



Student and Family Handbook

2015-2016

Acknowledgements:

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Welcome to STRIVE Collegiate Academy!

Dear STRIVE Collegiate Students and Families,

We are honored to welcome you to the first year of STRIVE Collegiate Academy Charter School. We know that our success as a school depends on the support of our families, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the STRIVE Collegiate community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and families from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn many different things about STRIVE Collegiate Academy Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations for members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The STRIVE Collegiate Academy Team
STRIVE Collegiate Academy Charter School

STRIVE Collegiate Academy

STRIVE Collegiate Academy Charter School received its charter in the summer of 2014, and will open to 120 students in July 2015. The school will expand each year until it serves grades 5-8 in 2018.

Vision

STRIVE Collegiate Academy (STRIVE) will cultivate college-ready high school graduates who will achieve post-secondary success and become leaders in their communities, Nashville, and beyond. STRIVE will be a high performing middle school in Nashville that will help MNPS achieve its goal to prepare all of its students for college and career. At STRIVE Collegiate, everything we do will center on preparing students for their futures to become responsible citizens, contributors to their communities, and lifelong learners. We will do this by creating a school that is safe, challenging, and joyful. Our school will be a place where adults and students push themselves and each other to be their best selves in both academics and character. We will create powerful learning opportunities that will empower students to communicate effectively, think critically, solve problems, demonstrate responsibility, and respect themselves and others. We will work in partnership with families and our community through open communication and outreach.

Mission

At STRIVE Collegiate Academy, our mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

STRIVE Pillars

STRIVE's approach to education is to hold high expectations for every student, ensure a focus on excellence and results, and provide systematic support and challenge for every student. Here is a brief overview of our program.

- **Rigorous Academics and Personalized Learning.** At STRIVE, all students will participate in a rigorous college preparatory curriculum. All of our teachers will deliver high quality core instruction, guided by a robust data-driven environment to provide personalized learning opportunities through targeted instruction and academic supports and enrichment. Through regular and systematic assessment of each student and his/her work, every student will have a personalized and evolving learning profile based on the Response to Intervention Framework. These profiles will drive instructional practices for the team and the goals of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules.
- **A Focus on Literacy.** Many of the students in our target population are several grades behind their more affluent peers in Reading Language Arts. We know that literacy is the foundation for all learning, therefore, literacy is embedded and aligned across all content areas at STRIVE. Students will receive two hours of dedicated literacy instruction in addition to content-driven literacy in other subject areas. Through proven literacy practices, such as the workshop model, guided reading, and literature circles, students will develop the critical reading, writing, speaking, and listening skills they need to be successful in high school, college, and career. All teachers will be teachers of literacy and will receive the training they need to infuse literacy into their content areas as well as provide targeted reading instruction.
- **Leadership Development.** In an effort to ensure that students are successful when they leave us, we have to equip them with the necessary “soft skills” and character traits that will accompany their academic success. Providing students and families with Personalized Learning Profiles,

organizational skills, and character instruction allow them to become leaders and take responsibility for their learning. Through our weekly Leadership Seminar, called I STRIVE, students explore the concept and application of leadership through the study of leaders and leadership characteristics. This program, facilitated by advisors/homeroom teachers, builds a sense of independence, a willingness to inspire and become role models, and the ability to become problem-solvers for themselves and others. In addition, STRIVE's core values of **Self-Advocacy, Teamwork, Resilience, Integrity, Virtue, and Excellence (STRIVE)** support students' leadership development. Learning and practicing these core values will help instill in students the life skills that must accompany academic skills in order for students to be successful in high school, college and career. Students will engage with these values through our leadership development program; they will receive positive reinforcement for demonstration of the values through our school-wide behavior system; and curricular themes and community meetings will align with and support the values.

- **Effective Use of Additional Time.** An extended school day and year provides students and teachers the opportunity to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our school day will run from 7:30 to 4:30 four days per week, with a 1:15 dismissal on Wednesday, and our school year will run approximately two weeks longer than MNPS. This additional time, which equates to roughly an additional 400 hours of schooling (or over 60 more days than a typical district with a six hour day and 180 day year), will allow us to provide targeted reading instruction to every student; embedded, individualized supports for students through a dedicated tutoring period; and consistent and programmatic leadership development instruction. We also provide more time for ongoing and intensive professional development during the summer as well as throughout the year. This ensures that our teachers are consistently delivering high quality instruction and producing results.
- **Parent and Community Collaboration.** At STRIVE we serve families, not just students. In an effort to build leaders in the community, we will engage and support our parents. More specifically, we provide meaningful ways for families to be involved in their student's learning through collaborative Family Data Days; workshops around supporting STRIVE students as well as sessions determined by parent need; and authentic leadership opportunities through our parent-led committees. We collaborate with the community by partnering with key organizations to provide programs for our students, such as the YMCA, the Girl Scouts, and Junior Achievement, and supporting the community through service.

STRIVE Values

The STRIVE Core Values guide our school's academic program and the culture of our school. We partner with students and parents to continually support our students as they STRIVE toward success. The principles of **STRIVE** are:

Self-Advocacy: Students will become the leaders of their own learning by asking questions when they don't understand, finding resources and supports to get closer to their goals, leveraging their strengths, and building up their areas for growth.

Teamwork: They will work together to achieve their individual goals and our school-wide goals. Students will show teamwork by helping community members when they need it. Students will also learn to work as a team member in the community by engaging in service learning.

Resilience: Students will persevere through challenges, both academic and personal. They will never give up and use both internal and external supports to stay motivated and working hard. We believe real leadership demands stick-to-itiveness and will help students develop this mindset.

Integrity: Students will be honest and truthful in all aspects of their school life, including academic performance, interactions with teachers and peers, and during extracurricular activities. Our students will learn the habit of doing the right thing even when no one is watching.

Virtue: Students will demonstrate behavioral excellence in school and apply good decision-making in all areas of their life. Students will develop a mature moral code that will help them determine right and wrong behaviors – in how they act, speak, dress, etc. – through adolescence and into adulthood.

Excellence: Students will commit to producing their best and will put forth the highest degree of effort needed to complete tasks and achieve.

School Culture

STRIVE will promote a positive school culture in every aspect of school life. We will consistently reinforce school culture through a series of proven practices and school-wide systems. In every class, there will be common classroom expectations and behavioral strategies, providing students with consistency surrounding the code of conduct. Positive behavior will be celebrated and rewarded, incentivizing students to make responsible choices.

Knowing that our students must have a high quality education in order for them to reach our goal of preparing them for high school and post-secondary success, we believe that we have to create a culture and environment where there is structure and respect in order for students to focus on academics. We will achieve this by implementing a very structured school model, as well as establishing a code of academic and behavioral expectations that is system-wide and that focuses on details. Grades 5 and 6 will provide more structure for our younger students, with an emphasis on explicitly teaching and reinforcing the STRIVE values, our expectations, and school routines. Students in grades 7 and 8, who will have had two years to practice and internalize the school's values, will have increased responsibility. Ultimately our goal is for student to become owners of their learning and their school, so as students progress through STRIVE, they will be given more responsibility and earn more freedom.

Informing Parents

Parents will be generally informed about our school culture and discipline policy through our information sessions in the community, our enrollment materials, and outreach efforts. Each year, at family orientation, we will review this student handbook (which includes the discipline policy) in detail and each family will receive a written copy.

Communication, Collaboration and Partnership with Families

We are committed to working effectively with all STRIVE families. The following tables outline what you can expect in terms of communication, supports, and involvement opportunities at STRIVE.

Communicating with Families	
Family bulletin board	Located in a prominent place in the school, the Family Bulletin Board provides information about what's going on in the school and a portion of the board where families can share information with each other.
Family Newsletters	This is a weekly newsletter to parents giving you an overview of what's happening in the school, progress toward our goals, upcoming events, and other announcements. In addition, this also feature sample student work and other artifacts from our literacy and leadership efforts.
Homework Check	As part of our efforts to support student ownership of their learning and the development of academic behaviors, students have homework each night. To engage parents in academic work at home, parents of 5 th grade students are asked to check their child's homework for completion every night and sign their child's agenda. As students' progress to the 6 th grade, they will be given the responsibility to check in with their parents and get their agendas signed as a form of responsibility.
Weekly Paychecks	Each week, we will send home a report that provides a snapshot of students' behavior. The weekly report will include attendance and tardiness; homework completion; and paycheck points. Please sign and/or comment and return with your child on Monday morning.
Phone calls	Homeroom teachers/advisors will call their students' families at least once a quarter. The purpose of the calls is to make a personal connection with families and provide positive update about each student.
Progress Reports	Students will receive a progress report with detailed information on their academic progress. Please take time with your child to review them carefully, respond to the reflection question, and ask us any questions you have!
First Fridays	On the first Friday of every month, the School Leader will host an informal coffee/breakfast for families. We look forward to discussing various topics and hearing your input and feedback about the school.
Family Surveys	In an effort to be reflective on the work we are doing, we will ask you, our parents, to respond to an annual survey. The survey includes questions on topics such as the academic and cultural program, teachers and leadership, communication, among others.
Supporting and Collaborating with Families	
Family Orientation	We provide two opportunities for parents, once your child is enrolled, to come and learn about STRIVE's culture and academic systems and expectations. During this meeting, parents will go through a series of simulations from a day in the life of a STRIVE student to ways they can help at home to support their STRIVE student. Families will be able to meet all of our teachers and staff and have the opportunity to ask questions about the program and regarding their student.

Community Barbecue	This will be our first school-wide event where students and families will come together with their teachers and learn more about our mission in a family-like atmosphere. We hope you can make it! Look for a flyer in your Life Binder (homework folder).
Home Visits	Every new student will receive a home-visit from a team of STRIVE teachers during the first quarter of the school year. During this meeting, families will have an opportunity to ask questions and we will have the opportunity to explain our mission and vision to serve students and the community. Our goal is to build strong relationships with our families.
Parents as Partners Meetings	<p>To proactively build parents capacity to support their student and their success at STRIVE, we will provide a series of workshops and meetings for families. These will give parents the information and tools they need to support their student on the path to success in high school, college, and career. In addition, these meetings will provide all of us the opportunity to celebrate our hard work and successes in meeting our goals. The following gives information regarding some of the workshops and meetings we may provide and we look forward to getting your input on potential topics.</p> <ul style="list-style-type: none"> • <i>Supporting your STRIVE student:</i> This session will be offered at the beginning of each year and will be tailored by grade level. Teachers and leaders will review the academic supports and systems (i.e., agendas, binders, and homework routines) and offer suggestions of ways parents can be actively involved in supporting their student’s academic success. As the school grows, veteran STRIVE parents will share successes and challenges with new families. • <i>Celebrations of Learning:</i> These sessions will showcase student work in literacy and leadership. These could be oral presentations, projects in a content area, or service learning efforts. In addition, leadership will provide an overview of the school goals and our progress toward them at mid-year and the end of the year. • <i>Content-Specific Sessions:</i> This is a session dedicated to learning about what’s happening in particular content areas and will provide resources for families to engage in their child’s learning. Our teaching team will plan a night filled with activities aligned to their content area, such as book talks and math fluency practice. This will be an opportunity for parents to come and experience not only what their students are learning, but also ways to support their child at home. • <i>State Testing and How Parents can help:</i> This session will serve to demystify state testing and enlist parents as partners and supporters of their students’ success. We will explain the testing schedule, provide sample test questions, and brainstorm ways families can support their students at home during testing. • <i>High School and College Preparation:</i> When the school serves students in grades 7 and 8, we will intentionally provide programming around success in high school and college and what students and families can do in each grade level to be prepared. • <i>Parent University:</i> We plan to provide additional and direct support to families in areas where they identify a need.
Family Data Days	At the end of each quarter, students and families will attend a Saturday session when parents will not only receive their child’s report card, but they will also have

	a chance to meet with teachers to discuss their child’s progress and making plans for growth and improvement. More on Family Data Day as it gets closer!
Working Alongside Families	
Parent Committees	<p>These committees are opportunities for parents to work in a smaller setting to help support our mission and vision. Parents will have the option of meeting at the school location, in a committee member’s home, or via conference call to ensure that as many parents as possible can participate. We hope to see you there!</p> <ul style="list-style-type: none"> • <i>Outreach Committee:</i> Families & students will help with recruitment efforts throughout the year. This committee will become the face of our recruitment efforts. This committee gives potential families and students the opportunity to learn about our mission and how it relates directly to the community. This committee will engage in efforts like door-knocking, speaking at community events, volunteering for student registration and community engagement events. • <i>Literacy Committee:</i> To support STRIVE’s literacy focus, we will actively engage parents in literacy initiatives. This committee will organize and host book clubs with parents and community members to help support our goal of building a culture of literacy and a love of reading. • <i>Spirit Committee:</i> This committee will serve three primary functions. (1) Train & engage parents in the hiring process of potential staff members using a hiring guide and rubric. (2) Create ways to support our hard working team at STRIVE, such as through Teacher Appreciation Week. (3) Speak at our parent meetings to help engage current parents.
High School/College/ Career Fair:	It is important to begin to expose our student leaders to excellent high school options and potential college & career options. In an effort to engage our families, you are invited to our high school, college, and career days. We know that many of our families have insights and experiences to share with our students and we look forward to partnering with you in this way.
Field Lessons	Please join us and assist chaperoning our field lessons. This is a great way for families to see our students and teachers in action and engage in hands on learning with students.
Board Participation	A parent will have the opportunity to serve on the Board of Directors for STRIVE Collegiate Academy. You will receive more information about the nominating process for this position.

Key STRIVE Academic Policies

Assessments

To ensure that all of our students are learning and to design instruction that meets their needs, we will administer assessments to our students. These will include classroom-based assessments, such as projects, quizzes, tests, and essays as well as standardized tests for individual growth and others to monitor their progress in academic subjects. We will review these assessments, the purpose of each, and your students' results at the beginning of the year and during Family Data Days. We believe knowing what our students know helps us know what to teach them, so we look forward to partnering with you in all of our assessments.

Personalized Learning Profile

Every student will have a Personalized Learning Profile (PLP), that they will work with during their Leadership Seminar and you will see during Family Data Days. The PLP includes students' grades, results from standardized assessments, behavioral data (paycheck dollars, attendance, etc.) and their goals and plans for improvement to reach excellence. These PLPs are key tools at STRIVE for supporting each student.

Grading Policies

STRIVE Collegiate Academy students take 4 academic classes each year: English Language Arts, Mathematics, Humanities, and Science. They also take 3 enrichment classes: Fitness, Electives/Clubs, and Literacy/Integrated Tutorials. The school year is broken into four quarters. At the end of each quarter student receive a grade in each class based on their growth and achievement towards each subject area's standards.

STRIVE's grades reflect student progress toward mastery of grade level content and skills. Our school year is divided into quarters, and families will receive a report card at the end of each quarter as well as progress reports during the quarter. All teachers will use the following grading scale:

98-100	A+	Students earning an A show mastery of the knowledge and skills that have been taught.
93-97	A	
90-92	A-	
88-90	B+	Students earning a B show proficiency of the knowledge and skills that have been taught.
83-87	B	
80-82	B-	
78-80	C+	Students earning a C show basic competency of the knowledge and skills that have been taught.
73-77	C	
70-72	C-	
69 and below:	F	Students receiving an F produced work of unacceptable quality. They have major skill deficits that required additional instructional resources and student effort.

Missed Assignment Policy

Each student is responsible for making up any work s/he misses because of absences. It is, however, in his/her interest to return to school prepared for all assignment insofar as possible. This may include, calling his/her teacher/teammate to ask for missed assignments. On his/her first day back to school, the student should meet with his/her teachers to determine which missed assignments he/she should make up and when he/she should do so. It will be up to the individual teacher to determine how and when a students is to make up missed work.

Promotion Criteria

In order to be promoted to the next grade, students must demonstrate mastery of grade level academic standards as well as meet requirements established by STRIVE Collegiate Academy. Each STRIVE Collegiate Academy: Student Handbook

student must:

1. Earn a 70 or above in all core academic classes
2. Passed the necessary assessment for promotion
3. Earn Basic or above on the grade level Leadership Development rubric
4. Have not missed 15 or more days of school without a medical reason

Communication and Supports for Academic Success and Promotion

Aligned to our belief that we are partners with parents in students' academic success, we regularly communicate with families about students' progress. Moving beyond traditional one-way communication, i.e., simply sending reports home to inform parents about grades, we will utilize structures that promote robust, two-way communication and collaboration with families. At STRIVE, students and families will have multiple and ongoing ways to be informed of and support their student's academic success throughout the school year. They include:

Progress Reports

Progress reports will be sent home twice per quarter, at roughly three week intervals. The Progress Report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their student is doing at the halfway point in the marking period. Progress Reports will include a letter and/or numeric grade indicating the student's grade and the student's performance. A parent/guardian whose child is failing more than one course at the Progress Report time may be required to meet with the teacher of that course. Based on the Progress Report, parents/guardians may call or request a conference with any teacher.

Report Cards and Family Data Days

Each student will receive a comprehensive report card at the end of each quarter. These will include students' grades in each academic course, behavioral data (i.e., paychecks, attendance, discipline actions), and their progress toward the leadership rubric for their grade. It will also include an invitation to our Family Data Day, which we will hold four times per year.

Retention in the Grade

STRIVE Collegiate Academy will work relentlessly with students and their families to support their mastery of the content and skills required at each grade level so that they earn promotion to the next grade. However, we do believe that promoting students who are not prepared for the next level is a disservice to the student and does not set them up for academic success. Only in extreme and specific cases, when intervention strategies are unsuccessful in raising a student's achievement, the School Leader may decide to retain a student, with recommendations from the classroom teacher(s), and other professional staff. Retention must never be used in a punitive or capricious manner. The process we will follow in these cases is outlined below.

- At the conclusion of each year, if there is a question whether a student should be promoted to the next grade, that student will have a Grade Level Retention Meeting. That meeting will consist of the grade level teachers, a member from the Leadership Team, the student, and a family member.
- The decision will consider the following elements, as well as any extenuating circumstances:
 - Internal academic grades
 - Standardized/External assessment results
 - Leadership Development
 - Academic supports the student received
- If a decision is made to retain the student, a specific and intentional plan will be developed and documented in the student's Personalized Learning Profile to address the student's specific needs. If a decision is made to retain the student, a specific and intentional plan will be developed and documented in the student's Personalized Learning Profile to address the student's specific needs.

Repeating students would likely begin the school year in intensive Tier III interventions aligned to their specific needs, such as small group supports during the Literacy or Integrated Tutorial Blocks and a smaller guided reading group. Depending on the situation, a student might also receive academic supports during elective block, if necessary. If appropriate, this student would receive behavioral supports, such as a daily check-in with a mentor, an individual behavior plan, and possibly counseling. Finally, regular, additional family communication and support systems will be put in place for that student.

Homework

Expect your student to have homework every night! Our homework binders are called Life Binders, and we view homework as an opportunity to develop the skills and habits necessary for success in school and in life. Please support your STRIVE student by reviewing homework for completion and quality and signing their agendas indicating you have done so. Information regarding homework time estimates and grading will come from your student’s academic teachers.

Homework Policy

Homework is an essential component of STRIVE Collegiate’s academic program. Students have four daily responsibilities related to homework:

- Write down all homework assignments in their student planners,
- Complete all homework assignments to the high standards set forth by the school,
- Read independently for 30 minutes, and
- Show completed homework assignments to a parent and receive signatures only if the parents feel that the completed homework meets STRIVE Collegiate’s high standards.

All homework assignments are collected each morning at the beginning of the school day. If a student has not satisfactorily completed his or her homework that is due on a given school day, even if absent, late, or dismissed early the prior day, or tardy (i.e. arriving after homework submission time), he or she will be required to go to Homework Club during lunch.

School Supplies

The following is a list of supplies students are expected to have:

To Be Checked Daily Homeroom	Bring on July 27 th or August 4 th to Leave at School	Supplies That Should Stay at Home
8 sharpened pencils 1 portable eraser 2 black or blue pens 4 highlighters, all different colors	Glue sticks Extra Notebook filler paper Composition notebooks (black and white on the cover, no spiral notebooks!) Large bottle of hand sanitizer Boxes of Kleenex Ream (package) of copy paper Packs of post-it notes Packages of index cards Box of gallon-size Ziploc bags (for reading books)	3 3” binders (1 per trimester) 1 big pencil sharpener

Items to be Checked Every Morning in Homeroom:

Every day, students are expected to have these materials out and on their desks before class begins. Advisors will perform a supply check at the beginning of each day. Students who are missing any item, will lose a dollar from their school paycheck for missing supplies.

Additionally, STRIVE's policy is that pens must only be black or blue ink. Students are not permitted to use markers, felt tip pens, permanent markers/sharpies or colored writing utensils. Students are responsible for having a constant supply of notebook paper, pens, pencils, erasers and highlighters.

Supplies That Stay At School:

These supplies should come with students at the beginning of the school year and be turned in to their advisors.

Supplies that Should Stay at Home:

These are materials that students should keep at home for use in keeping them organized.

Please DO NOT purchase additional supplies outside of the supply list. During the Summer Leadership Academy week, all students will be provided with a homework/notes binder with accompanying tabs, supply bags and homework agendas.

Cheating, Plagiarism and Copying Other's work:

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair, but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding cheating and plagiarism will be reviewed with students during Student Orientation and continued throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in In-Class Suspension, Suspension, loss of academic credit, and/or other consequences.

Other Key Policies**Attendance Policies****Enrollment**

If a student is absent for the first five days of school, or at least ten consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that student may lose his or her seat at STRIVE Collegiate and may be considered un-enrolled from the school.

According to T.C.A § 49-6-3001, all students under 18 are expected to be in school. All students under the age of 18 will be expected to comply with these laws and the school will follow procedures set out in TCA § 49-6-3007 if the student does not comply with the law. In cases of truancy, the Principal (or her/his designee) will investigate the situation. STRIVE Collegiate Academy operates in compliance with TCA § 49-6-3007 requirements, which can include mandated reporting of truancy to appropriate state agencies.

Student Arrival

In the pursuit of excellence, STRIVE Collegiate Academy has an extended school day and school year. This gives students more time for academic growth and non-academic enrichment.

Students must arrive by 7:30 a.m. Parents may drop off students starting at 7:15 a.m. At 7:35, students are considered tardy. Students who have excessive tardiness will be subject to consequences.

Car Riders

Please do not leave cars unattended or idle for more than two minutes during arrival and dismissal. School buses are never to be blocked by parked vehicles.

Attendance Requirements

Attendance is crucial to your student's success at STRIVE. S/he cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students **MUST** bring in a note after each day they are absent. The note must include:

- The date of the absence
- The reason for the absence
- A phone number where a parent or guardian can be reached
- The parent/guardian signature

Excused and Unexcused Absences

We realize that there are times when students will not be in school. However, STRIVE strongly believes that your student's education should be his or her priority. STRIVE will only count as excused the following reasons for absence from school:

- A note from a doctor explaining an illness or injury that prevents the student from attending school
- A death in the immediate family or other significant family crisis (documented)
- Religious holidays
- Suspension from school

All other absences will be unexcused.

Lateness

Parents must escort late students to the front desk to sign in, before proceeding to their classroom. Late arrivals after 7:35am disrupt class for all students in the class and therefore should be avoided if possible. Three late arrivals will result in a parent phone call.

Early Dismissal Policy

Parents should contact the school in advance and provide a signed note to the school explaining the situation surrounding an early dismissal. Unless the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out with the Front Desk before removing the student from school grounds. In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 12:00 pm of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note. Teachers & staff will then be responsible for having the student sitting in the Front Desk at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00 pm as absences. The school will record dismissals after 12:00 pm but before 4:15 pm as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present.

Snow Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. STRIVE Collegiate Academy will follow the same cancellation policies as Metro Nashville Public Schools, so if Metro Nashville Public Schools are closed, STRIVE Collegiate Academy will be closed.

Communication and Support for Attendance

STRIVE is committed to student daily attendance of 96% or higher. STRIVE will increase student attendance by implementing a series of strategic interventions. Every time a student is absent, his/her family will be contacted as soon as attendance is taken to check on the student's whereabouts. Any student who is absent will be required to make up all the classwork and homework missed during his/her absence. Homeroom teachers/advisors will support students in coordinating this work as needed.

We strive to work with families to support student attendance and have established a system of rewards and consequences to promote increased attendance. We publicly track attendance data in the building for all students and by grade and homeroom/advisory. Homerooms and grade levels meeting our goal of 96% attendance will be recognized and have the opportunity to gain privileges and/or rewards, similar to the paycheck system. Further, we will actively support students who miss school. Additional supports may be put in place as appropriate, such as regular telephone calls home, coordinating transportation, and counseling to address underlying issues. The homeroom teacher/advisor and School Leader will monitor the effectiveness of these supports and make adjustments accordingly.

Arrival & Dismissal

The school uses a combination of transportation methods to transport students to and from the school.

School Buses

The school uses buses for eligible students, who are those who live more than 2 miles away from the school.

What Happens If...

- You move during the school year: Please contact the Front Desk and ask to speak to the school's Office Manager.
- The bus is late: Students are not marked tardy if their school bus arrives at school late. Call the bus company or school in order to have the dispatcher track the location of your child's bus.

Alternative Transportation

Parents may request a bus stop near their child's after school program with certain restrictions. The requested stop must be on one of the school's regular bus routes, and there must be a seat available on the bus.

Transportation Accommodations

Special transportation service for students with disabilities will be stated in their Individualized Education Plan (IEP) or Section 504 Plan.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and denied transportation, either for the remainder of the year or for a temporary suspension. The student is still expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any other student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the school of the situation and the school will connect the parent to the appropriate person. School administration will then conduct an investigation into the complaint.

School buses and vans will drop students off at the school between 7:15 and 7:30 in the morning, and will bring students home starting at 4:45 pm. The buses and vans will drop off and pick up students in front of the school's main entrance doors.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to pick up their students before the regular dismissal time as this is very disruptive to class.

Student Drop-Off

Families who drive students to school in the morning are requested to pull into the car lane in order to allow the buses to park and/or leave. Parents should not park or exit their vehicle.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.

Building Safety and Security

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school—teaching and learning—can take place.

Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

Visitor Policy

All visitors are required to report to the Front Desk upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to

leave immediately. Parents are encouraged to visit the school, and will be required to sign in at the Front Desk before visiting a classroom as well as wear a visitor sticker while in the school. Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave.

Student Searches

In order to maintain the security of all our students, STRIVE Collegiate Academy reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School desks and other locations where students house their material, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

Student School Phone Use

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office, not the classroom phone, to leave a message before 3:45 pm. Students will not be called from class to the office to speak with a parent except in case of an emergency. Students may not use the telephones in classrooms or in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day. Cell phones must be turned off and turned into the front office during the school day.

Family Communication

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment. In case of an emergency, parents or guardians should contact the Front Desk either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members at the Front Desk.

Fire Safety Procedures

In case of an emergency – if a student or staff member sees fire or smells smoke – he or she should close the door and pull the fire alarm located at near an exit door. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan

posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. During the first month of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

Lost and Stolen Property

We strongly encourage families to ensure that their child do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

Additional Security

Procedures to adequately protect school property shall include, but not be limited to:

1. Controlling the issuance of building keys, master keys, access cards and security cards.
2. Permitting access to classrooms, laboratories, gymnasiums, or other school facilities or equipment when there is appropriate staff supervision.
3. Procedure for securing teacher work areas when being left unattended or at the end of the day.

The School Leader will secure assistance from law enforcement officials when deemed necessary in order to maintain order or security during the school day or during extracurricular activities at school. The School Leader shall call the Metro Nashville Police Department in cases involving illegal entry, theft or vandalism. The School Leader will also notify the Board of Directors within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board of Directors is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

School Breakfast, Lunch and Snack

STRIVE will participate in the National School Breakfast and Lunch Program alongside Metro Nashville Public Schools. At the beginning of the school year, each family will be asked to complete an application for us to file in our records. As a part of the enrollment process, families are REQUIRED to complete and return this form.

A. School Breakfast:

Breakfast will begin each day at 7:15 a.m. and will end at 8:00a.m. If you would like for your child to participate in breakfast, please ensure they arrive no later than 8:00 a.m. each morning. Breakfast will not be served on Saturdays because school starts at 9:00 a.m. Please plan to arrange breakfast for your child before your family arrives to our Saturday Sessions.

B. School Lunch:

Lunch will be prepared off-site at a nearby MNPS school and delivered to STRIVE daily. Families will be given a menu of meals at the beginning of each month.

C. Lunch from Home:

In order for students to engage in the rigorous academic program at STRIVE Collegiate Academy, it is important that students have healthy, balanced meals. As such, families who decide to provide lunch from home must complete with the following guidelines. If your child is out of compliance with these requirements, inappropriate food items will be confiscated and the parent will receive a call. If students bring any of the prohibited foods below, your child will lose paycheck dollars and the item will be confiscated.

Prohibited foods for packed lunches:

- Soda of any kind (even diet)
- Chips (that are not accompanied by a sandwich)
- Candy of any kinds
- Cookies or cakes of any kind (that are not accompanied by a sandwich)

Suggested items for a nutritiously packed lunch:

- Water or reduced-sugar juice
- A sandwich, soup or other main dish
- Crackers or 10 calorie pack snack
- Sun chips or pretzels
- Fruit and/or vegetables

D. Afternoon Snack:

A nutritious, afternoon snack will be provided to students during afternoon break during our Electives/Integrated Tutorial Block. The snack is free of charge.

Uniform Policy

In order to minimize distractions and to foster a sense of unity at the school, STRIVE students will wear uniforms. The STRIVE uniform will help foster a professional culture focused on learning and avoid distractions. Having students wear uniforms will also promote a sense of belonging for students, which can help increase student effort and investment. Students will be expected to be in full uniform every day. Positive behavior will be fostered through dress code and uniform privileges as decided by student input. For example, those students who have received a certain distinction for model behavior may be allowed to wear an alternative dress code such as jean day; students will be able to wear professional attire on their birthdays. We will also hold occasional dress-for-success days during which students can wear professional clothing to allow students to learn to make appropriate choices for interviews and the workplace. The following outlines STRIVE’s uniform:

Shirts	<ul style="list-style-type: none"> • A STRIVE Collegiate Academy polo shirt or a STRIVE sweatshirt is visible at all times as the outer layer (Monday-Friday and Saturday). • The first polo shirt will be provided free of charge. • Additional polo shirts may be purchased at the school’s office. • SOME FRIDAYS! Students may wear a college t-shirt or polo shirt. • Students may wear a solid color white or black long-sleeved shirt under their STRIVE Collegiate polo shirt. • Students are not allowed to wear a shirt with any additional writings on it outside of
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	<p>the original school logo.</p> <ul style="list-style-type: none"> • Shirts (with the exception of sweatshirts) MUST be tucked in at all times!
Sweaters	<ul style="list-style-type: none"> • Solid-colored sweatshirts (dark blue, white or gray) may be worn over the normal uniform shirt prior to a student purchasing a STRIVE Collegiate Academy polo shirt. • Sweatshirts may be purchased at the school's office.
Khaki pants, shorts, skirt, or jumper	<ul style="list-style-type: none"> • Purchased by the parent at store of choice. • No designs or embellishments. • No tights or leggings/jeggings allowed in the place of khaki pants. • No baggy pants. Pants must fit around the waist and not sag. • Shorts, skirts, skorts, and jumpers should <u>not be more than 1 inch above the knee.</u> • Skirts may not have slits that are above the knee. • When girls wear skirts or jumpers, they must wear shorts underneath.
Belts	<ul style="list-style-type: none"> • Belts are required for all items that have belt loops. • Must be black or brown. • Belt buckles may not be larger than 2 inches.
Shoes	<ul style="list-style-type: none"> • Tennis shoes that cover the students' toes and the backs and tops of their feet. • Shoes with laces must be tied. • When students wear knee-high socks, stockings, or tights with skirts or shorts, these socks, stockings, or tights must be solid colored black, white, or brown • Solid-colored boots with a rubber sole (without fur on the outside) can be worn • No flip flops or slippers. • Pants may not be tucked inside shoes or socks.

Students and parents should make every effort to ensure that the uniform shirts and pants are cleaned regularly and are in professional condition.

Questions about jewelry?

- Female students may wear earrings smaller than a quarter in circumference and diameter.
- Male students are not allowed to wear earrings.
- No noisy jewelry is allowed.
 - If jewelry distracts staff members and/or other students, the student will not be allowed to wear that piece of jewelry again.

STRIVE students may NOT:

- Have visible tattoos (permanent or temporary) or body markings of any kind are permitted.
- Have body piercings (other than ears).
- Wear make-up other than clear chapstick.
- Wear or have any gang-related attire or jewelry.
- Wear inappropriately tight clothing.
- Wear bandanas or hats.
- Wear hoods inside the building.
- Wear jackets or coats inside the building.
- Profanity, vulgar or sexually explicit writing.

**** The school reserves the right to add to this list as concerns or problems arise. ****

Cell Phone Policy

STRIVE Collegiate Academy allows cell phones to be used ONLY before and after school. Phones must be turned off and turned into the front office upon arrival to school every day. Students will be able to retrieve their phones as they are dismissed daily. The cell phone policy below indicates the progressive consequences of violating this policy. Cell phones may be confiscated from students who violate this policy.

Consequences

- First Offense: Phone taken away. Parent needs to personally pick up the phone and sign a cell phone release statement. Student Detention.
- Second Offense: Phone taken away. Phone will be returned to parent/guardian after three (3) school days after signing the 2nd cell phone release statement. Student Detention.
- Three or more offenses: Phone taken away. Student must attend detention. After the completion and after verification of attending detention, parent may retrieve the phone (signing the 3rd cell phone release statement) and the student will lose all cell phone privileges for the current school year. Student Detention.

Other Electronic Devices Policy

Students are not allowed to bring the following electronic devices to school: non-school related electronic devices including but not limited to iPods, sidekicks, disc/MP3 players or game devices. Non-school related electronic devices will be confiscated if they are brought to school. Confiscated electronic items will be returned to parents after a week waiting period. If found a two or more times, the item will not be returned until the end of the current school year.

Technology and Internet Policy

STRIVE incorporates technology into our educational program. We expect students to use technology for educational purposes only. Student use of computers and the internet will be under supervision of STRIVE teachers. The following are acceptable uses of technology: research for school assignment, including academics, service or college-related; word processing or database software for a school assignment; educational software program.

The following are NOT acceptable uses of technology: accessing material that is defamatory, pornographic, harassing illegal; using the internet for any illegal activities; tampering with or altering the computer system; violating copyright laws; accessing social networking sites; and using Instant Messaging or chat functions.

Field Lessons / End-of-Year Field Lessons

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip will be sent home prior to the trip/ event, and must be signed by a parent or guardian.

A student may be considered ineligible for a trip for reasons including but not limited to: low Paycheck average, not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior or severe lack of academic effort in the days prior to the trip, etc. Students who are considered ineligible for attending a trip will be required to attend school that day.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive lost paycheck dollars and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

Medical Policies

Health and safety are a top priority at STRIVE Collegiate Academy.

A. Medical Records

Before a student can enroll in the school, the school must have on file the following forms:

- a. **Medical Requirements Checklist.** This form contains records showing that the student has: 1) up-to-date immunizations; and 2) permission to receive screening for vision, hearing, and scoliosis.

- b. **Health Information Form.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.

- c. **Authorization To Dispense Medication Form.** If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the school's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication (other than Tylenol and ibuprofen, which the school will stock in the main office) to the school on the first day, or contact to the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

The medication dispensation authorization form requirement applies to all medication, including Tylenol and ibuprofen. If a student needs to take Tylenol or ibuprofen during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers, which students should keep in their backpacks. If a student needs to use his/her asthma inhaler during the school day, he/she should go to the main office to self-administer the inhaler.

B. Health and Illness

The school requests that children do not come to school if they are ill. If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home.

Parents will be contacted if a child has a moderate-to-high-fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the child from participating in activities.

C. Health and Sexual Education Policy

STRIVE Collegiate Academy provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum covers a wide variety of topics, including human sex education and human sexuality issues.

FERPA

Student Records: FERPA

Under the Family Educational Rights and Privacy Act (FERPA), parents have certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

A. Definition of Student Records

"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which the STRIVE Collegiate Academy maintains. They may include, but are not limited to, the following; basic identifying information, academic transcript, attendance records, health records, performance scores on standardized assessments, disciplinary records, records from previous schools, Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

B. Inspection of Student Records

Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:

- a) The student attains 21 years of age; or
- b) The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.

Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.

C. Right to Control Access of Student Records

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect copy and challenge such information.

Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

D. Access to Records without Parent Consent

School staff members who have a current and legitimate educational interest in the student records

shall have access as needed for professional purposes to both the student's permanent and temporary records.

School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.

Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.

Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

If a student is 18 years of age and the student is financially independent of parents, the student may request the parents be denied access to his or her records.

A student who desires to declare himself or herself financially independent of his or her parents shall submit a request in writing to the school's records custodian.

E. Challenge Procedures

A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.

The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

F. Maintenance of School Records

Student permanent records and the information contained therein shall be maintained for a period of six (6) years after the student has transferred, graduated or permanently withdrawn from school.

Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school.

The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

I. Mandated Reporter Policy

According to TCA 37-1-403(i)(1), all school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that "reasonably appears to have been caused by brutality, abuse or neglect." Under this law, failure to report such abuse is a Class A Misdemeanor.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- a. Call the DCS central intake hotline at (877) 54-ABUSE (552-2873),
 - b. Notify the Principal, and
 - c. Complete a STRIVE Collegiate incident report.
1. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.
 2. While these steps are taking place, Principal will assist both the faculty member and student in understanding the ramifications of the call. The School Leader will debrief the student and, when appropriate, will contact the parent(s)/guardian.
 3. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Asbestos Free Schools Statement

The Board and administration know that parents are concerned about asbestos safety, and we are happy to report that STRIVE Collegiate Academy Charter School is asbestos-free. In accordance with federal law, we must maintain an asbestos management plan for each building and provide this information to all parents and building occupants at the beginning of each school year. This plan is available in the office of each school, the maintenance warehouse, and at the Administration Office located at 3055 Lebanon Pike, Suite 300, Nashville, TN 37214. You are welcome to inspect these plans during regular business hours. If you have any questions regarding our asbestos program, please contact the Director of Operations, (615) 645-6440.

Grievance Policies

STRIVE Collegiate Academy is committed to keeping the lines of communication open between parents and school staff, and to developing positive, productive relationships with all of the families we serve. Should a parent of a student at STRIVE feel that an issue has not been adequately addressed or resolved, however, s/he should use the following grievance procedure:

Step One - Informal Discussion: A parent having a problem, complaint, or dispute, either with a teacher or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such matter. The parent should leave one voice mail message on the phone of the appropriate staff member, and then wait at least twenty-four hours for a response before attempting to contact the staff member again.

Step Two - Administrative Review: If the matter cannot thus be resolved through informal discussion, the aggrieved parent may make a request for a face-to-face meeting with the School Leader/Executive Director and any other person or persons whose actions or decisions give rise to the matter. The School Leader/ Executive Director will ensure that the parent has made at least two attempts at an informal discussion before conducting an Administrative Review. Whenever possible, the School Leader/ Executive Director will schedule such meeting to occur within five business days of her receipt of the request. At such meeting, each party will have the opportunity to be heard within twenty-four hours after such meeting, the School Leader/ Executive Director will reach a decision as to how the matter should be resolved. All parties present at the meeting shall receive verbal and written notice of the School Leader/ Executive Director's decision.

Step Three - Review by the Board of Directors: If the aggrieved parent remains unsatisfied after undergoing the administrative review process and a review by the School Leader/ Executive Director, s/he may, within ten business days after receipt of the School Leader/ Executive Director's decision, file a written grievance, either electronically or through the regular mail, with the Chairperson of the Board of Directors. The Board Chair will ensure that the School Leader/ Executive Director's review process has been completed before addressing the concerns of the aggrieved parent. The Board Chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved parent, and informing the aggrieved parent of whether or not he or she intends to resolve the grievance personally or if he or she intends to bring the issue to the entire Board of Directors. If the Board Chair selects the latter, then he or she will inform the family of (a) the date, time and location of the next meeting of the full Board of Directors, and (b) the aggrieved parent's right to appear at such meeting, voice his/her complaints, and bring witnesses to support his/her position. The Board Chair will also inform the School Leader/ Executive Director and any staff members directly impacted that a grievance has been filed. At the next full board meeting, during executive session, the aggrieved parent will be given the opportunity to present his/her grievance, including any witnesses who will speak on his/her behalf. The School Leader/ Executive Director and/or any staff member directly impacted will also be given the opportunity to speak. The Board Chair may limit the time of presentations as s/he deems appropriate. The members of the Board will also have an opportunity to ask questions of the parent, the witnesses who speak on his/her behalf, and the staff members. After the questioning, the Board will go into executive session (board members only) to discuss the matter. The Board will vote on a resolution of the matter, and the Board Chair will issue the Board's written decision within ten business days after the board meeting at which the grievance was heard. All members of the Board, the School Leader/ Executive Director, the aggrieved parent, and the staff member(s) directly impacted will receive a copy of the Board's written decision.

Key Behavior Expectations, Code of Conduct & Discipline Policy

STRIVE Expectations

While we will have articulated rules and consequences for all aspects of the school, the essence of our discipline code is captured in the following expectations. These expectations are foundational for success, in school, in work and in life. Their simplicity allows the staff to intently focus on these and to use a common language with students and families in ensuring adherence to them. We will provide professional development to teachers in establishing our school culture, which will ensure that teachers know what these expectations look like in practice and how to support students in meeting them.

- Attending all classes, regularly and on time;

- Preparing for each class by taking the appropriate materials and assignments to class;
- Obeying all campus, classroom and extracurricular rules;
- Respecting the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus;
- Being well-groomed and dressing appropriately as defined by the school's code for dress and grooming standards;
- Respecting the property of others, including school property and facilities;
- Cooperating or assisting the school staff in maintaining safety, order, and discipline;
- Adhering to the Student Code of Conduct and the STRIVE Collegiate Commitment.

Practices to Promote Positive Behavior and a Culture of Achievement at STRIVE

STRIVE will utilize numerous programs and practices to promote positive behavior and a culture of achievement. The following brief overviews present the major program and systems at STRIVE to support our school culture.

- **Leadership Seminar** – Each year, students will participate in a weekly leadership seminar called I STRIVE. This class will teach our students the academic skills, habits, and mindsets they need to be successful. There will also be a service learning component to this class that will build from year to year.
- **Community Meetings** – Each week, we will hold school-wide and grade level community meetings. This is an opportunity for students and staff to come together to celebrate our successes and promote our STRIVE values.
- **Awards and Incentives** – We will recognize and honor students for the academic, behavioral and social contributions. Through weekly awards for actions such as good behavior, demonstrating STRIVE values, and completing homework as well as quarterly awards for academic performance and attendance, we will encourage students to meet our high expectations.
- **Uniform** – Our uniform will foster a sense of belonging among students and increase their focus on academics. The specifics of the uniform policy are on page 19 of this handbook.
- **Paycheck System** – Our school-wide behavior management system is called the Paycheck System and is aligned to our values and is our way of tracking students' behavior, incentives, and consequences. Students will start each week with a certain dollar amount, \$100. Then, students will earn or lose dollars based on their behavior. For example, a student might earn dollars when they demonstrate above and beyond academic and personal behaviors, such as persevering through a very difficult task. Students and families will receive weekly reports that include their homework completion, behavior, and attendance information. Students will be able to use their accumulated points as a currency; they will be able to purchase school supplies offered by STRIVE in the school store. In addition to being able to buy school supplies, students will be able to use their accumulated points for leadership opportunities in school clubs or electives.

STRIVE Code of Conduct

Purpose

STRIVE Collegiate Academy has created a Code of Conduct in order to:

- Ensure that our school is a respectful space for learning,
- Allow students to focus on their learning, and
- Prepare students to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that STRIVE Collegiate Academy considers inappropriate or unacceptable and the consequences of those behaviors.

Our Philosophy

At STRIVE we seek to respond quickly and appropriately to all student misbehavior. At times, our response will be a conversation with that student and/or his/her family, or loss of a paycheck dollar; at other times, depending on the behavior, more severe consequences, including detention, suspension, and expulsion, will be administered. Our goal is to teach students the skills to consistently exhibit appropriate behaviors and meet our high expectations, and to provide a safe and focused learning environment for all STRIVE students. We define offenses into categories to ensure clarity for all stakeholders and consistency of implementation of consequences. The following chart presents levels of sample student misbehaviors.

Minor Misbehaviors
Tardy to school/class Chewing gum Dress code violation Not being prepared for class Not following directions Uniform violation
Moderate Misbehaviors
A pattern of minor misbehavior Electronics violation Minor disrespect Minor vandalism Physical contact (horse-play, etc.)
Serious Infractions
A pattern of moderate misbehavior Leaving campus Inappropriate language Fighting Inappropriate physical contact Cheating/plagiarism Bullying/harassment of any kind Defiance Threats Damaging school property Theft Possession of tobacco Any infraction expressly forbidden by law (i.e., possession of drugs, weapons; assault)

Consequences for Poor Behavior:

STRIVE teachers will be expected to make effective effort to address behavior issues within their classrooms. Teachers will be trained to proactively plan for student behavior and to de-escalate student misbehavior, and will be expected to employ various strategies in their classrooms, including engaging lessons and proactive management strategies, reminders, redirection, use of the paycheck system, and contacting families. These are the consequences for minor misbehavior.

When these strategies are not effective, or a student engages in moderate misbehavior, teachers may administer additional consequences, such as assigning detention (held once a week and including a written reflection). Additionally, the School Leader or other school leaders may intervene. In instances when STRIVE Collegiate Academy: Student Handbook

students are struggling to meet behavioral expectations and thus regularly losing paycheck dollars, the student's homeroom teacher/advisor will contact his/her parent or guardian to develop a plan to support the student in meeting behavioral expectations. Typically, we will schedule a meeting with the student, family, teacher, and school leadership. The result of this meeting may be additional supports, such as regular check-ins, mentoring, external counseling, and/or the development of a behavior plan for the student. Consequences for serious misbehaviors will include more serious consequences, such as suspension and possibly expulsion. Details for these processes are detailed below.

Suspension and Expulsion

Suspension from school

If students persist with inappropriate behavior or if the inappropriate behavior is of a serious nature, the student may be suspended from school. The purpose of a suspension is to remove a student from the classroom, provide a warning that unacceptable behavior must change, and allow a student an opportunity to reflect on the seriousness of his/her actions. Suspensions carry academic consequences and create a permanent record of the incident in the student's file.

School leadership may suspend any student (in or out of school) for up to 10 school days for serious cause, including (but not limited to): defiance of authority, disregard or disobedience of school rules and regulations, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco or controlled substances, destruction or theft of school property or personal property.

In cases of suspension, the School Leader will present the student with the reasons for suspension and provide the student with an informal opportunity to respond to the charges prior to the suspension. The parent/legal guardian will be notified within 24 hours of the behavior problem and the corrective measures taken. The parent/guardian of the suspended student will also be invited to attend a readmission conference with the student and a school leader. If the suspension is for more than five days, the School Leader and the student's homeroom teacher/advisor will develop and implement a plan for improving the behavior.

Long-Term Suspension and Expulsion

School leadership may recommend suspension for more than 10 days and/or expulsion of a student to the School Leader or Board for serious infractions, including (but not limited to): defiance of authority, repeated disregard or disobedience of school rules, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, assault of school personnel, possession of a weapon on campus, participation in gang related activity on campus, possession of firearms or other dangerous weapons, possession of controlled substances. In cases in which the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

The parent/legal guardian and student will be notified in writing within 24 hours of the intent to suspend for more than 10 school days or expel the student and of the right to appeal the decision to suspend for more than ten (10) days. STRIVE will also provide written notice to parents/guardians of the time and place of a discipline hearing, which will be held no later than ten days after the beginning of the suspension. The hearing must include the student, the School Leader and the school staff who determined the suspension, and the parent/legal guardian. The hearing authority (the School Leader or Board) may

affirm or overturn the decision of school leadership.

Staffing and Responsibility for Student Discipline

All STRIVE staff are expected to uphold the standards and policies of the Student Code of Conduct at all times when engaged with students in school and/or at school related events and activities. The School Leader is responsible for intervening and following through on consequences and communication when teachers' attempts to manage behavior are unsuccessful and a student must be removed from the classroom.

To track student behavior, STRIVE will use a student paycheck system. Points will be recorded on student paychecks, and will be entered into Kickboard daily. Each week, student paychecks will be submitted to the office manager, who will provide teachers with student reports from Kickboard. We will also use Kickboard to track detentions, suspensions, and other behavioral data. Each Friday morning, the School Leader will review the data to identify trends in misbehavior, identify struggling students, and determine next steps for struggling students.

Discipline and Students with Disabilities

STRIVE will meet all requirements of Section 504 of the Rehabilitation Act, the IDEA, and State laws regarding disciplining of students with disabilities. Specifically, the School Leader will monitor discipline incidents for students with IEPs or 504 plans. If such a student is suspended for more than 10 consecutive days (or less than 10 consecutive days, but the removals constitute a pattern), it will be considered a change in placement. The parent/guardian of the student will be notified immediately of the decision to change placement for disciplinary reasons and of procedural safeguards under IDEA; the student will be entitled to a free and appropriate public education (FAPE) during this time as determined by the team. Within 10 school days, the team, including a parent, will also review appropriate information and make a manifestation determination to decide if the conduct is a result of the student's disability or a failure of STRIVE to implement the student's IEP. The Special Education Instructional Specialists or psychologist may also provide a functional behavioral assessment and develop a behavioral plan for the student including intervention services designed to address the behavioral violation.

If the behavior is determined not to be a manifestation of the disability or the school's failure to implement the IEP, STRIVE will apply the same discipline procedures as for a general education student, and review and revise the behavior plan while still providing FAPE services as above. If the behavior is determined to be a manifestation of the student's disability or the school's failure to implement the IEP, STRIVE will immediately take steps to review and rectify the situation. This process will be led by the Special Education Instructional Specialists in collaboration with the team. In addition, a functional behavioral assessment will be conducted (unless previously done for similar behavior) and a behavior implementation plan will be established, or a current one reviewed, and the student will be returned to his/her original placement with appropriate additional supports, unless the parent/guardian and STRIVE agrees to a different placement. Parents may request a hearing to challenge a finding of no manifestation, and the hearing conducted within 20 days of the request and a decision made within 10 school days of the hearing. The student remains in the disciplinary placement pending the outcome with "stay put" being the interim alternative setting. The school may also challenge a finding of no determination. Three exceptions allow school officials to remove a student to an alternative setting regardless of the manifestation determination: carrying a weapon at school; knowingly possessing or using illegal drugs; or inflicting serious bodily injury on another person.

APPENDIX

STRIVE COMMITMENT To EXCELLENCE

Values	Student	STRIVE Staff	Families
	<i>As a student at STRIVE Collegiate Academy, I commit to do everything I can to keep STRIVING towards Excellence, in the following ways:</i>	<i>As a teacher at STRIVE Collegiate Academy, I commit to do everything in my power to keep STRIVING toward Excellence, in the following ways:</i>	<i>As a parent or guardian of a STRIVE Collegiate Academy students, I commit to do everything in my power to keep STRIVING towards Excellence, in the following ways:</i>
Self-Advocacy	<ul style="list-style-type: none"> • I will raise my hand and ask questions in class if I do not understand something. • I will call my teachers if I have a problem with the homework. • I will leverage my strengths to reach my goals. • I will work to improve my areas of growth accessing resources to support my development. 	<ul style="list-style-type: none"> • We will reach out to our student’s parents for positive feedback and areas of concern. • We will reach out to our peers and leadership team when we don’t understand or have a new idea. 	<ul style="list-style-type: none"> • We will reach out to our child’s teacher whenever we have a question or don’t understand something. • We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This means that we will check our child’s homework every night, let him/her call a teacher if there is a problem with the homework, and try to read with him/her every night.
Teamwork	<ul style="list-style-type: none"> • I will always make myself available to my family, teachers, and any concerns they might have. • I will work with all of my teammates and take responsibility for helping them to learn. • I will work together collaboratively to find a solution(s) to issues that may arise. 	<ul style="list-style-type: none"> • We will always make ourselves available to students, parents, and any concerns they might have. • We will work closely with our colleagues and with families in support of the success of every STRIVE student. 	<ul style="list-style-type: none"> • We will always make ourselves available to our child, the school, and any concerns they might have. This means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us. • We will attend the school-led events to support our child’s academic & leadership goals.
Resilience	<ul style="list-style-type: none"> • I will start and complete my work (homework & class work) every night, at the appropriate time, without an adult reminder. • When I don’t get something right, I will find other ways to get to the right solution. • I will maximize my learning time and double check my work to ensure I have given it my all. 	<ul style="list-style-type: none"> • We will always protect the safety, interests and rights of all individuals in the classroom. • We will never give up. 	<ul style="list-style-type: none"> • We will ensure our child starts his/her homework, at the appropriate time and will gradually stop reminding him/her to begin. • When our child doesn’t understand, we will use questions to push his/her thinking versus giving him/her the answer.

Integrity	<ul style="list-style-type: none"> • If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions. • I will make great choices when I am not accompanied by an adult (i.e. restroom, hallway, homework, etc.). • I will be honest about what I know and what I don't know. 	<ul style="list-style-type: none"> • We will act with the utmost integrity, no matter where we are or who is watching us. • We will tell the truth to all members of the STRIVE Collegiate Academy community. • We will treat all members of the STRIVE community fairly, regardless of race, gender, religion, appearance, or other distinguishing features. • We will follow through on all of the commitments and promises that we make, and admit mistakes when we make them. • We will listen to our conscience and do the right thing. 	<ul style="list-style-type: none"> • We will check our child's homework every night and will sign our name indicating we have checked his/her assignment(s) and it is complete.
Virtue	<ul style="list-style-type: none"> • I will follow the STRIVE Collegiate Academy's dress code. • I am responsible for my own behavior, and I will follow all directions, acknowledging they are in my best interests. • I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This means that I will always listen to all my teammates and give everyone my respect. 	<ul style="list-style-type: none"> • We will follow the STRIVE Collegiate Academy professional dress code (Monday-Friday). • We will model all STRIVE values inside and outside of the school-setting. 	<ul style="list-style-type: none"> • We will make sure our child follows the STRIVE Collegiate Academy dress code. • We understand that our child must follow STRIVE Collegiate Academy's rules so as to protect the safety, interests and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
Excellence	<ul style="list-style-type: none"> • I will always work, think and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn. • I will speak loudly and proudly when presenting. • I will keep my work and materials organized and ensure that I turn in work that's been checked for quality and clarity. • I will attend school daily and will arrive on time prepared for all classes. 	<ul style="list-style-type: none"> • We will do whatever it takes to ensure that ALL students learn as much as we can teach them, and that ALL students make progress toward being prepared for top-notch high schools, colleges, and the world beyond the classroom. • We will teach every lesson to the best of our ability. • We will arrive at STRIVE every day by 7:00 a.m. (Monday-Friday) • We will remain at STRIVE every day until 5:00 p.m. (Monday-Friday) • We will come to STRIVE on appropriate Saturdays at 8:45 a.m. and remain until 1:15 p.m. • We will teach at STRIVE during the Summer Leadership Academy. 	<ul style="list-style-type: none"> • We will ensure our child is maximizing his/her learning time and double checking his/her work to ensure he/she has given it his/her all. • We will make sure our child arrives at STRIVE Collegiate Academy every day by 7:30 a.m. (Monday-Friday) or boards a bus at the scheduled time. • We will make arrangements so our child can remain at STRIVE Collegiate Academy until 4:30 p.m. on Monday-Tuesday and Thursday-Friday. 1:45 p.m. on Wednesday. • We will make arrangements for our child to come to STRIVE Collegiate Academy on appropriate Saturdays at 9:00 a.m. and remain until 12:45 p.m. • We will ensure that our child attends STRIVE Collegiate Academy's Summer Leadership Academy.

Calendar and Schedules

Hours of Operation

The school building opens each day at 7:00 a.m. and closes each day at 6:00 p.m. Students are not allowed in the building before 7:00 a.m. or after 6:00 p.m. without direct supervision of a STRIVE Collegiate team member.

Daily/Weekly Schedule

Students will attend school from 7:30 a.m. to 4:30 p.m. Monday, Tuesday, Thursday and Friday. Students will attend school from 7:30 a.m. to 1:45 p.m. on Wednesday.

Monday, Tuesday, Thursday & Friday Schedule 7:30 p.m. – 4:30 p.m.

5 th Grade Schedule 2015 – 2016			
University of Phoenix	University of Mississippi	Emory University	Tennessee State University
Morning Homeroom			
Literacy Block			
ELA	Math	Science	P.E.
	ELA	P.E.	Social Studies
Lunch	Social Studies	Math	
Social Studies	Science	ELA	Math
Math	P.E.	ELA	Science
P.E.	Science	ELA	Math
Science	Social Studies	Math	ELA
Electives ITB/PM Homeroom	Electives ITB/PM Homeroom	Electives ITB/PM Homeroom	Electives ITB/PM Homeroom

Wednesday Schedule

7:30 a.m. - 1:45 p.m.

University of Phoenix	University of Mississippi	Emory University	Tennessee State University
Morning Homeroom			
ELA	Math	Social Studies	Fitness
Science	ELA	Fitness	Social Studies
Math	Fitness	ELA	Science
Social Studies	Science	Math	ELA
Lunch			
Fitness	Social Studies	Science	Math
Team & Family			

STRIVE Updated Annual Calendar 2015-2016

STRIVE Actualizado Calendario Anual 2015-2016

July							August							September						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4	2	3	4	5	6	7	8			1	2	3	4	5
5	6	7	8	9	10	11	9	10	11	12	13	14	15	6	7	8	9	10	11	12
12	13	14	15	16	17	18	16	17	18	19	20	21	22	13	14	15	16	17	18	19
19	20	21	22	23	24	25	23	24	25	26	27	28	29	20	21	22	23	24	25	26
26	27	28	29	30	31	1	30	31						27	28	29	30			
October							November							December						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
January							February							March						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	31	1	2	3	4	5	6			1	2	3	4	5
1	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29						27	28	29	30	31		
April							May							June						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

Key	
Professional Development: No Students	In-Service-No Student
Staff and Students Present	Assessments (Interim & TNReady)
No Staff or Students	First/Last Day of School
Early Release for Students; PD for teachers	Beginning/End of Quarter
○ Parent/Student Meetings	ⓧ MAP Testing Begins

July		January	
July 13-24	Staff In-Service (No Students)	January 1	Winter Break
July 17 & 24	Mandatory Parent Orientation	January 4	Professional Development (No Ss)
July 27	First Day of School (Half-Day: 7:30a-1:45p)	January 5	Students Return to School/Quarter 3 Begins
July 27-31	Summer Leadership Academy/MAP Testing (Half Days)	January 9	Family Data Day (Parent-Teacher Conferences)
		January 18	MLK Day (No School)
August		February	
August 3	Staff In-Service (No Students)	February 12	First Friday Breakfast
August 4	First Full Day (7:30a-4:30p)/ Quarter 1 Begins	February 15	Presidents' Day (No School)
August 8	Open House: Community Barbecue (10:00a-1:00p)	February 16	Professional Development (No Students)
September		March	
September 4	First Friday Breakfast: Family Time with School Leader	March 1-4	3 rd Quarter Interim Assessments
		March 4	First Friday Breakfast
September 7	Labor Day Holiday (No School)	March 7	Professional Development (No Ss)
September 24	Quarterly Parents as Partners Meeting	March 10 & 14	Quarter 3 Ends/Quarter 4 Begins
		March 12	Family Data Day (Parent-Teacher Conferences)
		March 21-25	Spring Break (No School)
		March 31	Quarterly Parents as Partners Meeting
October		April	
October 2	First Friday Breakfast	April 1	First Friday Breakfast
October 5-7	1 st Quarter Interim Assessments	April 15	Professional Development (No Students)
October 8-9	Fall Break (No School)	April 25-28	TNReady Assessment (Math & ELA) TCAP Science/Social Studies Assessment
October 12	Professional Development (No Ss)		
October 7 & 13	Quarter 1 Ends/Quarter 2 Begins		
October 17	Family Data Day (Parent-Teacher Conferences)		
November		May	
November 6	First Friday Breakfast	May 6	First Friday Breakfast
November 13	Professional Development (No Ss)	May 9-27	MAP Assessments
November 21	Service Learning Saturday (All Ss)	May 19	Quarterly Parents as Partners Meeting
November 25-27	Thanksgiving Break	May 27	Last Day of School/End of Quarter 4
		May 30	Memorial Day (No School)
		May 31	Staff In-Service (No Students)
December		June	
December 1-11	MAP Testing	June 1-3	Staff In-Service (No Students)
December 4	First Friday Breakfast		
December 14-17	1 st Semester Assessments	June 2-3	Family Data Days (Parent-Teacher Conferences) – Only sign up for ONE day.
December 17	Quarter 2 Ends/ Quarterly Parents as Partners Meeting		
December 18	Professional Development (No Ss)		
December 21-31	Winter Break		

ACKNOWLEDGEMENT OF RECEIPT

STUDENT AND FAMILY HANDBOOK

2015-2016

I have received my copy of The Student and Family Handbook, which outlines the policies and procedures of the school, including the Student Code of Conduct. I will familiarize myself with the information in the Handbook and agree to observe these policies in all aspects. I am aware of my rights and responsibilities. Furthermore, I understand that acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the Student Code of Conduct.

Student's Name (Printed)

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date