



Student and Family Handbook 2025-2026



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Welcome to STRIVE Collegiate Academy!

Dear STRIVE Collegiate Students and Families,

We are honored to welcome you to 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,

STRIVE Collegiate Academy Charter School

STRIVE Collegiate Academy

STRIVE Collegiate Academy Charter School received its charter in the summer of 2014, and opened to 120 students in July 2015. The school expanded each year until it served 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 empower EACH student to become strong readers, writers, critical thinkers & community leaders who will leave STRIVE performing at or above grade level as they enter high school.

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 support 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.
- **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. Through proven literacy practices, 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. 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 model; 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

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to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our additional time will allow us to provide targeted reading instruction to every student; embedded, individualized support 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.

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 values 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 support 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 support 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.

Key STRIVE Academic (RIGOR) Policies

Assessments. At STRIVE, students will take the following assessments throughout the school year:

Assessment Type	Purpose
NWEA Measures of Academic Progress (MAP)	This test is used to measure where students are and how they will grow throughout the school year based on where they started.
Formative Assessments: Homework assignments, In-class exit tickets, quizzes and tests)	These tests are created by your child's teacher to measure what they have learned daily, weekly, monthly, etc.
Interim Assessments (Quarterly)	These tests are taken quarterly to measure what students have learned throughout the quarter and gives a gauge as to how students may perform on the state assessment (TCAP).
TNReady/TCAP Assessments	This is the state assessment created by the state of TN to measure if students learn what they are supposed to learn throughout the school year.

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 quarterly Family Data Days (Report Card Pickup). 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.

Grading Policies

STRIVE Collegiate Academy students take 4 academic classes each year: English Language Arts, Mathematics, Humanities, and Science. They also take three enrichment classes: Physical Education, Computer Science, and Learning Lab. Clubs/Extracurriculars are offered after school and are not graded. The school year is broken into four quarters. At the end of each quarter students receive a grade in each class based on their growth and achievement towards each subject area's standards. Families will also receive progress reports throughout each quarter.

Grade Weights

Grade Category	Percentage of Overall Grade
Homework	10%
Classwork	10%

Exit Ticket	25%
Quiz	25%
Test	30%

Grade Scale

Letter Grade Earned	Percentage Range
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

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 throughout 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 and behavioral data (i.e., paychecks, attendance, discipline actions). It will also include an invitation to our Family Data Day, which we will hold three times per year.

Promotion and Retention in the Grade

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 student must:

1. Earn a 70 or above in all core academic classes (including academic & behavior)
2. Passed the necessary assessment for promotion

3. Have not missed 15 or more days of school without a medical reason

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 will never be used in a punitive or capricious manner. The process we will follow in these cases is outlined below.

- STRIVE will identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be at risk for retention by February 1. However, a student may be identified as at risk for retention after February 1 if reasons for identifying a student as at risk for retention are identified in limited situations in which students may be identified as at risk for retention.
- STRIVE will notify the parent or legal guardian of any student who is identified as at risk for retention within fifteen (15) calendar days of identification.
- STRIVE will develop and implement an individualized promotion plan for any student identified as at risk for retention to help the student avoid retention.
 - The individualized promotion plan will be developed in coordination with the student's teachers, ILP, IEP or 504 team, if applicable, and may also include input from the student's parents, school counselor, or other appropriate school personnel. All promotion plans will include evidence-based promotion strategies and will be tailored to the student's learning needs. Each promotion plan will also include expectations and measurements that can be used to verify that a student has made sufficient progress to be promoted to the next grade level.
- A copy of a student's promotion plan will be provided to his or her parent or legal guardian, and STRIVE will offer parents or legal guardians the opportunity for a parent-teacher conference to discuss the promotion plan.
- If the student was enrolled in a summer reading or learning program then a decision for retention will be made and communicated to the parent or legal guardian in writing at least ten (10) calendar days prior to the start of the next school year, or, if the student was not enrolled in a summer reading or learning program, a decision for retention will be made and communicated to the parent or legal guardian in writing at least thirty (30) calendar days prior to the start of the next school year. The notification to the student's parent or legal guardian of the retention decision will be in writing and sent electronically and will include information regarding the parent or legal guardian's right to appeal the retention decision in alignment with the STRIVE's promotion and retention policy.
- If a retention decision has been made, STRIVE will develop an individualized academic remediation plan for the retained student within thirty (30) calendar days after the beginning of the next school year. A copy of the academic remediation plan shall be provided to the student's parent or legal guardian within ten (10) calendar days of development of such plan.

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 (1) reviewing homework for completion and quality and (2) signing their agendas indicating you have done so. Information regarding homework time estimates and grading will come from your student’s academic teachers.

Homework Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ELA Literacy Spiral STHS/PE	ELA Literacy Spiral Math	ELA Literacy Spiral Social Studies	ELA Literacy Spiral Science	ELA Literacy Spiral CT / Paycheck

Agenda & Independent Reading Book

Scholars will be given an agenda at the beginning of the school year to record assignments and important dates. They will be taught how to record information and are responsible for taking their agenda home, having it signed by the adult responsible for overseeing their homework completion, and returning it to school each day. Incomplete agendas (including no signature) will result in not earning their full homework dollars in DeansList. The purpose of agendas is to promote student responsibility, organization, and accountability.

Additionally, all STRIVE scholars are required to have an independent reading book with them at all times. Students will have opportunities to drop everything and read throughout the day, as they prepare for transitions, complete assignments or assessments early, etc. We know the impact a book can have on a Middle School student. We encourage all students to select an independent reading book that brings them joy and they are excited to dive into it! Scholars returning to school each day without an independent reading book will not earn their full homework dollars in DeansList.

Literacy Spiral

Teachers will witness firsthand the growth and passion our students develop for literature, as students dive into diverse texts! By completing the Literacy Spiral entries daily, students will deepen their comprehension and sharpen their analytical skills, and articulate their perspectives with confidence. Scholars will be given a Literacy Spiral at the beginning of the school year to track their independent reading and ELA writing goals. Our goal is that each student reads a total of 1 million words to join our Millionaire’s Club, by the end of the school year. Help our students accomplish this goal! Students will be taught how to complete the journal entries. Every night, students must read their current independent reading book for **21 minutes** and complete **one** journal entry, and students are responsible for returning the Literacy Spiral to school each day. Incomplete Literacy Spiral entries will result in not earning their full homework dollars in DeansList.

DeansList Homework Dollars

Students will have the opportunity to earn money through homework in two different ways, daily. 1. In Advisory: By having a completed agenda that displayed recorded assignments, a parent signature, and having an independent reading book.

- a. Advisory teacher is responsible for adding the completed advisory homework into DeansList, daily. b. Example: Each morning after taking attendance, Mrs. Advisory circulates the room and marks those who earned into DeansList.

In Class: By completing their homework assignments from their core content classes.

- a. Content teacher is responsible for adding in the completed content homework.
- b. Example: On Friday during the Do Now, Mr. Science will circulate for a homework check and mark those who earned into DeansList.

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory: \$3 ELA: \$1 STHS/PE: \$1	Advisory: \$3 ELA: \$1 Math: \$1	Advisory: \$3 ELA: \$1 Social Studies: \$1	Advisory: \$3 ELA: \$1 Science: \$1	Advisory: \$3 ELA: \$1 CT / Paycheck: \$1
WEEKLY TOTAL: \$25				

*Example from a typical 5 day school week

Missing Homework

If a scholar is absent and misses an assignment, it is the scholar's responsibility to reach out to that teacher for the missed work. The scholar will have the same number of *school days* as absent to submit homework, after which, points will be deducted at the teacher's discretion for lateness (i.e. "Tommy Pickles" is absent on Monday and Tuesday, he returns to school on Wednesday and reaches out to Mrs. Proud about missing Social Studies homework. He will have two days, Wednesday and Thursday, to complete and submit the homework). Students who did not complete their homework, but were in attendance, must turn in completed work within one week of the assigned date or their grade will remain at 49%, which indicates the assignment is missing and was never submitted.

School Supply List (Posted on Website)

Items to be Checked Every Morning in Homeroom: Every day, students are expected to have required 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 not earn money for preparedness.

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/sharpeners 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.

Cheating, Plagiarism and Copying Others work:

Cheating on homework or exams, using resources inappropriately, sharing your work with another teammate, 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 directions. Specific guidelines regarding cheating and plagiarism will be reviewed with students during the first week of school and continued throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying others' work may result in In-Class Suspension, Suspension, loss of academic credit, and/or other consequences.

Student with Disabilities

Special Education Services: If you suspect your child has a disability, you may request in writing that the school start the support team process. The support team process will review the concerns and develop a support team plan. Families may also request in writing that the school system test their child for any suspected disabilities. If a student is found eligible for special education services, an Individualized Education Program (IEP) will be developed.

504 Services

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law protecting the rights of individuals with disabilities. It guarantees students with disabilities the right to an equal educational opportunity.

Qualified students who have a physical or mental impairment that substantially limits one more major life activity, has a record of such impairment, or is regarded as having impairment must be provided a Free Appropriate Public Education (FAPE) and have procedural safeguards under the law. A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504.

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 team. Families who suspect their child has a disability may submit a verbal or a written request for the school to start the 504 evaluation process. The 504 team will review all concerns and proceed with the 504 evaluation eligibility process.

Multiple Language Learners (MLL)

Since STRIVE receives federal funds, federal law requires STRIVE to assess every child when language proficiency might be an issue. STRIVE is required to offer MLL services to all students not proficient in English to ensure they have equal access to academic content in school.

MLL Assessments and Services

To ensure a student is receiving the best support, STRIVE must assess English proficiency. The ELPA-21 has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language support the child will need in the classroom as a Multi Language Learner.

When students are identified as Multi Language Learners, they will receive services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive services.

After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be “exited” from EL services.

Home Language Survey (HLS)

Every student must have a completed and signed HLS in his/her cumulative file. A parent/guardian must complete a HLS when the child first enters STRIVE. The form must be completed in its entirety, signed and dated.

If the HLS indicates the student speaks another language or that another language is spoken at home, the parent/guardian should make an appointment with the STRIVE office.

Language Services

Families have the right to request an interpreter for any communication with the school. To request an interpreter, contact STRIVE’s main office.

Key Culture (MANAGEMENT) 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 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 **7:45 a.m.** Parents may drop off students starting at **7:30 a.m.** At **8:00 a.m.**, 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

****We accept only 5 "Parent/Guardian Notes" (handwritten, typed or emailed) ****

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
- Bus transportation delay/issues
- A death in the immediate family or other significant family crisis (documented)

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- Religious holidays
- Suspension from school

All other absences will be unexcused. Please see the progressive attendance process below.

Lateness

Parents must escort late students to the front desk to sign in before proceeding to their classroom. Late arrivals after **8:00 a.m.** 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 p.m. 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 or email. Teachers and 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 p.m. as absences. The school will record dismissals after 12:00 p.m. but before 4:00 p.m. 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.

Inclement Weather 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 also close.

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..

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. Advisories 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 support 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 3:45 p.m. (2:45 p.m. on Wednesdays). 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 may not go to the classroom to pick up their students before the regular dismissal time as this is very disruptive to class.

Student Drop-Of

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 allowed 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. 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** 3:30 p.m. (1:15 p.m. on Wednesdays). 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 has 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. Parents may also leave a message for their student(s) 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 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 children do not bring valuable objects to school. Any items that students bring to school that may cause a 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 and Lunch

STRIVE will participate in the National School Breakfast and Lunch Program. 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 **7:30 a.m.** and will end at **8:00 a.m.** If you would like for your child to receive breakfast, please ensure they arrive no later than **7:45 a.m.** each morning when the cafe closes.
- B. **School Lunch:** Lunch will be prepared on-site by our Food Service Management Company. 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 comply 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 nutritious 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

Uniform Policy

In order to minimize distractions and to create 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, 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 & Sweaters	<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-Thursday). ● The first polo shirt will be provided free of charge by the month of October.
	<ul style="list-style-type: none"> ● FRIDAYS ONLY! Students may wear a college or STRIVE t-shirt. ● Students may wear a solid color white or black long-sleeved shirt under their STRIVE Collegiate polo shirt. <i>Considering the weather.</i> ● Students are not allowed to wear a shirt with any additional writings on it outside of the original school logo. ● Shirts (with the exception of sweatshirts) MUST be tucked in at all times! ● The outside logo of student shirts must be a STRIVE logo, so sweaters must be a STRIVE sweater.

Khaki pants, shorts, skirt, or jumper	<ul style="list-style-type: none"> ● Purchased by the parent at a 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. ● Recommended to be black or brown.
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. ● Solid-colored boots with a rubber sole (without fur on the outside) can be worn. ● No flip flops, clogs, 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?

- Students may wear earrings smaller than a quarter in circumference and diameter.
- 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.
- 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 any items that contain a hood inside the building.
- Wear jackets, coats, or headwear (except for religious purposes) 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 phone calls will occur. Student Detention.
- Second Offense: Phone taken away. Parent phone calls will occur. Student Detention. Phone will be returned to the student after one school day.
- Third (or more) Offense: Phone taken away. Parent phone calls will occur. Student Detention. The parent may retrieve the phone after one school day. Students will lose all cell phone privileges for the current quarter or semester (depending on the time of year).

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 AirPods, sidekicks, disc/MP3 players, or game devices. Headphones must be wired earbuds only, no headphones that go over the head may be worn inside the building. Unapproved 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 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 prior to each field lesson 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 and hearing.
 - 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 prescribed by a medical physician 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. Families who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact 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.

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 or can self-administer if authorized.

- 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. Parent permission will be requested prior to certain topics.

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 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.
 - c. 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 school.

- 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 five (5) years after the student has transferred, graduated, or permanently withdrawn from school.

Student temporary records shall be maintained until August 1 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.

- G. **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.
 - i. 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.
 - ii. While these steps are taking place, the 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.
 - iii. 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 maintenance warehouse, and at the Front Office located at 3055 Lebanon Pike, Suite 2300, 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, included but not limited to Title VI and Title IX policies, 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 a meeting to occur within five business days of her receipt of the request. At such meetings, each party will have the opportunity to be heard within twenty-four hours after such a 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.

STRIVE Collegiate Academy: Student Handbook

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.

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 students 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, support, 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.
Corner Ticket (Weekly Family Newsletter)	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 features 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 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 and beyond, 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 updates 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 other 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.
Possip	Every week, parents receive a text message from Possip to share their happiness with the school and give direct feedback to a teacher or the school. The school receives this feedback every week via a report.

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 students.
STRIVE Open House	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 flier in your Life Binder (homework folder).

<p>Parents-as-Partners Meetings</p>	<p>To proactively build parents' capacity to support their students 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 students 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.
<p>Family Data Days</p>	<p>At the end of each quarter, students and families will attend a Wednesday 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 make plans for growth and improvement. More on Family Data Day as it gets closer!</p>

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 canvassing, 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 hardworking team at STRIVE, such as through Teacher Appreciation Week. (3) Speak at our parent meetings to help engage current parents.
High School 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 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 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;

STRIVE Collegiate Academy: Student Handbook

- 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. ● **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 their 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 17-18 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 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.

Tier I: Minor Misbehaviors	Tier II: Moderate Misbehaviors	Tier III: Major Misbehaviors
Disrespect to Peers Dress Code Violation Gum/Candy/Chips/Soda Horseplay Minor Disruption Not Following Directions Talking Use of Phone without Permission Unprepared for Class Wasting time/ Off Task	Caught with Cell Phone Disrespect of Property/Environment Head on Desk/Sleeping Misuse of Technology Not Meeting Bus Expectations Not Meeting STRIVE Expectations Not Participating Profanity Romantic Behavior Cheating	Disrespect to Teacher Defiance Major Disruption Verbal Confrontation Walking Out of Class Bullying Property Damage or Stealing Skipping Class Physical Confrontation

Consequences for Poor Behavior:

STRIVE teachers will be expected to make an 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 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 support, 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.

STRIVE Consequence Ladder



Suspension and Expulsion

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 DeansList daily. Each week, student paychecks will be submitted to the office manager, who will provide teachers with student reports from DeansList. We will also use DeansList 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	Students	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 by 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 carefully read 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 	<ul style="list-style-type: none"> ● We will act with the utmost integrity, no matter 	<ul style="list-style-type: none"> ● We will check our child's homework every night and will

	<p>accept responsibility for my actions.</p> <ul style="list-style-type: none"> • 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. 	<p>where we are or who is watching us.</p> <ul style="list-style-type: none"> • 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. 	<p>sign our name indicating we have checked his/her assignment(s) and it is complete.</p>
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 7:45 a.m. (Monday-Friday) • We will remain at STRIVE every day until 4:00 p.m. (Monday-Friday) • 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 7:45 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 4:00 p.m. on Monday-Tuesday and Thursday-Friday. 2:45 p.m. on Wednesday.



SAMPLE

STRIVE Collegiate Academy 2023-2024 6th Grade Phone Call Sheet

WHEN TO CALL:

1. When you have a question about a homework assignment.
2. When you need anything or have any questions.

Phone calls should be made BEFORE 7:30 p.m. then email sent AFTER 7:30 p.m.

WHO TO CALL:

Teacher's Name	Phone Number	Email Address
Mr. Guilbeaux (Social Studies)	615-645-6458	fguilbeaux@strivecollegiate.org
Mrz. Andreen (Math)	615-475-5958	pandreen@strivecollegiate.org
Ms. Nichols (English)	615-475-5951	tnichols@strivecollegiate.org
Ms. McKenna (Science)	615-475-5952	jmckenna@strivecollegiate.org
Ms. Shute (Special Education)	615-475-7113	lshute@strivecollegiate.org
Ms. Dalsheim (ELL)	615-645-6450	ddalsheim@strivecollegiate.org
Cooch McMillan (PE/Health)	615-475-5959	dmcmillan@strivecollegiate.org
Mrs. Carter (Director of Cultural)	615-645-6446	scarter@strivecollegiate.org
Ms. Tross (Director of STEM)	615-475-5955	dtross@strivecollegiate.org
Mrs. Eschman (Director of Humanities)	615-475-5956	beschman@strivecollegiate.org
School Office	615-645-6440	hello@strivecollegiate.org

🔔 +

WHAT TO SAY:

- 1) Introduce yourself.
"Hello! This is _____ from STRIVE Collegiate Academy."
(first and last name)
- 2) Ask your question.
- 3) Be polite and say "please" and "thank you".

HOW TO LEAVE A MESSAGE:

If there is not an answer, please leave a message like this:

"Hello, this is _____ from STRIVE Collegiate Academy. I have a question about my homework. Please call me at _____."

YOU HAVE TO SAY YOUR NAME AND PHONE NUMBER SLOWLY, CLEARLY, AND ONE DIGIT AT A TIME SO THAT WE CAN CALL YOU BACK!

Corner Ticket

May 4, 2018



Weekly Corner Ticket
05/04/18

Child's Name _____

Parent's Signature _____

CUT HERE

Monday May 7 th	Tuesday May 8 th	Wednesday May 9 th	Thursday May 10 th	Friday May 11 th
Full School Day 4:00pm	Full School Day 4:00pm	Half School Day 1:45pm dismissal	Full School Day 4:00pm	Full School Day 4:00pm

Homework Schedule				
Monday May 7 th	Tuesday May 8 th	Wednesday May 9 th	Thursday May 10 th	Friday May 11 th
ELA Math Reading (30 min)	Science Social Studies Reading (30 min)	ELA Math Reading (30 min)	Science Social Studies Reading (30 min)	Writing Reading (30 min) Paycheck & Corner Ticket

Announcements

TNReady/TCAP Testing has ended! Our students and teachers have been working hard, all year long, to ensure amazing teaching and learning are taking place every day. We are so proud of the work every one has put in the past three weeks, and couldn't be more grateful to our STRIVE families for their support.

Teacher Appreciation Week... is the NEXT week, May 7th! Please refer to the flyer attached for more information regarding the week's events.

Progress Reports: The second progress report of Quarter 4 will go home on **Thursday, May 10th**. This is only a check-in before the final report card goes out. If you have any questions regarding your child's grade(s), please reach out to their teacher(s) directly.

Talent Show: STRIVE's 3rd Annual Talent Show will take place on **Friday, May 11th**. The location for this event is the **Hermitage Community Center** from 6:30 until 8:30 p.m. Please refer to the flyer attached for more information.

NWEA/MAP Assessment: Students will take their MAP Assessments during the week of May 14th. This assessment is our way of **measuring our students' growth** from the beginning of the year until now. The testing schedule will go home in next week's corner ticket. **We make EOY decisions using this data, so please talk with your child regarding its importance.**

Announcements continued...

EOY Trip: The end-of-year trip is fast approaching! From May 23rd - 25th, a select few of our **STRIVEes** will be attending the trip with a group of teachers and their peers. Students who earned the trip received their letters today. Details regarding the trip will go home soon.

Yearbook: STRIVE's yearbook is now on sale! **The cost for each yearbook is \$15.** If you are interested in purchasing, please do so at striveyearbook.picaboo.com

****Any questions should be directed to Ms. DeSciociolo at cdesciociolo@strivecollegiate.org****

TFA Summer Academy: Teach For America (TFA) is providing summer school for K - 8th grade students this year. Please see the flyer attached for more information.

Congratulations! We want to congratulate **Ashley Nabor** for making it to the City Championship and the entire track team for their hard work in their first season.

Items Attached

- **Return:** Corner Ticket
- **Return:** Paycheck
- Teacher Appreciation flyer
- TFA Summer Academy

STRIVE Consequence Ladder



Step 7. **Admin Referral**

Step 6. **Call parents to inform them about the behavior and/or request a meeting with them.**

Step 5. **Take away time (lunch, brain break, etc.) as a form of detention.**

Step 4. **Hold Private Individual Conference with student.**

Step 3. **Mark on paycheck.**

Step 2. **Reminder.**

Step 1. **Nonverbal Reminder.**



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 7:45 a.m. to 4:00 p.m. Monday, Tuesday, Thursday and Friday. Students will attend school from 7:45 a.m. to 2:45 p.m. on Wednesday.

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STRIVE Annual Calendar 2025-2026

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	5	3	★	5	6	7	8	9	7	1	2	3	4	5	6
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	30				
27	28	29	30	31			31													
0 Instructional Days 14 Professional Development Day(s)							20 Instructional Days 1 Professional Development Day(s)							21 Instructional Days 0 Professional Development Day(s)						
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	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	★	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
16 Instructional Days 2 Professional Development Day(s)							14 Instructional Days 0 Professional Development Day(s)							14 Instructional Days 1 Professional Development Day(s)						
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	3														
4	5	★	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14
18	19	20	21	22	23	24	15	16	17	18	19	20	21	15	16	★	18	19	20	21
25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28
														29	30	31				
18 Instructional Days 1 Professional Development Day(s)							19 Instructional Days 1 Professional Development Day(s)							15 Instructional Days 2 Professional Development Day(s)						
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	3	4						1	2	31	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
22 Instructional Days 0 Professional Development Day(s)							16 Instructional Days 1 Professional Development Day(s)							Instructional Days Professional Development Day(s)						

Key		
Professional Development (No Students)	In-Service (No Students)	Progress Reports Issued
Staff and Students Present	Assessments (MAP & Interim)	Family Data Day (Report Cards Issued & Parent-Teacher Conferences)
No Staff or Students	First/Last Day of School	○ Family Orientation
Early Release for Students; PD for teachers	★ Beginning of Quarter	☾ End of Quarter

July		January	
July 1 – July 31	Staff In-Service (No School)	January 1 – 2	Winter Break (No School)
July 25 & July 31	Parent Orientation	January 5	Professional Development (No Ss)
		January 6	3 rd Quarter Begins (Students Return)
		January 12 – 16	Winter MAP (Growth) Assessment
		January 14	Family Data Day (Report Cards)
		January 19	MLK Day (No School)
		January 30	Quarter 3 Progress Report I
August		February	
August 1	Staff In-Service (No School)	February 16	Professional Development (No Ss)
August 4	First Official Day of School (All Ss)	February 20	Quarter 3 Progress Report II
August 11 – 15	Fall MAP (Growth) Assessment		
September		March	
September 1	Labor Day Holiday (No School)	March 2 – 5	Quarter 3 Interim Assessments
September 5	Q1 Progress Report I	March 5	End of 3 rd Quarter
September 26	Q1 Progress Report II	March 6	Professional Development (No Ss)
		March 9 – 13	Spring Break (No School)
		March 16	Professional Development (No Ss)
		March 17	4 th Quarter Begins
		March 25	Family Data Day (Report Cards)
October		April	
October 6 – 9	Quarter 1 Interim Assessments	April 3	No School (Spring Holiday)
October 9	End of 1 st Quarter	April 10	Quarter 4 Progress Report I
October 10	Professional Development (No Ss)	April 13 – 30	TCAP/TNReady State Assessments (Possible Dates)
October 13 – 17	Fall Break (No School)		
October 20	Professional Development (No Ss)		
October 21	2 nd Quarter Begins (Ss Return)		
October 29	Family Data Day (Report Cards)		
November		May	
November 11	Veterans Day Observance (No School)	May 1	Quarter 4 Progress Report II
November 14	Quarter 2 Progress Report I	May 4 – 8	Spring MAP (Growth) Testing
November 24 – 28	Thanksgiving Break (No School)	May 22	Last Day of School/End of 4 th Quarter
		May 25	Memorial Day (No School)
		May 26	Teacher In-Service Day
December		June	
December 12	Quarter 2 Progress Report II		
December 15 – 18	Quarter 2 Interims Assessments		
December 18	End of 2 nd Quarter		
December 19	Professional Development (No Ss)		
December 22 – 31	Winter Break (No School)		