicate in a timely and ongoing manner.
- Clarify communication directly with the source.

A discipline consequence structure matrix is in place when a student does not exhibit behaviors that demonstrate respect and responsibility; appropriate consequences will be implemented depending upon the nature, degree, and/or frequency of the problem.

While we want to focus on the positive, it is important to know that certain behaviors will not be tolerated and may warrant a student referral and appropriate consequences. *Please refer to the Student Code of Conduct and Discipline below.*

CODE OF CONDUCT AND DISCIPLINE

Student Rights and Responsibilities/Due Process Rights

While the primary purpose of this document is to inform students and parents of their rights, responsibilities and the consequences of their behavior, we also want to extend our appreciation to students who behave well, make responsible decisions and work hard; these students comprise the majority of our learners.

Each student has the opportunity and the right to use school as a means for self improvement and individual growth. In so doing, he/she is expected to conduct him or herself in a manner compatible with the school's function as an educational facility, and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will not be tolerated and will result in disciplinary action.

It is the intent of the Board to afford vigilant protection of the constitutional freedoms of all school personnel and students, and to guarantee those protections as provided in the Constitution, including the rights of free inquiry and expression, the right to freedom of association, and the right to administrative due process. Of equal importance is the right of school authorities to prescribe and control, consistent with fundamental and constitutional safeguards, student conduct in the schools, on school grounds, at school-sanctioned activities and events, and while being transported in school approved vehicles.

In exercising this right, the director, working with his/her staff and with the students, will attempt to achieve the objectives and follow the procedures set forth by policies and administrative regulations pertaining to the various aspects of student rights, student conduct, and student discipline.

Objectives to be Achieved

The primary objective is the proper recognition and preservation of a student's constitutional rights, and allowance for such rights:

1. Freedom of Expression - Students may freely express their points of view, provided they do not seek to coerce others to join in their way of expression and provided also that they do not substantially disrupt school operations, intrude upon the rights of others, or endanger the health and/or safety of other students or school personnel.
2. Personal Appearance - Restrictions on a student's hairstyle or manner of dress will be imposed when there is a "clear and present danger" to the student's health and/or safety, or where the behavior causes an interference with work, or creates classroom or school disorder. Participation in voluntary activities may make it necessary to impose specific requirements for grooming and dress, due to the nature of the activity.
3. The Right to Petition - Students are allowed to present petitions to the administration at any time. Collecting signatures on petitions is limited to before and after school hours. No student will be subjected to disciplinary measures of any kind for signing a petition to the administration - assuming that the petition is free of obscenities, libelous statements, personal attack, or advocating disruption which poses a threat to the regular school program, and is within the bounds of reasonable conduct.

4. Student Property - A student's person and/or personal effects in his/her possession (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Student lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of locker contents may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. Such clean-outs will be to dispose of waste materials, recover missing books and other school property, and for other reasons as determined by the director.
5. Technology, Textbooks and Library Resources - Students are responsible for the proper care of school technology, textbooks and library resources that are provided for their use. Students who damage or fail to return school textbooks and/or library resources shall be responsible for the cost of replacing them. If the school determines that a student is unable to pay the full amount of a textbook or library resource at one time, it may obtain payment through other methods, including but not limited to payment plans or service at the school where the student is enrolled.
6. Student Involvement in School Affairs - While on school grounds, in school facilities, at school-sponsored activities, when being transported in vehicles approved by the school, or off school property when their conduct has a nexus to school or any school curricular or non-curricular activity or event, students shall comply with policies and regulations pertaining to student conduct. Students shall have the right to participate, as suitable to their age and maturity, in decision making processes; student government; and student organizations. They shall have the constitutional rights to freedom of assembly and expression, and the right to possess and distribute literature, as set forth in policies pertaining to student organizations and publications.

Section A: Student Conduct Policies

Student Conduct

Schools provide students with the opportunity for self improvement and individual growth. School authorities have the right to control student conduct. Students are expected to conduct themselves at all times in a manner which is compatible with the school's function as an education facility, and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion, and classroom removal. Conduct which disrupts or threatens to disrupt the operation of a school, which interferes in any way with the rights and privileges of other students or citizens, which endangers the health or safety of any person, or which damages property, will not be tolerated and will result in disciplinary action. All employees of the school shall be expected to share responsibility for supervising behavior of students and for seeing that students abide by the established rules of conduct.

This policy, and any corresponding regulations approved by the Board shall constitute the student conduct code set forth in the school. A summary of this policy and any corresponding regulations, as well as any individual school rules governing student conduct, shall be distributed to each student in the school and his or her parents, guardian, or legal custodian at the beginning of each school year, and to each new student and his or her parents, guardian, or

legal custodian upon enrollment, and shall be kept on file within the school building throughout the year.

Weapons in School

The Board will not tolerate unauthorized student possession or use of dangerous weapons on school property or at school sponsored activities. Such behavior is unacceptable, detrimental to the safety of others, and destructive to a positive learning environment.

Carrying, bringing, using, or possessing a dangerous weapon in the school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school administrator or designee is prohibited.

“Dangerous weapons” include, but are not limited to:

1. Firearms, loaded or unloaded.
2. Pellet or BB guns or other devices, whether operational or not, designed to propel projectiles by spring action or compressed air.
3. Fixed-blade knives with blades that measure longer than three inches in length or spring-loaded knives or pocket knives with blades that measure longer than three and one-half inches in length (the knife blade will be measured from the hilt to the top of the blade); and any knives, regardless of length, which a student uses or presents in a threatening manner.
4. Another object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
5. Any other object identified and defined as a dangerous weapon by state statute.

For purposes of this policy, a “firearm” includes:

1. Any weapon, including a starter gun, which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any explosive, incendiary, poison gas, bomb, grenade, or similar device.
5. School staff members shall confiscate dangerous weapons possessed in violation of this policy and submit them to the appropriate school administrator. Law enforcement authorities shall also be contacted in accordance with applicable law.

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on school property without the authorization of the school is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion.

A student may seek prior authorization from the building director to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student’s failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion. The director’s decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final. School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Student Involvement Regarding Drugs and Alcohol

The Board recognizes that the unlawful or unauthorized student distribution, gift/exchange, sale, use, possession or purchase of drugs or alcohol constitute a hazard to students. Therefore, the Board assumes its responsibility for minimizing this hazard to students by providing drug and alcohol abuse prevention programs designed to educate students regarding the harmful effects of drug and alcohol abuse and to develop decision-making skills regarding the use of such substances. Because effective prevention requires the combined efforts of parents and the school, the Board supports the concept that parents have the responsibility to cooperate in efforts to prevent drug and alcohol abuse problems and to seek help from public and private agencies for students involved in drug and alcohol abuse.

As used in this policy, “drugs” are all substances defined under federal and state statutes as “drugs” or “controlled substances,” as well as counterfeit drugs, substances falsely represented as being drugs, and drug-containing paraphernalia. As used in this policy, “legal drugs” are defined as over-the-counter and prescription drugs, including vitamins and other dietary supplements, that are properly possessed and used by the person for whom they are intended in accordance with all applicable policies and regulations.

As used in this policy, “illegal drugs” are all drugs not defined herein as legal drugs. Student distribution, gift/exchange, sale, use, possession, purchase or being under the influence of alcohol or illegal drugs is prohibited in the school, on all school grounds and at any school-sanctioned activities, when students are being transported in vehicles dispatched, and at any time or in any place where the student’s conduct interferes with or disrupts the educational program or operations of the school.

A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution.

Smoking And Other Uses of Tobacco By Students

The school is committed to high standards of personal and public health and safety. Therefore, in recognition of the school’s responsibility to prepare students to make sound decisions about personal health and safety issues, it is the policy of the Board to prohibit the possession or use of tobacco by students, or the use of tobacco by teachers, staff, and visitors in or on any school property or while participating at any student activity sponsored by the school.

Nondiscrimination/Non-Harassment of Students

The Board is committed to the policy that no otherwise qualified student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any school program or activity on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion or ancestry.

As part of this policy, the Board is committed to maintaining a learning environment for students that is free from harassment based on an individual’s disability, race, creed, color, sex, sexual orientation, national origin, religion or ancestry. All such harassment, by employees, students and third parties, is strictly prohibited.

Harassment based on disability, race, creed, color, sex, sexual orientation, national origin, religion or ancestry will be regarded as a violation of this policy when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education; (2) submission to or rejection of such conduct is used as the basis for educational decisions affecting the student; or (3) such conduct has the purpose or effect of adversely affecting a

student's ability to participate in or benefit from program(s), or of creating an intimidating, hostile or offensive educational environment.

Prevention of Bullying

The Board recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school.

“Bullying” means any written, verbal or pictorial expression, physical act or gesture, or a pattern thereof by a student that is intended to cause distress upon one or more students and is sufficiently severe that it has the effect of:

1. Creating an intimidating, hostile, or significantly offensive environment for the learning or performance of school-sanctioned activities of any student; or
2. Unreasonably interfering with or disrupting the educational performance or participation in any other school-sanctioned activity of any student.

Notice of alleged bullying will be given to the parent of the target student on or before the third business day after the incident is reported. The alleged bully's parent will be notified within a “reasonable time.” Expulsion or alternative setting is allowed for a student who:

1. Engages in bullying that encourages suicide
2. Incites violence through group bullying
3. Releases or threatens to release “intimate visual material” of a minor or an adult student without consent

Students are allowed to anonymously report bullying.

Cyber-bullying (a form of bullying) involves the use of information and communication technologies such as email, cell phone, PDA's, pagers, text messaging, instant messaging, digital cameras, personal computer, school computer, chat room, personal website, defamatory website, or defamatory online personal polling website, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

All administrators, teachers, classified staff, and students share the responsibility to ensure that bullying does not occur at school.

Student Dress

The Board recognizes that dress and appearance of students is important in the educational process. Students are expected to dress according to the school's standard attire and to dress appropriately for all school activities. The following general standards will be in effect:

Dress Code Information:

- The standardized Arrow Academy polo-style shirt.
- Khaki or navy blue pants or shorts for boys.
- Khaki or navy blue pants, shorts, or skirts for girls.
- Closed toe shoes.
- Zipper-style hoodie, jackets, windbreaker and sweaters can be worn in temper related environments per director's approval.
- Appropriate undergarments are expected. All pants, shorts, skirts, and shorts must fit neatly at the inseam and at the waistline.
- Shirts must be tucked inside pants, shorts, or skirts. Students' standardized dress should not be too loose, too tight, too long, nor too short.

Hair Styles, Body Piercing, Tattoos, Facial Hair

- Children should come to school in a manner that promotes learning and does not distract from the learning environment of other students and/or staff members. Hairstyles and fashion that cause or may cause a distraction are unacceptable.
- Body piercing, tattoos and facial hair are not allowed.

Students May Not Wear:

- Denim jeans or pants other than on identified days determined by the site principal
- Over-sized baggy or flare leg pants.
- Coats or jackets in the classroom.
- Muscle shirts, sleeveless shirts, or undershirts worn as outer clothing.
- Any item identified as gang related by school officials.
- Warm-ups or sweat pants of any kind.
- Visible body piercing, clips, or grills in the mouth.
- Cut-off, torn, or tattered pants or shorts
- Bicycle pants or spandex tops or pants.
- PE clothing to classroom.
- Bandannas.
- Vest or overalls.
- See-through, mesh, or fishnet, chiffon or other see-through clothing.
- Clothing which reveals bare midriff or navel.
- Spaghetti straps or strapless tops.
- Excessively tight clothing or low cut tops.
- Mini-skirts, mini-shorts, and denim jumpers.
- Disarrayed braids, hair curlers, combs.
- Hats, caps, hoods, non-religious head scarves, or gloves inside the building.
- Sunglasses or visors.
- Key chains, pocket chains, or chains of any kind.
- Excessively gaudy jewelry.
- Wheelies or bare feet are not allowed.

*If the weather is cold, students can wear coats or jackets until they enter the school building. Upon entering, students will have to take off their coats and jackets and put them up in the designated area.

Student use of School Information Technology

No less than when in class, in the lunchroom, or at school-sponsored events, students are responsible for good behavior when using IT to travel through cyberspace.

Thus all rules and expectations regarding student conduct, as well as all provisions of the student conduct code, apply to student conduct involving IT. In addition to general behavioral expectations, additional expectations apply when students use IT.

Examples of prohibited use of IT include the following:

- Searching, viewing, editing, or retrieving materials that are not related to school work, community service, employment, or further education (therefore, searching or viewing sexually explicit, profane, violence promoting, or illegal materials is not permitted);
- Downloading or loading software without permission, or using software in a way not permitted by its license;
- Accessing, viewing, or altering any official record or file of the school;
- Damaging school IT can result in repair or replacement cost;

- Violating copyright laws;
- Using the passwords of other users;
- Trespassing in the folders, work, or files of other users;
- Any malicious use or disruption of the school's IT or breach of security features;
- Intentionally wasting computer system resources;
- Using the network for commercial purposes;
- Sharing of the student's home address, phone number, or other information;
- Using IT after losing the privilege to do so;
- Any activity that violates a law or a school rule.

Student Possession and Use of Portable Electronic Devices (Including Cellular Phones)

The Board recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to communication and learning or can cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical and wise regulation in the school setting.

Students may possess and use portable electronic devices, including but not limited to cellular telephones, MP3 and similar music players, radios, walkmans, CD players, tape recorders and players, scanners, portable digital assistants (PDAs), wireless e-mail devices, etc., subject to limitations of this and other policies of the school under the following conditions:

1. Portable electronic devices are considered personal effects in a student's possession and thereby subject to the rules and regulations governing searches.
2. Portable electronic devices shall not be turned on or used in any way (1) during instructional time (2) during other school-sponsored and supervised group activities during the school day (for example, during student assemblies, awards, or other public ceremonies, etc.) or (3) when their use is otherwise prohibited by school personnel. Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity.
3. Portable electronic devices (1) that produce any audible sound, whether through a speaker, earphones, buzzer, or other means, and cellular phones that produce a ring tone or vibrating alert, (2) that are visible, or (3) that are otherwise used in violation of the preceding paragraph without specific permission of school personnel may be confiscated by school personnel. They may be retrieved by the student's parent or guardian from a building administrator or designee.
4. Students are required to turn portable electronic devices over to school personnel when requested. Students who refuse to do so may be removed from class or other school activity, have committed insubordination and resisting authority in violation of policies for student discipline, and shall be subject to disciplinary action.
5. Portable electronic devices are allowed to be taken and used on school trips, provided that they are not used during any instructional activity or at other times when school personnel prohibit their use. Coaches, bus/van drivers and sponsors are encouraged to set guidelines for their use.
6. Use of cameras or the camera features on a cell phone or other portable electronic devices in a restroom or a locker room or for any use constituting an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes shall be confiscated by school personnel, and law enforcement authorities may be notified.
7. The director may establish and school personnel may enforce additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs.

8. The school assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices in the possession of students. If confiscated by school personnel pursuant to this policy, reasonable care will be taken of the item until either its retrieval or its reasonably being deemed discarded.
9. Students violating this policy may be subject to disciplinary action.
10. If use of a portable electronic device is required in individual instances to assist a student with the student's education, or in emergencies, permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy.
11. It is understood that in certain instances there is educational value in utilizing portable electronic devices (data entry devices, recorders, etc.) in classrooms when such devices aid in extending, enhancing, and/or reinforcing the students' learning process related to the instructional objectives of the class they are attending. Approval for students' use of such devices will be at the discretion of the classroom teacher or a building administrator unless the use of such a device is provided for in a student's Individualized Education Program (IEP).

Section B: Student Discipline Policies

Student Discipline

Effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to instill self-discipline and socially acceptable behavior. All policies and procedures for handling discipline problems shall be designed and interpreted to achieve these broad objectives.

In order to ensure maximum educational benefits for all students, each student is expected to conform to all school policies and regulations, show respect for and obey those in authority, and otherwise conduct himself or herself at all times in a manner fitting his or her ability, age, and grade. Provisions for disciplining students are to allow other students to learn in an atmosphere which is safe, conducive to the learning process, and free from unnecessary disruptions.

Student Suspension, Expulsion, and Classroom Removal

Definitions

1. "Suspension" means the exclusion of a student from attending school and participating in school activities for a specified and limited period of time.
2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time beyond that provided for suspension but not to exceed one calendar year, unless student contact is otherwise authorized by the school administration.
3. "In-school suspension" means a suspension in which the student is suspended from participation in regular school activities, but receives continuous educational instruction, supervision, and discipline.
4. "Classroom removal" means the exclusion of a student from the classroom by a teacher for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.

5. "Student with disabilities" means a student for whom a determination of disability has been made by a duly convened staffing committee in accordance with state and federal laws governing the education of children with disabilities.
6. "Informal hearing" means an opportunity for a student to be informed of the evidence and consequences, and to explain his or her position, regarding the incident constituting grounds for discipline. An informal hearing does not include representation by counsel, the ability to confront and cross-examine witnesses, or to call witnesses to verify the student's version of the incident.
7. "At-Risk Students" means students who are at risk of suspension or expulsion. An at-risk student includes, but is not limited to, any student who is likely to be declared habitually truant or is likely to be declared habitually disruptive. The school shall work with the students' parents or guardians and appropriate local and state agencies, community-based organizations, and institutions of higher education to provide at-risk students with support services to help them avoid expulsion.

Suspension Authority and Procedures

1. Any student who is suspended for three days or less is entitled to hear the charges and to be given an opportunity to present his or her position in a conference. The conference should occur prior to removal from the school, unless the student's presence constitutes a continuing danger to that student, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a conference should be held as soon as practicable after the student's removal from school.
2. As an alternative to suspension, the suspending authority may, acting in his or her discretion, allow the student to remain in school if the student's parent, guardian, or legal custodian, with the consent of the student's teacher(s), attends school with the student for a specified period of time. If a parent, guardian, or legal custodian does not agree, or fails to attend school with the student, the suspending authority shall suspend the student in accordance with this policy. This alternative shall not be considered if expulsion proceedings are to be initiated or if the conduct giving rise to disciplinary action involved a threat to the welfare or safety of other students or school personnel.
3. A suspending authority may also order in-school suspension.
4. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures.

Expulsion Authority and Procedures

1. The power to expel students has been delegated to the Board.
2. Expulsion can occur only after the accused student and his or her parents have been given the opportunity for a hearing.
3. Re-admittance. No student shall be readmitted to school until a meeting has taken place between the director or designee and the student's parents, guardian, or legal custodian to review the suspension, or until, in the discretion of the director or designee, a parent, guardian, or legal custodian of the suspended student has substantially agreed to review the suspension with the director or designee.
4. Students with disabilities are subject to expulsion on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures.
5. Students with Disabilities. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined in this regulation and current law. Students with disabilities who engage in misconduct may be removed from their current

placement and be suspended, placed in an appropriate interim alternative educational setting, or placed in another setting for not more than 10 consecutive school days, and for additional periods of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under applicable law). In addition, a student with an IEP may be removed from his or her current placement and placed in an interim alternative setting chosen by the IEP team for not more than 45 consecutive school days if a hearing officer so orders, or if the student, while at school or at a school function: (1) carried or possessed a weapon; (2) knowingly possessed or used illegal drugs, or sold or solicited a controlled substance; or (3) inflicted serious bodily injury upon another person. Section 504 students may be disciplined for the use or possession of illegal drugs or alcohol to the same extent as students without disabilities.

If school personnel seek to remove a student with disabilities from his or her current placement for more than 10 consecutive school days (except as provided in the preceding paragraph), then the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the student's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the student's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, then the school may proceed with discipline in the same manner as with a student without disabilities, except that a student with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the student may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the student was suspended, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, then the school must discontinue the suspension proceedings and return the student to the placement from which he or she was removed, unless otherwise agreed to by the parent. In addition, for students with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, or, if a behavioral intervention plan was already in place, review and modify it as the team deems necessary.

Procedure for Expulsion

In the event that the school contemplates action expelling any student, the following procedures shall be followed:

1. **Notice.** Not less than ten days prior to the date of contemplated action, the director shall cause written notice of such proposed action to be delivered to the student and his or her parents, guardian, or legal custodian. Such delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the student or his or her parents, guardian, or legal custodian.
2. **Emergency Notice.** In the event the Board determines that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened to the extent the Board may direct, provided that the student or his or her parents, guardian, or legal custodian have actual notice of the hearing prior to the time it is held.
3. **Contents of Notice.** The notice shall contain the following:
 - a. A statement of the rule or regulation which the student is alleged to have violated.
 - b. A statement that a hearing on the question of expulsion will be held within the period of suspension applicable to the student if requested by the student or his or her parents, guardian, or legal custodian.
 - c. A statement of the date, time, and place of the hearing in the event one is requested.
 - d. A statement that the student may be present at the hearing and hear all information against him or her; that the student will have an opportunity to present such information as is relevant; and that the student may be accompanied and represented by his or her parents, guardian, or legal custodian and an attorney.
 - e. A statement that failure to request a hearing within five calendar days or failure to participate in such a hearing constitutes a waiver of further rights in the matter.
 - f. A statement of the effective date and duration of the contemplated expulsion.
4. **Students with Disabilities.** Students with disabilities are subject to expulsion on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined by the law. Before expelling a student with disabilities, the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the student's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the student's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, then the school may proceed with expulsion in the same manner as with a student without disabilities, except that a student with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the student may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the student was expelled, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, then the school must discontinue the expulsion proceedings and return the student to the placement from which the student was removed, unless otherwise agreed to by the parent. In addition, for students with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, or, if a behavioral intervention plan was already in place, review and modify it as the IEP team deems necessary.

5. Re-admittance. A re-admittance conference of the procedures for suspension section of this policy shall be held prior to an expelled student being readmitted to school.

Procedure for Classroom Removal

The following procedures shall be followed with respect to any disciplinary removal of a student from the classroom.

1. A teacher may remove a student from the teacher's classroom for one day for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.
2. The teacher initiating the disciplinary removal of a student from the classroom shall provide the front office with assignments and other coursework to be completed by the student during the period of removal, and shall contact the parent or legal guardian of the student as soon as possible after the removal to request the parent's or legal guardian's attendance at a conference with the teacher concerning the removal.
3. The teacher may develop a behavior plan approved by the director designee after a student's first one-day removal from the classroom during any grading term (quarter, trimester, or semester) and shall develop a behavior plan after a student's second one-day removal from the classroom during any grading term. The behavior plan shall indicate that the third incident during a grading period (of material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student) after classroom removals for the first two incidents will result in the student's removal from the classroom for the remainder of the grading term. The teacher shall provide a copy of the behavior plan, as well as a copy of each revision thereto, to the student and the parent or legal guardian of the student.
4. Disciplinary classroom removals shall not count as suspensions for purposes of declaring a student as "habitually disruptive."

Discipline of Habitually Disruptive Students

Any student who is suspended two times for a material and substantial disruption during any one school year while at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle shall be subject to an individual remedial discipline plan.

Any student who is declared a habitually disruptive student may be subject to expulsion.

Students with Disabilities

Discipline of students with disabilities who are habitually disruptive shall be subject to the special considerations and procedures.

Corporal Punishment

No corporal punishment shall be allowed in the school.

Reasonable Restraint

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school. To the extent that their actions comply with state law and Board policy governing physical restraint of students, employees shall have the full support of the Board in their efforts to maintain a safe environment. There are times when it becomes necessary for staff to use reasonable restraint to protect a student from harming himself/herself or to protect others from harm.

Reasonable restraint is defined as involuntary immobilization of the student's opportunity for movement by staff member(s) through direct contact.

Searches

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, a student's personal effects, student lockers, desks or storage areas, or automobiles under the circumstances outlined below and may immediately take possession of any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous or detrimental to the health, safety, or welfare of students or school personnel; disruptive of any lawful function, mission, or process of the school; or any item described as unauthorized in the current school rules or policies.

A student's failure to permit lawful searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Personal Searches

A student's person and/or personal effects in his/her possession (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, except that under urgent circumstances, a search may be conducted by a school official alone, without a witness present.

If the administrator feels that a more intrusive search is required, searches of the person of a student which require removal of clothing other than a coat or jacket shall be referred to and conducted by a law enforcement officer, and school personnel will not participate in such searches.

Discipline Management Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct and/or prohibited by campus or classroom rules:

- Truancy warning letter
- Verbal correction
- Cooling-off time or “time-out”
- Seating changes within the classroom
- Temporary confiscation of items that disrupt the educational process (Items will be returned to either the student or parent at the end of the day, the next school day, end of the semester, or end of the school year as outlined in district procedures.)
- Rewards or demerits
- Behavioral contracts
- Counseling by teachers, counselors, or administrative personnel
- Parent contact
- Parent-teacher conferences
- Student conferences
- Detention (A.M., Lunch, and/or P.M.)
- Assignment of school duties *other than class tasks*, such as cleaning or picking up litter
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-sponsored clubs and/or organizations, or participation in academy programs
- Penalties identified in individual student organizations’ extracurricular standards of behavior
- School-assessed and school-administered probation or strategies within school guidelines
- Student referral to the office or other assigned area (i.e., another teacher’s classroom)
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Placement and/or expulsion in an alternative educational setting (**Placement** and/or **Expulsion** for certain serious offenses.)
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- Other strategies and consequences as determined by school officials within district/state/federal guidelines

ADMINISTRATIVE RIGHTS

Administrators have the right to make decisions based on their judgment and evidence for incidents where the student’s intent has to be considered.

IN SCHOOL SUSPENSION

Student does not attend class but will be able to work on classroom assignments from an isolated environment from their peers. Student will perform work detail on the school campus during a portion of the suspension.

OUT OF SCHOOL SUSPENSION

Student does not attend school and will not be allowed on campus for any school-sanctioned activity.

Skateboards, Roller Blades and Shoes with Retractable Wheels

Skateboarding, rollerblading and shoes with retractable wheels are NOT allowed at school. Students who are in possession of these items will be given a warning. If there are repeated issues with any of these items, the item will be confiscated from the student by a staff member and a phone call will be made to the parent.

Bikes

Students who plan to ride a bike to school need to walk their bikes while on school grounds. To ensure safety, it is encouraged that students wear proper gear such as a helmet and lock their bike. Please note that the school is not financially responsible for damage or loss of personal property under any circumstances.

Instructional Resources

Textbooks, workbooks, novels, technology and library books are provided by the school and checked out to students. Lost, damaged, or non-returned books must be replaced at current cost.

Custody Paperwork

The parent or guardian should let the office know of any concerns and/or legal documentation in reference to custody situations. In order for our office to support the needs of the family, we must have current legal documentation on file.

Early Dismissal/School Closure

In the event of inclement weather, school may be on a delayed schedule, beginning 1 hour later than our regular start time. Announcement of a delayed schedule or school cancellation will be made beginning at 6:00 AM. Delayed start, early dismissal, and closures are determined by the school superintendent. Parents are encouraged to discuss an emergency plan with their children.

In the event of an early dismissal, an emergency pick up permission list is created at the time of registration. This list will be used to determine how your child will be released from school. The person(s) you designate on this form are NOT considered emergency contacts on a day-to-day basis. We consider these people to be authorized by you as people whom you trust to take your child in case of an early dismissal. The designee will be responsible for signing out the child when removing the student from school. The expectation is that this person and you will be in contact to coordinate the early dismissal and subsequent plan. Names can be reviewed, added or removed from the list at any time by contacting the office or providing the information in writing.

Emergency Procedures

Each classroom and room in our building contains a folder of instructions of how students and staff should respond in the case of an emergency. Throughout the year, our staff and students will have drills to practice procedures related to these types of emergencies.

Field Trips/Bus Fees

Scheduled field trips, on-campus or off-campus, are an important part of the school curriculum. Parents will be notified in writing when field trips are planned. Permission forms must be signed by the parent and presented to the teacher before a student is permitted to participate in a field trip activity. This privilege may be revoked or denied to any student who exhibits poor academic performance or disrespectful behavior. Only students and teachers will ride on the bus. Siblings are not allowed to attend Field Trips, Field Day or classroom activities. Volunteers who have agreed to help on these occasions are present to assist the children and teacher.

At times, a fee may be collected from students before a field trip to cover transportation expenses and additional extra costs such as admission to events.

Homework Expectations

Homework is intended to build responsibility in children and provide an opportunity for skill practice and lesson reinforcement. Homework expectations vary among grade levels and depend upon class routines and scheduled projects. A guideline for time per night is 10 minutes per grade level. Fourth to sixth grade averages 40-60 minutes per night.

Arrow follows the recommendations that Robert Marzano has in place concerning homework:

The purpose of homework should be identified and understood by the student. Students should be able to articulate what they are doing for homework and why it will benefit them.

Purposes might be:

- Practice skills.
- Prepare for a new topic.
- Elaborate on introduced material.
- Homework should be graded and feedback should be given.
- If timely and specific feedback is provided, students tend to take more ownership in their work and their learning is deeper.

“Homework and practice are ways of extending the school day and providing students with opportunities to refine and extend their knowledge. Teachers can use both of these practices as powerful instructional tools.” – Marzano

Medication

Medication prescribed by a doctor, or over the counter medication, can only be administered to a student if brought to the office in the original container with a Physician’s Signed Order for Medication/Student Medication Release Agreement Form that has been completed and signed by the child’s physician and parent/legal guardian (this form is available in the school office or on the website under Registration Materials). If your child brings anything unauthorized to school, it will be kept in the front office and every attempt will be made to notify a parent. The

school office can administer Tylenol, if we are in possession of a signed release on the registration form. However, if a child is running a fever, parents are contacted and expected to pick up their child; under this circumstance no Tylenol will be given.

Substances such as lotion or sunscreen should be administered at home. Students are discouraged from bringing these items to school and may NEVER give the product to another student. Cough drops may be carried by a student, however they should only be in possession of what they may need for the day and may NEVER give the product to another student. If you have any questions about what can or cannot be at school, please phone our school office.

Parent Involvement Opportunities

Parent volunteers are always welcome and valued. Please contact our office for a copy of the criminal background check form, if you are interested in these opportunities. The Eagle's Nest is a local, self-governing unit whose purpose is to promote the welfare of children and youth in the home, school and community.

Personal Property

Personal objects of value may be brought to school during special occasions when a teacher has given permission. We are not responsible for any loss or damage to personal property.

Pets

Pets cannot be brought to school.

Progress Reports/Parent-Teacher Conferences

Student Progress Reports and Mid-term Reports are available 24/7 online on the Parent Portal. Student grades are posted with a cumulative review in nine week increments. Two formal Parent-Teacher Conferences are scheduled during the school year. Should you wish to have additional conferences to discuss your child's progress, please make an appointment with your child's teacher(s).

Grade Promotion and Retention Policy

Purpose

This policy defines the procedures and rules for retaining students in their current grade and promoting students to a higher grade.

Grade Level Retention Definition

Placement is defined as a student that does not meet grade level expectations, but is being placed in the next grade level with the intention of receiving additional intervention. The director will make the final decision, with input from the RTI Team (if applicable), teachers, and parents.

Identifying Grade Level Retention Candidates

The following policies are intended to assist the staff and parents in identifying those children who are most likely to benefit from retention and those who are not:

- If the student is failing to make normal progress, the parents must be notified by the end of the first nine weeks, so that the school and home may cooperate in helping him/her achieve greater success. This communication is not to discuss retention, but to facilitate working as a team to help the student succeed.
- In certain situations, retention decisions may be guided in part by a Response to Intervention Team discussion. This team uses an objective process that considers a

variety of relevant factors with appropriately significant weighting given to academic achievement.

- The director will make the final decision, with input from the Grade Placement Committee, teachers, and parents.

Grade Level Placement Definition

Placement is defined as a student that does not meet grade level expectations but is being placed into the next grade level with the intention of receiving intervention. The director will make the final decision, with input from the RTI Team (if applicable), teachers, and parents.

Promotion Definition

Promotion is defined as permitting a student to go to the next grade level.

Promotion in all Grades (K-6)

Decisions to permit a student to skip the next grade level shall be determined after the student has successfully passed the UT K-16 Assessments, a review of all available data and seeking input from the student's teachers and parent(s) or legal guardian(s).

ARROW ACADEMY GRADE LEVEL PROMOTION STANDARDS

Kindergarten:

Generally students in Kindergarten are not retained unless a parent request retention, teacher recommendation and there is academic support that the student would benefit from an additional year in Kindergarten.

1st Grade Level:

- Reading on J or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Teacher Recommendation

2nd Grade Level:

- Reading on P or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Teacher Recommendation

3rd Grade Level:

- Reading on T or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Satisfactory performance on 1 STAAR test (placed)
- Teacher Recommendation

4th Grade Level:

- Reading on W or higher level
- Satisfactory growth on MAP

- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Satisfactory performance on 1 STAAR test (placed)
- Teacher Recommendation

5th Grade Level:

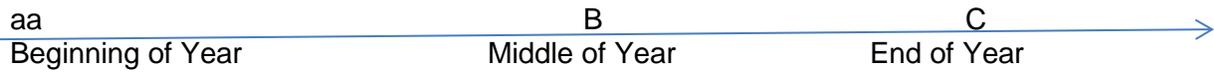
- Reading on Z or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Satisfactory performance on STAAR – Math and Reading
- Teacher Recommendation

6th Grade Level:

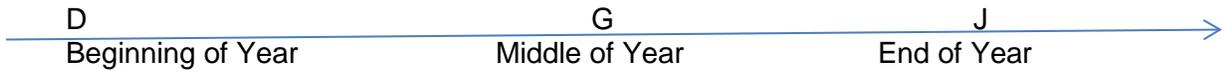
- Reading on Z or higher level
- Satisfactory growth on MAP
- An average of 70 in all core subjects (on the ON GRADE LEVEL SIDE of the report card)
- Satisfactory performance on 1 STAAR test (placed)
- Teacher Recommendation

Kindergarten through 6 Grade Reading Level Expectations

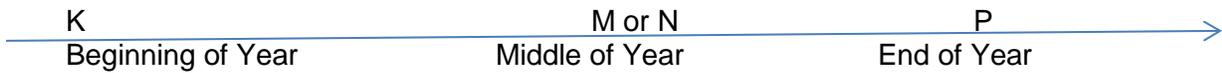
Kindergarten Reading Level Expectations



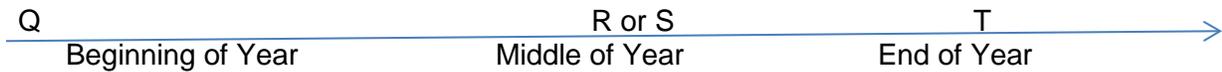
1st Grade Reading Level Expectations



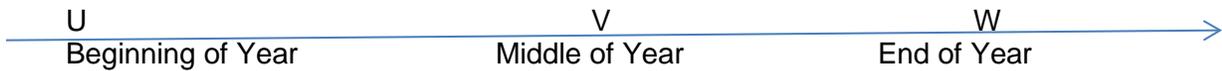
2nd Grade Reading Level Expectations



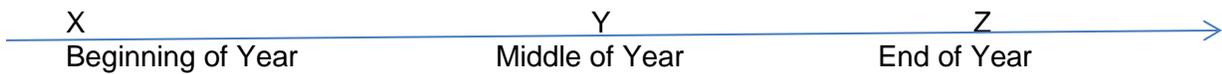
3rd Grade Reading Level Expectations



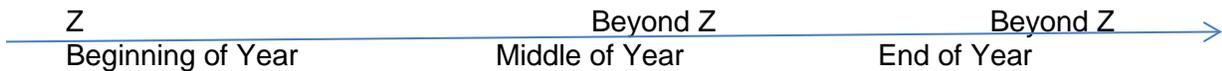
4th Grade Reading Level Expectations



5th Grade Reading Level Expectations



6th Grade Reading Level Expectations



Report Card grading

Kindergarten

Teachers will maintain a TEKS checklist to document the student's mastery of the grade level knowledge and skills in Language Arts, Math, Science, Social Studies, and enrichment/special areas.

The evaluation codes are as follows:

- 1- Advanced Development - indicates student exceeds expectations for mastery of grade level content
- 2- Developing as Expected - indicates student meets expectations for mastery of grade level content
- 3- More Development Needed - indicates student does not meet expectations for mastery of grade level content

The evaluation codes defined below are guidelines for grading work habits.

- E** – Excellent: The student has an exemplary attitude, is always cooperative, and always observes school expectations and works diligently on assigned tasks.
- S** – Satisfactory: The student has a good attitude, is cooperative, and generally observes school expectations and works on assigned tasks.
- N** – Needs Improvement: The student's attitude needs to improve. Infractions of school and classroom expectations exist and the student does not complete assigned tasks.

Grades 1-6

Teachers will maintain a TEKS checklist to document the student's mastery of the grade level knowledge and skills in Language Arts, Math, Science, Social Studies, and enrichment/special areas.

Numerical grades will be reported in language arts, mathematics, social studies, and science for grades 1-8. All grades earned by a student should be recorded as the actual number grade or percentage the student answered correctly. Actual grades should reflect mastery of grade level content, not work habits.

The evaluation codes defined below are guidelines for grading in all academic subject areas:

90–100 A	Student demonstrates consistent and independent comprehension and application of subject matter.
80–89 B	Student demonstrates frequent comprehension and application of subject matter.
70–79 C	Student demonstrates adequate comprehension and application of subject matter.
Below 70 I	Student demonstrates insufficient comprehension and application of subject matter. <ul style="list-style-type: none"> • When a grade of 70 or lower is reported on the report card, the teacher must include comments that describe the student's problem area.

The evaluation codes defined below are guidelines for grading work habits.

- E** – Excellent: The student has an exemplary attitude, is always cooperative, and always observes school expectations and works diligently on assigned tasks.

- S** – Satisfactory: The student has a good attitude, is cooperative, and generally observes school expectations and works on assigned tasks.
- N** – Needs Improvement: The student’s attitude needs to improve. Infractions of school and classroom expectations exist and the student does not complete assigned tasks.

Fine Arts and Physical Education

The evaluation codes defined below are guidelines for grading academic content in Fine Arts and Physical Education.

- 1** Excellent—student demonstrates mastery/understanding of grade-level content above that normally expected of a student at the same grade level.
- 2** Satisfactory—student demonstrates mastery/understanding of grade-level content normally expected for the student’s grade level.
- 3** Needs Improvement—student does not yet demonstrate mastery/understanding of grade-level content in one or more areas.

The evaluation codes defined below are guidelines for grading work habits in Fine Arts and Physical Education.

- E** – Excellent: The student has an exemplary attitude, is always cooperative, and always observes school expectations and works diligently on assigned tasks.
- S** – Satisfactory: The student has a good attitude, is cooperative, and generally observes school expectations and works on assigned tasks.
- N** – Needs Improvement: The student’s attitude needs to improve. Infractions of school and classroom expectations exist and the student does not complete assigned tasks.

Safety First

To address other concerns related to student safety, we request your help by:

- Entering the building, using the front door and checking in at the office.
- All visitors are expected to wear a Visitor's Badge after check-in.
- Parking only in designated areas.
- Not blocking the handicap parking spaces, and using them only if authorized and parking with the bumper not covering the sidewalk (this blocks wheelchair access to buses).
- Observing speed limits in the parking lot and watching for children who may cross in front or behind vehicles.
- Picking up your child along the curb - instruct your child to wait for you and NOT move through traffic and parked cars. If observed, these behaviors will be corrected by the staff monitor.
- Calling the office an hour before the end of the school day to make arrangements for changes in pick-up plans.

Healthy Snacks

Each teacher has the discretion as to when students will or can have snacks during the day. In supporting the wellness and fitness movement, our school has adopted the philosophy that students should be eating “healthy” snacks such as fruit, vegetables, and other items that are identified as healthy. Students are also encouraged to have a water bottle with them during the day. Unless advised by the teacher, please refrain from sending liquids other than water.

Visitors

It is the policy to encourage parents and other interested citizens to visit schools and classrooms as long as such visits do not disrupt school operations or interfere with the educational process. The school believes that there is no better way for the public to learn what the schools are actually doing. Parents and citizens shall have reasonable access to observe classes, activities, and functions at the schools upon advance notice to, and authorization by, the building principals.

In order to ensure that no unauthorized persons enter buildings with wrongful intent and that the educational process or other school operations are not disrupted, all visitors to the schools shall report to the school office when entering, and must receive authorization before visiting other parts of the building. This requirement does not apply when visitors are attending an assembly, athletic event, or other school program in areas typically used for large group assembly such as gymnasiums and auditoriums, or when parents are attending activities clearly for the purpose of parent involvement such as an open house or parent-teacher conferences.

If, in the judgment of the director, a visitor's presence may have or is having a disruptive effect on school operations or is interfering with the educational process, the visitor may be denied access to the school or school site, the visitor's access may be restricted as to time or place, and /or the visitor may be directed to leave the school or school site. Unauthorized persons shall not loiter on school property at any time. Law enforcement authorities may be called if necessary to enforce the provision of this paragraph.

VISITOR AND VOLUNTEER POLICY

Purpose

The purpose of this document is to define the rules and guidelines for school visitors and volunteers. We encourage parents and other citizens to visit our facility and believe that there are many potential benefits which can result from increased interaction with the public. At the same time, our school has an interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and to protect the facilities and equipment from misuse or vandalism. As such, a balance must be achieved between the potential benefits and risks associated with the presence of visitors in our school. We have adopted the following policy to help enforce these principles.

Visitors

A. All School Visitors:

1. A visitor is defined as any person seeking to enter the school building who is not an employee of the school, a member of the Board or a student currently enrolled in the school.
2. All visitors shall report to the school office when arriving or leaving the school premises. Notices will be displayed indicating that all visitors are required to register with the school office and obtain authorization in order to remain on the school premises. All visitors shall be required to wear appropriate school-issued form of identification when on school premises.
3. Any visitor without proper identification will be directed to the front office.

B. Visitors to Instructional Areas:

1. Access to particular classrooms or other instructional areas of the school may be restricted at the discretion of the director of the school.
2. Because classrooms and other instructional areas are particularly vulnerable to disruption, visitors to one of those areas must carefully follow the instructions of the staff in charge of that area; failure to follow such instructions may result in the revocation of visiting privileges.

C. Special Situations:

Both custodial and non-custodial parents of a student have the right to visit their child's school unless the school receives a court order restricting such contact.

D. Right to Deny Access:

1. The director, or his or her designee, has the authority to deny visiting privileges to any individual if it is deemed to be in the best interest of the students and/or employees.
2. The director, or his or her designee, has the authority to revoke visiting privileges from any person who disrupts, or appears likely to disrupt, the educational program of the school. Any such individual shall be directed to leave the school premises immediately; failure to leave the school premises upon direction may result in the involvement of law enforcement authorities.

Volunteers

Volunteers must agree to abide by the following Volunteer Code of Conduct. A visitor shall not serve as a volunteer without first returning to the school office a signed copy of the Volunteer Code of Conduct Acknowledgement Form.

Volunteer Code of Conduct

In order to promote a safe environment in our school, it is essential for all school volunteers to adhere to a professional code of ethics. Each school volunteer is required to follow the rules defined in this policy. Failure to follow these rules may result in a revocation of volunteer privileges. Before volunteering, each volunteer is required to read and sign the Volunteer Code of Conduct. The Code of Conduct is available in the school's front office. Please hand in the signed copy to the office manager before beginning your first assignment.

In order to promote a safe environment in the school, all school volunteers must adhere to the following rules:

Confidentiality

You may have access to grades, records, and personal information. Any information pertaining to a child must remain in the classroom. It is never appropriate for a volunteer to discuss a child's progress with anyone other than that child's teacher.

Dependability

Be reliable. The teachers/staff have planned activities for you and the students. If something comes up, please be considerate of those depending on you and arrange for a replacement and call the office. All volunteer work at the school and in the classroom must be scheduled in advance, not on a drop-in basis.

Communication

Your volunteer work should be a learning experience for you. When you have questions about policies and procedures, ask the appropriate staff member for clarification.

Support

As a volunteer, you will be in a support position. Your role is to support the classroom teacher and staff of the school at all times. The teachers and staff are responsible for the education and safety of the students and they have asked for your help in achieving their objectives.

Consistency

Be consistent with the school and the teachers' rules for behavior and the policies for the school. Always remember that the teacher is the authority in the classroom and must be supported by all the volunteers. Never assume responsibility of discipline of students. If you witness inappropriate behavior or other infraction of school rules, please report it to a staff member as defined by the Discipline Policy.

Respect for Learning Process

Do not use your time at the school for an informal parent/teacher conference. This can be disruptive to the learning process for all the students. Please make arrangements to discuss your child's progress with the teacher at a different time. While in the classroom, please be as discreet as possible and do not interrupt the teacher.

Role Model

You are a role model for the students when you volunteer. Please act accordingly and dress appropriately.

Siblings

In order to give your full attention to your volunteer job, please do not bring your young children to the school while you volunteer. Please make other arrangements for younger children for the time you plan to be volunteering at the school (siblings only allowed in designated areas without special permission).

Representation

As a volunteer, you are not an authorized agent of the school. In the course of your volunteer work at no time may you imply or state that you are a representative of the school. You cannot make commitments on behalf of the school, unless given express written authorization, direction and terms by the Board of Directors.

Safety Procedures

All volunteers and visitors are required to follow school safety procedures. Volunteers, as with all visitors, must enter from the main school entrance.

Emergencies

Volunteers and visitors should report emergencies or dangerous situations of any kind immediately to a staff member. In the case of a medical emergency, a volunteer should call 911 first. Our school has specific procedural guidelines for emergencies.

Supervision of Students

A single volunteer shall never be alone with a child or a group of children. If a volunteer is working one-on-one with a student, it must always be within an area where at least one other adult is present or in an open area (or with the door open). This helps to protect the children, as well as adult volunteers, and will help ensure that we will always be a safe environment for the students.

Field Trip Supervision

Please refer to the Field Trip Policy for guidelines regarding volunteering on field trips.

LIBRARY POLICY

Purpose

The purpose of the library collection is to support the learning of students, staff and community members. Our mission is to provide a variety of materials covering a wide array of topics and interests, both academic and personal. This policy outlines the guidelines and rules for use of the local library partnership we have established with the local community library.

Selection

The local library program is committed to providing books and other library resources for the academic and personal interests of its learning community. We strive to encourage a balanced collection presenting all points of view and with a broad range of historical issues. The school expects that all library materials will be treated with respect by all library patrons. We have the responsibility of providing for a wide range of student abilities. Not all materials will be suitable for all students. While the teachers guide students in book choices, it is ultimately the responsibility of parents to monitor their children's selection of library materials.

Privacy Statement

Our local library is committed to protecting the privacy of all students, staff and other patrons. Library staff will keep all circulation records as well as patron's personal information confidential. We are committed to upholding the American Library Association's Confidentiality of Library Records Policy.

Intellectual Freedom

The school library is committed to supporting all students and staff in their quest to learn. Therefore, we embrace the principles of the "Library Bill of Rights" set forth by the American Library Association. We believe it is the right of every individual to have the freedom to read and the freedom of choice in reading, viewing and listening materials. We encourage students to form their own opinions and to think critically in their pursuit of knowledge.

Criteria for School Library Donations

Individuals frequently express an interest in donating books and other resources to the school library. Staff must review potential library donations using the same criteria as purchased material. Additional criteria include the following:

- Donated materials should be new or barely used (in good to excellent condition with no writing or other defacing), preferably hard cover, complete, clean, and attractive;

- Reference materials, including atlases, encyclopedias, subject specific multi-volume sets, and other non-fiction resources should be no more than five years old; science, medical, computer, and other resources in areas in which information quickly becomes outdated should be no more than three years old.
- Materials that generally are not appropriate for library use, such as textbooks, consumable instructional materials such as workbooks, standardized tests, most periodicals, pamphlets, and catalogs will not be accepted.
- Donated materials will only be accepted when school is in session.
- The school reserves the right to decline any donated materials.

PARENT COMMUNICATION POLICY

Purpose

The purpose of this policy is to define the communication process. This policy defines how parents can communicate a suggestion or a concern to the school and ultimately participate in the solution.

The process is designed so that the school will respond to parent input in a timely and efficient manner.

Timeliness Expectations

If you contact a staff member per this policy and you do not hear back within two business days, please try again. If you still do not receive a response, proceed to the next step as laid out in this policy.

School Advisory Board (SAB)

The purpose of the School Advisory Board (SAB) is to uphold the mission and vision of the school and the interest of the students being educated. The SAB will respond to parent feedback and concerns pertaining to school policy, operations, or programs and make recommendations to the director and the Board on behalf of the parent and community population. The SAB is not an outlet for personal conflict resolution or complaints about a student, staff member, parent or any individual member of the school community.

SAB responsibilities include:

1. Collect parent feedback on policies
2. Answer parent questions on communication
3. Providing policy feedback per the Board's policy calendar
4. Attending monthly Advisory Board meetings
5. Conduct the annual Parent Survey
6. Approve the School Calendar

Through the SAB, the director and the Board will be able to remain informed of parent and community suggestions, ideas, and concerns.

Communication Process

Our school is a cooperative enterprise: families, teachers, administrators, directors and staff share the responsibilities and rewards of operating the school. Parents play essential roles as advocates for their children and partners in enriching our school community with their ideas, interests, talents, resources and concerns. Parent input is valued and encouraged. This policy

defines different communication processes to be used, depending on the nature of the communication from the parent community.

I. General Questions

1. Contact the school
2. You will receive a response within one business day.

II. Specific Questions or Concerns Pertaining to your Student

1. We advocate for your child to contact his or her teacher to discuss any questions or concerns.
2. If there is still a concern, you may contact the teacher.
3. If you still have a concern, contact the director.

III. Questions or Concerns Pertaining to Classroom Practices or Academic Program

1. Contact the appropriate teacher for that classroom or academic area. If you are unsure who to contact, contact your child's core teacher.
2. If the issue is not resolved, contact the director.
3. If the issue is still not resolved, contact the superintendent.
4. If the issue is determined to be a grievance after the response by the Superintendent, then the issue should be recommended to the Board.

IV. Conflict Resolution Process

If any student, parent, staff member, or community member is involved in a conflict with another member of the school community, he or she must follow the appropriate communication process:

1. Discuss the conflict with the other party.
2. Bring the issue to the appropriate teacher or staff member if applicable.
3. If the issue cannot be resolved at the staff level, discuss the issue with the director.
4. If the issue cannot be resolved at the school level, bring the issue to the Superintendent.

V. General Communication Policies

Our school strives to keep the lines of communication open in several ways, including board of director meetings, advisory board meetings, school committee meetings, electronic mail, newsletters, weekly folders and the website.

One of our goals is to use technology to the maximum extent possible to enhance the educational opportunities and experience for its students, while reducing operational costs to the school. Electronic mail is one application of technology that provides enhanced convenience and timeliness in communication. Accordingly, members of the community are encouraged to use electronic mail whenever appropriate to communicate with one another. It is the responsibility of the parent to provide accurate and updated electronic mail addresses to the school's administrative assistant.

Appropriate etiquette should be observed, however, when sending electronic mail. Parent email addresses should be used only for official school communication. All members of the community should be mindful that electronic mail is a poor medium for resolving conflict—an electronic message cannot convey non-verbal communications, and the intended "tone" of electronic messages can be misinterpreted by the recipient. Teachers and administration will use email to maintain frequent contact with students and parents. The school will also distribute a regular newsletter by electronic mail to update the community on school events, opportunities, policies,

and news. The school's website is frequently updated and will be the primary place to update the community on current events and issues involving the school.

Communication

A school newsletter will be available online or by hardcopy. Classroom teachers provide communication to parents, called Peak of the Week, through the Thursday Folder and via email. Please keep your email address current by making the change in Parent Portal, notifying the teacher and main office.

When a question or concern arises with a classroom teacher, we request parents contact the teacher directly. This mode of communication will receive a timely response.

While the director welcomes parent visits and phone calls, it is asked that teachers be involved first when problem-solving situations arise.

Title I Parent Engagement

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Liberation Academy is a Title I, Part A schoolwide program. Since a high incidence of poverty in a school has a direct correlation with low academic student achievement, Title I funds are used to provide supplementary instruction to raise the achievement of students who are failing to meet the challenging state standards. Title I funded personnel are instructional or support staff who directly contribute to the education of children and parents.

Purpose of The Title I Program

The purpose of Title I is to support school efforts to ensure that all children meet challenging academic standards and have a fair, equal, and significant opportunity to obtain a high-quality education. This purpose can be accomplished by providing additional resources for high poverty schools to enhance educational opportunities for disadvantaged students. This assistance may be provided in small groups, individualized instruction, or with parent-directed help at home.

Parent Involvement

The Title 1 program for parents is designed to:

- a) Inform parents about Title 1 regulations;
- b) Offer parents training in schools and the community on ways to work with their children at home to raise student achievement
- c) Involve parents
- d) provide literacy training

Arrow Academy Title I Parent Compact

The parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education (ESEA) and the No Child Left Behind (NCLB) Acts (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Our School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standard.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.



LIBERATION
Title I Part A Parent Compact
PARTNERSHIP IN EXCELLENCE AGREEMENT

As a school, we will:

- Provide a high-quality, effective learning environment that is safe and that enables the scholar to meet the State's academic achievement standards for all grade levels.
- Provide ongoing two-way communication between teachers and parents through parent-teacher-scholar conferences and frequent reports to parents.
- Provide reasonable access to staff through scheduled parent conferences.
- Provide opportunities for parents to volunteer and participate in their scholar's education.
- Provide a mutually respectful relationship with all parties (scholars, parents, teachers, and volunteers).
- Greet you with a handshake, a smile on our face and speak to you in a positive tone.
- Provide excellent customer service and be your school of choice!

As a parent, I will:

- Review the school rules and Student Discipline Policy with my scholar.
- Emphasize the importance of appropriate behavior at school with my scholar.
- Ensure my scholar is in school, in uniform, and on time every day.
- Contact the classroom teacher to discuss any problems my scholar is having concerning the school rules.
- Work with teachers and administrators to implement corrective measures at school and reinforced at home to ensure high behavioral expectations at all times for my scholar.
- Attend Parent Conferences at least twice a year about my scholar's performance.
- Encourage and support my scholar to complete all school assignments and homework.
- Treat every scholar, staff member with respect, kindness, and courtesy.
- Honor Arrow Academy's core values through my character.
- Be a role-model and respect my child's teachers' professional decisions.
- Handle disagreements and complaints according to school policy and practice.
- Abide by the policies and guidelines in the Arrow Liberation Handbook.

As a scholar, I will:

- Proudly follow the Social Contract, an agreement for my behavior.
- Abide by the Student Discipline Policy.
- Show respect for my classmates, teachers, and school property.
- Give 100% effort on my daily work, homework, and tests.
- Ask questions when I am not sure about a lesson or an assignment.
- Do my part to help create a disruption-free, positive learning environment.
- Take responsibility and accept the consequences for my actions.
- Be considerate concerning nutrition and food allergies and not share food or drinks with other students.

I will read the Arrow Liberation Academy Handbook. I agree to high behavioral expectations for my scholar and I will abide by the standards defined in this document.

Scholar Name: _____ Parent Name: _____

Parent Signature: _____ Date: _____

**ARROW LIBERATION ACADEMY
TITLE I, PART A PARENTAL INVOLVEMENT POLICY
2017-2-018**

Statement of Purpose

Arrow Liberation Academy is committed to ensuring the highest quality K-6 education for all students. Arrow Liberation Academy recognizes that parents are valued partners in the educational process, serving as the child's first teacher in the early years of child development. As a result, parents play an extremely important role as children's first teachers. Partnerships with parents and the community are vital. It is a winning combination when school and home work together to promote high student academic achievement. Parents' support for their children and for the school is critical for students' success throughout their K-12 educational experience.

The Arrow Blended Instructional Model is more than advanced technology and web-based instructional tools. It means adopting a new learning environment that works better for students and their families as well as teachers. This model integrates technology driven lessons for a portion of the instructional day. Students have an opportunity for more individualized instruction and more control over pace, path and time. This instructional flexibility extends from the school to the home connection when students have internet access at home or in their community. The goal is a home-school partnership that will empower parents and students for future academic success.

Parental Involvement in Developing the Policy

The Community Advisory Board (CAB) and the Parent Eagles Nest (PEN) consisting of parents, members with the partnership, administrators, members of the community and other staff will meet to update the Liberation Academy's Parental Involvement Policy. All parental comments and feedback are welcomed. The goal is to have parents play a vital role in decision making regarding the Title I program and other school improvement initiatives.

Capacity Building and Coordination

Capacity building activities will be provided to increase student achievement through school activities and programs. Liberation Academy will coordinate these efforts and strategies with other federal and state programs in a variety of ways.

School-Parent Compact

Each school must share responsibility with parents for high student academic performance by developing a school-parent-student compact jointly with the parents. This compact will include how parents, staff, and students will share responsibility for improved student academic achievement. Parents will be involved in designing these compacts. The compact will be shared with all parents at the Annual Registration Drive and at the Annual Parent Meeting as needed.

Parents will receive the compact from their child's school with a list of responsibilities that teachers, parents, and students will each have for helping students achieve their goals. Student responsibilities may vary by grade level. The School-Parent Compact will be discussed throughout the year to ensure a scholarly school climate as well as improved student academic achievement.

Types of Parental Involvement

There are many ways in which parents can become involved with their children's education. Arrow Liberation Academy values both the at-home contributions and those, which take place at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership to ensure that all children succeed.

Matching Programs to the Needs of the Community

Each year, Arrow Liberation Academy will determine the needs of parents and children in the community through a variety of measures. This includes an annual consultation with parents to ensure that the Title I, Part A program will

be tailored to meeting those needs. Parent meetings and other programs will be available for parents and the school to help form partnerships which will improve the involvement of families in order to increase student academic achievement. Parents will be notified about these opportunities through Thursday Communication Day. Parents may call the school office at any time to express an interest in a particular type of workshop or to make other suggestions. Parents are always welcome to volunteer. Please come to the Main Office for a volunteer opportunity.

Staff-Parent Communication

Communication with parents will include a weekly newsletter distributed throughout the year. There will also be notices and activity packets sent home with children. Phone calls and parent/teacher conferences will be scheduled as needed. Parents are encouraged to take the initiative in calling their child's teacher to monitor their child's progress as well as when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices will be sent home in a language parents understand.

Annual Meeting for Title I, Part A (Will be held with Open House)

At the annual meeting for parents, information about Title I, Part A guidelines will be distributed. Parents will be given copies of the current Parental Involvement Policy and offered a chance to become involved in revising that policy as needed. Volunteers may serve on the CAB, the Community Advisory Board that meets quarterly or the PEN, Parents Eagles Nest that meets every other month. Translation (when needed) will be provided so that all parents may participate.

Evaluation

The CAB or the PEN will be involved in the process of school review and improvement. Parents will participate in this group. The goal is to evaluate the school by collecting information in a variety of ways, including parent surveys, program evaluations and the school's report card.

The survey evaluation will include an assessment of how much parental involvement is increasing and what the barriers are to effective parental participation. Arrow Liberation Academy will revise its Parental Involvement Policy as needed on the basis of this annual review.

Conclusion

Arrow Liberation Academy is committed to ensuring that parents are partners in the school. Arrow Liberation Academy is dedicated to building relationships with students and their families based on mutual respect and self-management of behavior. Through the relationships that are built with students and their families at Arrow Liberation Academy, the school culture is a caring and motivating environment where critical thinking and learning are evident in our small class sizes.

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student’s educational records. These rights include the following:

The Right to Inspect and Review

Parents and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day Arrow Academy Charter School (“the School”) receives a request for access. Parents or eligible students should submit to the campus principal a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, the School shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

The School shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The School may charge a reasonable fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. The School will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records

Parents and/or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the campus principal in writing, clearly identify the part of the record the parent or eligible student wants changed, and specify why it is inaccurate or misleading. The School will decide whether to amend the record as requested within a reasonable time after receipt of the request. If the School decides not to amend the record as requested by the parent or eligible student, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School, or both. If the School places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School's Board of Directors; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

The Right to File a Complaint

Parents and/or eligible students have 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. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Access to Medical Records

Parents are entitled to access their students' medical records.

Notice for Directory Information

Under FERPA, the School must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the School may disclose personally identifiable information contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the School has designated the information as "directory information."

The School has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

- | | |
|---|---|
| 1. Student name; | 8. Degrees, honors, and awards received; |
| 2. Address; | 9. Dates of attendance; |
| 3. Telephone listing; | 10. Grade level; |
| 4. Electronic mail address; | 11. Most recent educational institution attended; |
| 5. Photographs (including video image); | 12. Participation in officially recognized activities and sports; and |
| 6. Date and place of birth; | 13. Weight and height of members of athletic teams. |
| 7. Major field of study; | |

School-sponsored/school-affiliated purposes are those events/activities that the School conducts and/or sponsors to support the educational mission of the School. Examples include, but are not limited to:

1. Extracurricular programs or events (*e.g.*, school plays, concerts, athletic events, graduation ceremony);
2. Publications (*e.g.*, newsletters, yearbook, etc.);
3. Honor roll and other student recognition lists;
4. Marketing materials of the School (*e.g.*, print media, website, videos, newspaper, etc.)

The School has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student's name,
2. Address, and
3. Telephone listing.

The School shall not release directory information except for the purpose indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

A PARENT OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE CAMPUS PRINCIPAL. THE SCHOOL REQUESTS THAT SUCH AN OBJECTION BE SUBMITTED WITHIN THE FIRST FIVE SCHOOL DAYS OF THE 2017–2018 SCHOOL YEAR.

If the School does not receive an opt-out form objecting to the release of directory information by the fifth school day of the school year, the School will assume that the parent approves release of directory information for the purposes described above. However, parents may alter their decision to restrict or not to restrict release of directory information by submitting a completed "Use of Student Photos and Directory Information Opt Out Form" or otherwise notifying the School in writing at any time during the year. Opt out forms will be distributed to students during the first week of school and/or upon registration, and made available as part of the School's Student and Parent Handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
Use of Student Photos and Directory Information Opt Out Form

You have the right to choose whether your student's directory information (as defined in the Parent and Student Handbook) is released or not. Please check a box in the appropriate column below and return this form to your student's school. Parents, guardians, or eligible students who do not check a box, or who do not return this form, give their implied consent for release of directory information, and consent to student photographs. If you do not wish to allow disclosure of this information, please return this form directly to Arrow Academy Charter School (the "School") either in person or by U.S. mail. If you have more than one student enrolled, you must complete a separate form for each student.

<p>ALL STUDENTS</p> <p>PLEASE MARK EACH APPLICABLE SPACE</p> <p>A. ____ I do NOT consent to the release of directory information about the student named below by the School to outside sources, as described in the School's Notice of Directory Information, except as authorized by law.</p> <p>B. ____ I do NOT consent to the release of photographs or directory information within the School system in sources such as yearbooks, rosters for sports information, and programs or articles.</p>

PRINT Student's Full Legal Name

Students Date of Birth (month/day/year)

PRINT Parent/Guardian/Full Legal Name

Parent/Guardian Signature

Date (month/day/year)