
**DR. MARTIN LUTHER KING ACADEMY
ELEMENTARY SCHOOL**

MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY SYSTEM



2019-2020
PARENT AND STUDENT HANDBOOK



Dr. Martin Luther King, Jr. Academy

55 East Sherman Boulevard, Muskegon Heights, MI 49444
Muskegon Heights Public School Academy System
Phone 231-830-3600 • mhtigers.org
Vanessa Marble, Principal

August 2019

Dear Parents/Guardians:

Thank you for choosing MLK Academy. The school's leadership team, faculty, and staff are eager to work with you and your child. *The Parent and Student Handbook* is designed to guide you and your child through this exciting time. We encourage you to read this booklet thoroughly and discuss it with your child.

The Parent and Student Handbook includes contact information for the school's leadership team, general information about our proven curriculum and instructional design, and specific school policies at MLK Academy. It also describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment for all.

Thank you for choosing Muskegon Heights Public School Academy System and for allowing us to educate your most prized possession, your child.

Sincerely,

Vanessa Marble
Dr. Martin Luther King Jr. Academy

Dr. Martin Luther King Elementary Academy

(231) 830-3600

Our Vision: Empowering Ferocious Scholars.

Our Mission: Our mission is to provide a comprehensive, equitable system where all stakeholders work collaboratively to hold the success of each and every learner as the highest priority. We are committed to a climate that embraces student values, beliefs, backgrounds, and identity in a safe, welcoming and joyful environment. Through relentless urgency, we empower students with the academic and non-academic supports they deserve to reach their potential. Our scholars define their own success realizing they are the key to a future of meaningful options.

Our Beliefs:

- We must challenge the status quo.
- We can not wait until it is convenient for adults.
- We are only limited by our creativity.
- Our students deserve more and we are their advocates.
- If it is legal and ethical, we can and will do whatever is needed.
- Distractions prevent progress.
- No one is alone in this work, **#ohana**
- We must laugh together.
- EVERY decision must be weighed against the benefit and cost for our students.
- We've got this!

School Overview

LEADERSHIP

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your child's success is our highest priority. Please reach out to our school's leaders with any questions or concerns:

- ❑ Vanessa Marble, Principal - (231) 830-3651, vmarble@mhtigers.org
- ❑ Jan Cantu, Administrative Assistant - (231) 830-3658, jcantu@mhtigers.org
- ❑ Mr. Reedy, Dean of Success -

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Other important phone numbers include:

- ❑ School Attendance Line: (231) 830-3600

Leave a message before 8:00 a.m. to let the school know if your child is going to be absent for the day.

MANAGEMENT

Muskegon Heights Academy is part of a hybrid-model school district. The Muskegon Heights Public School Academy System is a self-managed district that operates under the leadership of Superintendent Rané Garcia, who is hired by the Muskegon Heights Public School Academy System School Board. Contracted services for staffing are provided by Access Point, PR, EduStaff, Chartwells, Dean and CSM. Business/finance and Special Education supervision are provided through the Muskegon Area Intermediate School District. Through this model we offer our students a rigorous curriculum that meets the State of Michigan Standards. We also provide a positive behavior support (PBIS) program, Art, Music, PE, and integrated computer instruction in a setting where students wear school uniforms. We provide an extended school day and year to students who qualify.

QUALITY ASSURANCE – QUESTIONS OR CONCERNS

Experience has demonstrated that open communication between parents and the school's staff is the key to maintaining a stable relationship.

What to do if you have a problem.....

1. First, discuss the problem with your child's teacher. Teachers will make themselves available to discuss parental concerns regarding your child. Teacher report time is 7:45am daily. If scheduled, they may be available between 7:45am and 8:15am. After school hours may also be available after 3:45pm. If these hours don't work for you you can reach out to your child's teacher to set a mutually agreeable time for a meeting or phone call.
2. If you still have questions or concerns, discuss the problem with the school's principal. Parental concerns or questions that cannot be resolved by the teacher should be redirected to the school's principal. Your principal is fully qualified and possesses the requisite leadership and decision-making skills to solve most problems.

DAILY SCHEDULE

8:00	Arrival (bus schedule will be provided)
8:15 - 8:25 a.m.	Breakfast in classroom
	Lunch as scheduled
8:25 - 3:20 p.m.	Classroom instruction
3:20 p.m.	Dismissal

Students are considered tardy after 8:30 a.m.

½ days are 8:15-11:15 a.m.

SPECIALS (1 OF EACH PER WEEK/40 MINUTES)

- Music
- Physical Education
- Art
- Library
- Garden (spring and fall)

CURRICULUM AND INSTRUCTIONAL DESIGN

At the heart of MLK Academy, is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Our Academy provides a strong academic foundation for students that will prepare them for demanding academic studies of secondary school and college/career readiness. We fully align with the State of Michigan's Department of Education Standards.

FIELD TRIPS

Field trips are planned throughout the year for various academic enrichment, college/career exposure, community service and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. Students will be provided with a sack lunch if the trip is over the lunch period.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity; however, parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision of students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. All parent volunteers/chaperones

must have passed a free background check prior to participation. Forms for this background check are available in our school office, see 'volunteering'.

VOLUNTEERING

All volunteers must complete an Authorization Form for ICHAT Criminal Background Check. Volunteers receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the principal reserves the right to relieve the volunteer of his or her responsibilities.

PARENT CONFERENCES

Formal Parent/ Conferences are scheduled three times a year to facilitate open communication between parents and teachers regarding students' progress. If you would like to visit your child's class please make arrangements in advance with the principal.

Informal conferences or conversations may be scheduled with teachers outside of instructional hours, at any time throughout the year.

PARENT NEWSLETTERS

Parents will receive monthly newsletters from the principal with announcements of upcoming events and school-wide activities. All newsletters are also uploaded to the school's website, www.mhtigers.org.

PROGRESS REPORTS AND REPORT CARDS

Progress reports will be sent home providing specific information about student progress in each subject. At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress.

TEXTBOOKS AND SUPPLIES

Dr. Martin Luther King Jr. Elementary School furnishes textbooks and instructional materials that remain school property. Parents will be required to reimburse the school for lost or damaged books, before new books are issued. Supplies may be required and teachers will send home a list of such supplies.

SCHOOL UNIFORMS

To help create an environment conducive to learning, students at Dr. Martin Luther King Jr. Elementary are required to wear uniforms. This policy is designed to permit students to focus their attentions on academics and on those aspects of their personalities that are truly important.

K-6 Uniform

- ☐ Black or khaki pants, jumpers, shorts or skirts (knee length)
- ☐ Navy blue, light blue white or black shirts w/collars (no t-shirts or shirts w/writing)
(Young men should wear belts with their shirts tucked in)
- ☐ Shoes of choice (NO flip flops or open toed shoes)

The principal will determine if a student's dress is distracting. Parents of students not in compliance will be contacted by the school.

ATTENDANCE

TARDINESS

It is critical that all students be prepared to begin instruction on time. Students are expected to arrive by 8:15 a.m. Students who are late miss valuable instructional time. Students are expected to arrive to school on time and stay until the end of the school day.

ABSENCES

Parents must contact the school office by phone or with a written note whenever a child is absent.

The following reasons are sufficient cause for an excused absence:

- a.) illness
- b.) death in the family
- c.) inclement weather, which would be dangerous to the life or health of the child
- d.) legal quarantine
- e.) emergency conditions as determined by the principal
- f.) Prior permission from the principal and consent from the legal guardian.

If the parent does not reach out to the school to inform of the reason for the absence, the school will reach out to the parent. If the first contact does not work, the school will continue calling all contact and emergency numbers until an adult is reached or all numbers are exhausted. If the school can not reach the parent the District's Parent Liaison will be notified and engage with the family.

In response to continued absenteeism or chronic tardiness, the Parent Liaison will work with the family on an attendance plan. This plan may include referrals to other agencies such as the Pathways to Potential or MYalliance, System of Care. If attendance continues to be problematic. The Parent Liaison will proceed with Truancy filing with the Muskegon County Prosecutor's Office. The Parent Liaison will represent the school at court, providing the court with the

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student's attendance record, a copy of the student's progress report and grades, and all documentation related to the child's truancy.

In the event that extraordinary circumstances require that the student be absent from school for an extended time, an authorized Absence Plan may be developed jointly by the teacher, the principal, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. If possible, the plan is to be approved and signed by the principal and the parent/guardian prior to the student's absence.

ADMISSION

Dr. Martin Luther King Jr. Academy is open to all children who are residents of Muskegon Heights. We also accept students from other areas according to enrollment processes. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine group placement once students are enrolled.

RE-ENROLLMENT

Each year you must officially re-enroll your child. All enrollment is processed through our Central office located at MHA.

TRANSFERS

The school asks that, whenever possible, parents provide at least two week's notice if a student must transfer from Muskegon Heights Public School Academy System for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred.

STATEMENT OF DIVERSITY

Dr. Martin Luther King Jr. Academy admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

STUDENT RECORDS AND CONFIDENTIALITY

All student information is protected by the Family Educational Rights to Privacy Act (FERPA) for the purpose of protecting student confidentiality.

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- All Enrollment is processed through the Central Office located at MH
- Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.
- For children entering kindergarten, evidence of current immunizations must be provided before students can attend school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Vermicelli vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name (legal documentation must be provided for name changes), address (proof of address change must be provided), phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Administrative Assistant.

Dr. Martin Luther King Jr. Academy is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents and guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

BREAKFAST AND LUNCH

MLK works with Chartwells to provide breakfasts and lunches. (chartwellsschools.com) Students enjoy a balanced meal including fruits and vegetables daily. ***All students receive free breakfast and lunch, however, all students must submit a Household Income Survey.*** Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during meal times.

HEALTH AND SAFETY

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs please inform the school so that appropriate accommodations can be made. Dr. Martin Luther King Academy is regulated by the State Department of Health Services. All facility inspection reports are available upon request.

MEDICATION

The principal, secretary, and the student's teacher must be informed of any **prescription or over the counter medication** that a student is required to take at school. To dispense medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication must be brought to the office in its original prescription container or store container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the secretary or principal are not present, a staff member trained by the principal will administer the medication. Do not send medication with students.

ACCIDENTS

The principal or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.

VISITOR IDENTIFICATION

To help ensure a safe and secure learning environment for your children, all visitors to MLK are to report to the office immediately upon arrival to the school. All visitors are required to sign-in at the school office, wear a visitor's badge, and be escorted in the building by staff. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

EMERGENCY DRILLS/EVACUATIONS

The entire school will practice weather and security lockdowns. The school will comply with Public Art 12 of 2014 required drills. Drill schedules and completions are posted on the school's website. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

STUDENT ARRIVAL AND DEPARTURE

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students.

For transportation policies, please refer to Transportation Parent Letter

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NOTE: A legal document is required to support any questions of custody between divorced or separated parents. Unless the principal is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

PAWS- (SW-PBIS)

At Dr. Martin Luther King Jr. Academy, we utilize a School Wide Positive Based Intervention System (SW-PBIS). Through the use of strategic and research based systems and plans we provide our students an opportunity to learn school appropriate behaviors in a safe, secure and supportive environment.

Our School Wide Pledge is:

I am a beautiful person.
I control the good things that happen to me.
Every day is better for me than the day before.
Every day I can learn something new.
Every day is another opportunity to improve myself.
I can learn from others,
and they can learn from me.
I can dream dreams
and make those dreams come true.
If it is to be, it is up to me.
I can be anything I want to be.
Only the best is good enough for me.
I will, I must, I can!

Our PAWS expectations are:

Positive Attitude
Academic Excellence
Wise Decision Making
Safety

We teach what each of these expectations look like and sound like across all school settings. When students demonstrate school appropriate behaviors they are recognized through a variety of methods including: high fives, positive verbal praise, tiger PAWS stamps and parent contacts. When students do not display school appropriate behavior they are provided reteaching opportunities. Reteaching can be direct and in the moment. If school inappropriate behaviors continue to be demonstrated the staff will reach out to parents to provide discuss more opportunities for learning and ultimately student success.

ROLES AND RESPONSIBILITIES

Each member of the MLK community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at the school is the center of the school's academic and social instruction. Teachers will teach School Wide PAWS Expectations. The expectations will be established within each classroom and in different school settings. Teachers will teach expectations for student behavior by relating student actions and words to the expectations language, social skills and procedures practiced. In this way, teachers will focus on teaching and encouraging appropriate conduct.

Principles of classroom management and social skills instruction will be implemented by all teachers.

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity, and their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- Teachers will respond to behavior with consequences. Consequences for appropriate school behavior include verbal recognition, Tiger PAWS stamps and parent communication. Consequences for inappropriate school behavior include reteaching, modeling, practice of appropriate behavior, parent contact and referral.
- We strive for 5:1 positive to redirective interactions in our school setting.

Support Staff

The **Administrative Assistant** for the school serves as the first point of contact for parents and supports the principal and Leadership Team ensuring compliance with corporate, local, state and federal guidelines and procedures.

The school has a Special **Education Staff** to address the needs of students requiring services. The Special Education Supervisor, will serve as a resource to the school in assisting with the implementation of Individual Education Plans (IEPs), special education referral processes, and staff development related to students with special needs.

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The school will provide speech, language, psychological services, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

LEADERSHIP TEAM

The Leadership Team, led by the principal, will do the following throughout the year:

- Create a school culture that focuses on student and adult learning.
- Set high expectations and standards for the academic and social development of all students and the performance of adults.
- Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
- Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.
- Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
- Actively engage the community to create shared responsibility for student and school success.

Minimally three times a year the Leadership Team will:

- Conduct a formal review of the school's positive behavior support structures, as well as discipline policies and procedures. This process will include a review of all office referrals, all exclusionary consequences, and a staff review of all common area problems, times, and behaviors. As part of the review, staff will provide input through surveys, interviews and other forms of information gathering. Plans for reteaching and support structures will be implemented as necessary, based on data and staff feedback.
- Review the Positive Behavior Intervention Support structures and programming and the school's disciplinary policies with staff throughout each school year to ensure that students will be taught (or re-taught) the school's rules, and that the school's expectations for conduct and social skill development are understood in all classrooms and common areas.

BAN TEAM (BUILDING ACCELERATION NETWORK)

Even after establishing a positive classroom environment with clear behavioral expectations, a student may still struggle with school appropriate behavior. In such cases, the teacher will explore additional behavioral or academic interventions that may help the student to learn and apply school appropriate behavior. The Building Acceleration Network (BAN) may be convened to assist in this effort.

The BAN will include the student's teacher, the Principal and Dean of Student Success or designee, and other appropriate staff members who work with the student. The BAN team will help develop creative approaches to inappropriate school behavior, targeting the specific needs of individual students. This team follows a "response to intervention" approach, providing additional support and resources if student does not respond to develop interventions, and fading such interventions when the student experiences success.

STUDENTS

Students at the school will be challenged to identify their strengths and areas of growth, both academically and socially. Through goal setting students will be empowered to take charge of their efforts to grow and be an active and contributing member of the school and community, ultimately supporting them to reach the dreams they have for their future.

PARENTS

Parents are encouraged to participate fully in the education of their children. The support and cooperation of parents is the basis of and vital factor in supporting a child to reach his or her full potential. Parents are encouraged to support the academic learning of their children by maintaining high expectations for both their child and the school. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students' efforts through conferences, PowerSchool access, report cards, phone calls, and notes.

By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies are asked to discuss their concerns with their child's teacher. Every teacher at the school will be prepared to work with parents and respond to parental concerns appropriately and expeditiously. The school's leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

POSITIVE INTERACTIONS AND POSITIVE FEEDBACK

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a friendly, supportive manner. Staff will attempt to interact with each student more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately. Positive interactions will include greeting students, talking to students, making eye contact, smiling, and praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say,

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“Alicia, you have been very responsible in remembering to bring your homework on the day it is due.”

STUDENT EXPECTATIONS

All classrooms must remain safe and orderly, provide students with a supportive learning environment, and maintain a high level of academic functioning. Students and staff are expected to follow the school-wide expectations and rules in order to facilitate this belief. Students will be taught the school-wide expectations and rules. Students will be given opportunities to practice these rules in a variety of settings.

The school’s common areas include the playground, hallways, rest rooms, gym, hallways and cafeteria. Because students from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging school appropriate behavior among students and reteaching when school inappropriate behavior is identified.

EXPECTATIONS

TIGER PRIDE is a common term throughout the Muskegon Heights Public School Academy System. It refers to students demonstrating school appropriate behaviors. This chart shows what the behaviors look like in each setting.



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Area	Positive Attitude	Academic Excellence	Wise decisions	Safety
Playground	<ul style="list-style-type: none"> Play fair Problem solve with calm words Be friendly 	<ul style="list-style-type: none"> Use time wisely Line up promptly to return to class 	<ul style="list-style-type: none"> Take turns Share equipment Follow directions the first time Put equipment away 	<ul style="list-style-type: none"> Keep body and objects to yourself Stay in designated areas Use equipment properly Leave sticks and rocks on the ground
Hallway	<ul style="list-style-type: none"> Greet others with a smile or wave Ignore inappropriate behaviors 	<ul style="list-style-type: none"> Go directly to where you need to be Keep hall pass visible 	<ul style="list-style-type: none"> Noise Level 0 Walk in a straight line Stay in your personal space 	<ul style="list-style-type: none"> Keep body and objects to yourself Walk on the right hand side of the hallway Use banisters for hands only Walk safely up and down steps.
Cafeteria	<ul style="list-style-type: none"> Use manners Have pleasant conversations 	<ul style="list-style-type: none"> Eat healthy to fuel your brain Participate in brain games 	<ul style="list-style-type: none"> Wait your turn Line up promptly and calmly Clean up after yourself Raise your hand to leave your seat 	<ul style="list-style-type: none"> Keep body and objects to yourself Sit with feet on the floor Walk Stay in your personal space
Bathroom	<ul style="list-style-type: none"> Respect others privacy Use manners 	<ul style="list-style-type: none"> Use bathroom at appropriate times Immediately return to class 	<ul style="list-style-type: none"> Report problems to a teacher/staff Respect school property Use only what you need "Use then cruise" 	<ul style="list-style-type: none"> Keep feet on floor Stay in your personal space Keep body and objects to yourself
Arrival/Dismissal	<ul style="list-style-type: none"> Be prepared to have a good day Greet others 	<ul style="list-style-type: none"> Have everything you need Arrive/exit in a timely manner 	<ul style="list-style-type: none"> Problem solve with calm words Stay in your personal space Line up promptly and calmly 	<ul style="list-style-type: none"> Arrive/exit through correct door Walk single file on the right side of the hallway Be aware of your surroundings Walk directly to where you need to be
Office	<ul style="list-style-type: none"> Be patient Use manners Respect visitors in the building 	<ul style="list-style-type: none"> Go directly to the office Immediately return to class for instruction 	<ul style="list-style-type: none"> Noise Level 1 Follow directions the first time Wait your turn 	<ul style="list-style-type: none"> Keep body and objects to yourself Be aware of your surroundings Stay behind the counter
Classroom	<ul style="list-style-type: none"> Actively participate Use manners Be positive Be kind to others 	<ul style="list-style-type: none"> Be on task Be prepared Do quality work 	<ul style="list-style-type: none"> Follow directions the first time Use appropriate language Follow classroom rules 	<ul style="list-style-type: none"> Keep body and objects to yourself Walk Use materials/equipment appropriately

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	<ul style="list-style-type: none"> Take care of yourself 			
Special Event; Assembly	<ul style="list-style-type: none"> Be respectful to the speaker Give only positive responses 	<ul style="list-style-type: none"> Eyes on the speaker Use active listening Apply what you learned 	<ul style="list-style-type: none"> Follow directions the first time Show Tiger Pride 	<ul style="list-style-type: none"> Stay in your personal space Walk Sit on your pockets Stay with your group
Field Trip	<ul style="list-style-type: none"> Smile and cooperate Use manners 	<ul style="list-style-type: none"> Eyes on the speaker Use active listening Apply what you learned 	<ul style="list-style-type: none"> Follow directions the first time Show Tiger Pride 	<ul style="list-style-type: none"> Be aware of your surroundings Know and follow location's rules Stay with your assigned group Keep body and objects to yourself
Classroom	P	A	W	S
Entering classroom	<ul style="list-style-type: none"> Enter with smile Greet teacher and peers 	<ul style="list-style-type: none"> Have materials ready to start 	<ul style="list-style-type: none"> Avoid distractions 	<ul style="list-style-type: none"> Waking feet Keep objects and hands to self
Leaving classroom	<ul style="list-style-type: none"> Be kind and respectful to those in front and behind you 	<ul style="list-style-type: none"> Line up in number order Voices at zero 	<ul style="list-style-type: none"> Stay on silver line in correct order 	<ul style="list-style-type: none"> Hands lock it or pocket Personal space
Student desk area	<ul style="list-style-type: none"> Respect pod members space Use kind words 	<ul style="list-style-type: none"> Keep papers in or on your own table 	<ul style="list-style-type: none"> Keep supply tub in reach of everyone in your pod Keep floor area clean 	<ul style="list-style-type: none"> Keep desk and chair in its assigned space
Small groups / centers	<ul style="list-style-type: none"> Keep trying even if frustrated Participate 	<ul style="list-style-type: none"> Try your best Stay on task at each center Raise hand if help is needed 	<ul style="list-style-type: none"> Keep materials in appropriate tub Be respectful to ALL materials 	<ul style="list-style-type: none"> Walk to next center Keep hands and materials to yourself
Transitions	<ul style="list-style-type: none"> Use manners even if not done with work. 	<ul style="list-style-type: none"> Clean up all materials and centers appropriately 	<ul style="list-style-type: none"> Caps on dry erase markers Stop working once timer goes off 	<ul style="list-style-type: none"> Walking feet to next center/your desk/destination

SAFE BUS RIDING

Students at Dr. Martin Luther King Jr. Academy are expected to conduct themselves according to our “PAWS Expectations” practicing school appropriate behaviors, in all school settings—including on the bus. Following school rules on the bus is essential for ensuring students’ safety.

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The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of inappropriate school behavior is the distraction it causes to the bus driver, whose main focus is in concentrating on traffic and traffic conditions. Inappropriate bus behavior that causes the driver to shift their attention from traffic to discipline will be addressed and appropriate behavior will be taught. Repeated inappropriate bus behavior will be communicated with the parents so that a plan for safety can be developed. Safe student transportation for all students is our goal.



Ride with hands and
feet to yourself

Inside voices

Do not eat or drink on
the bus

Everyone in assigned
seats

1. The principal will take disciplinary action if rules are not followed. Riding on the bus is a privilege that may be suspended or revoked when a student does not behave in a safe and appropriate manner.
2. Categories and definitions of misconduct on the bus are:
 - Minor Misconduct – (i.e. standing while the bus is in motion; eating; drinking; chewing gum)
 - Serious Misconduct – (i.e. damage, theft or stealing)
 - Severe Misconduct – (i.e. fighting, throwing objects either inside or outside the bus)
 - Criminal Misconduct – (i.e. assault, illegal conduct)
5. Consequences for inappropriate bus behavior can include:
 - Oral or written warning for the first referral in the Minor Misconduct category, increasing to a 1 – 5 day suspension of riding privileges for the second through fourth and culminating in suspension of riding privileges for the remainder of the school year upon a fifth referral.
 - Oral warning; written record and suspension of riding privileges for 5 days for any referral of Serious Misconduct culminating in suspension of riding privileges for the remainder of the school year upon a second referral.
 - Notification of authorities, written record and revocation of riding privileges for the remainder of the school year for Severe and Criminal Misconduct and other additional action as appropriate.

6. Parents/Guardians are encouraged to ensure that their children understand and follow the rules for riding the school bus described in the box. Success requires everyone's backing, cooperation and support.

If a student breaks a rule on the bus, the driver will notify the parent and the principal. Serious misbehavior may lead to the suspension of bus riding privileges.

Parents with specific questions, concerns or complaints about bus service should contact **Dean's Transportation, 231-720-3190**.

SOLICITATION

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the principal is strictly prohibited.

MONEY AND OTHER VALUABLE PROPERTY

Students are encouraged to leave all money and other valuable property at home, especially cell phones. **The School assumes no responsibility for the loss or theft of such articles.** MLK does not operate a school store or snack bar eliminating any need for pocket money. Cell phones may not be used by students during school hours.

Toys

The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and headphones, radios, games, virtual pets, electronic gaming devices, etc. are not allowed and will be confiscated and only returned to a parent.

Cell Phone Policy

We recognize that cell phones have become a common tool for communication. However, they have also become a major distraction to the learning environment and are vulnerable to theft. We ask that you allow your child to carry a cell phone only if absolutely necessary. Students are allowed to carry cell phones to school. However, phones must be turned off and stored out of sight during school hours. Phones may not be used to talk, take pictures, play games, record or text during school hours, including recesses. If a student violates the cell phone policy, they will have the following consequences:

- **First Infraction** - Students will have their cell phone taken away and returned at the end of the day.
- **Second Infraction** - Students will have their cell phone taken and locked up in the office until a parent can come to school to retrieve it.

- **Third Infraction** - Students will no longer be allowed to bring a cell phone to school until a parent conference with the principal is held.

MHPSA are not responsible for lost, damaged or stolen phones, CD players, iPods or electronic gaming devices. CD players, iPods or electronic gaming devices are not permitted at school.

SCHOOL CELEBRATIONS / BIRTHDAYS

Classroom celebrations will occur for U.S. Holidays, local celebrations, and student birthdays. Parents must coordinate in advance with the classroom teacher prior to bringing treats or party supplies. Healthy options are strongly encouraged. In an effort to maximize instructional time, treats will be scheduled to fit into the classroom snack time.

SCHOOL COLORS/MASCOT

Our school colors are orange and black and our mascot is the Tiger cub.

SCHOOL BEHAVIOR GUIDELINES

Level I Minor Problem Behavior Staff Managed	Level II Major Problem Behavior Staff Managed	Level III Major Problem Behavior Office Managed
<ul style="list-style-type: none"> • Mild misbehavior can be adequately corrected at the time they occur. • They do not require documentation in SWIS as a MINOR (although the teacher may want to keep track). • A staff member who observes mild misbehavior corrects the behavior • Follow the 5Cs 	<ul style="list-style-type: none"> • These levels of misbehavior do not require administrative involvement, but do require documentation. • A staff member who observes this level of misbehavior: • Follows the 5Cs • Records the incident on the referral form in PowerSchool (MAJOR/Staff Managed, SWIS) 	<ul style="list-style-type: none"> • These levels of misbehavior do require administrative involvement, but do require documentation. <p>A staff member who observes this level of misbehavior:</p> <ul style="list-style-type: none"> ○ Removes the student from the setting if the misbehavior is illegal or so severe the misbehaving student's presence in a setting poses a threat to physical safety or to adult authority. ○ Records the incident on the referral form in PowerSchool

		(MAJOR/Office Managed, SWIS) An administrator: <ul style="list-style-type: none"> • Conferences with the student within a responsible time frame (or immediately if appropriate) • Contacts parent/guardian • Assigns appropriate correction/consequence
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Factors to be Considered Before Suspending or Expelling a Student

Exclusion from the educational program of the academy's is a severe sanction that should only be imposed after careful and appropriate consideration. Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion of a student is considered, the School Leader shall consider the following factors prior to making a determination of whether to suspend or expel:

- the student's age
- the student's disciplinary history
- whether the student has a disability
- the seriousness of the violation or behavior
- whether the violation or behavior committed by the student threatened the safety of any student or staff member
- whether restorative practices will be used to address the violation or behavior
- whether a lesser intervention would properly address the violation or behavior

The School Principal will exercise discretion over whether or not to suspend or expel a student.

- Suspension will be regarded as a serious consequence and utilized in the most extreme of situations.
- Student's parents will receive written notice of the suspension. A suspended student:
 - must make up missed work.
 - will not be allowed to be on any MHPSAS property or to attend any school-related functions at any time during the suspension.
 - may be required to complete assignments related to correcting the inappropriate school behavior.

For suspensions of 10 days or less, the student's parents will be required to meet with the principal and any staff members involved in the suspension prior to the student's return to school.

- Expulsion
 - Expulsion is defined as the removal of the right and obligation of a pupil to attend school under the conditions set by the school's Board of Trustees. A student is recommended for expulsion if required by law or determined necessary for the safety and security of the school environment.

- The principal will make a recommendation to expel a student to the Discipline Committee.
- An expelled student is not allowed on any MHPSAS property or to attend any school-related functions at any time during the expulsion.

Restorative Practices

The School Leader shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the Academy determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and academy community caused by the student's misconduct.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying.

If the Principal decides to utilize restorative practices as an alternative to or in addition to suspension or expulsion, the restorative practices may include victim-offender conferences that:

- are initiated by the victim;
- are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- are attended voluntarily by the victim, a victim advocate, the offender, members of the academy community, and supporters of the victim and the offender (the "restorative practices team")
- would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.
- The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

LEVELS of Behavior

	<u>Level I</u> Minor Problem Behavior Staff Managed	<u>Level II</u> Major Problem Behavior Staff Managed	<u>Level III</u> Major Problem Behavior Office Managed
Inappropriate/abusive language/profanity	Student engages in inappropriate language (swearing/name calling) or gesture while speaking calmly/casually in a conversation and uses .	Student repeatedly engages in inappropriate language (swearing/name calling).. Students language is specifically directed toward another person	Language/ gesture is specifically directed towards another person, is abusive/ aggressive, the student cannot be redirected to the

		and is abusive/aggressive	task, and safety is a concern.
Disrespect	Student makes socially rude or dismissive comments/ actions (verbal or nonverbal) to adults or students.	Student repeatedly makes socially rude or dismissive comments/actions (verbal or nonverbal) to adults or students.	If a disrespectful behavior reaches the level of an office referral it likely falls into another category (e.g. disruption or noncompliance)
Defiance/Non-Compliance	Student refuses to follow school-wide expectations, adult directions, and procedures. Student talks back to any adult.	Student repeatedly refuses to follow school-wide expectations, adult directions, and procedures. Student repeatedly talks back to any adult but is able to re-engage in the classroom.	Student engages in blatant refusal to follow directions, the student cannot be redirected to the task through the established continuum of consequences and corrections, AND the behavior poses a threat to adult authority .
Disruption	Student engages in behavior that causes an interruption in class activity or procedure. Disruption could include: loud talk, yelling, screaming, noise with materials, horseplay, out-of-seat behavior.	Student repeatedly engages in behavior that causes an interruption in class activity or procedure. Disruption could include: loud talk, yelling, screaming, noise with materials, horseplay, out-of-seat behavior.	Student engages in interruption over a prolonged period of time and the student cannot be redirected to the task. The staff member has implemented using restorative circles and informal conference with the student.
Theft/forgery Plagiarism		Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission,	Student has engaged in ongoing incidents of being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission,

		or claims someone else's work as their own.	or claims someone else's work as their own. OR Student has intentionally engaged in a premeditated incident of being in possession of, having passed on, or being responsible for removing someone else's property without permission
Lying/cheating	Student makes an untrue statement or engages in academic dishonesty (such as looking at another student's paper or copying.	Student repeatedly makes an untrue statements; engages in academic dishonesty (such as looking at another student's paper or copying; spreads rumors that are intended to be hurtful to others.	Behaviors are ongoing even after staff has applied strategies and/or classroom consequences.

Strategies for Redirecting Minor and some Major Behaviors Requiring Additional Support:

A referral must be provided to an administrator for additional support.

- The ZONE - Meditation and Calming room
- After-School/Lunch Reflection and Support
- Parent Conference with Teacher/Team Member and Administrator
- Future Success Contract
- Student Success Team Referral
- Loss of Special Activity/Privileges
- Suspension*

NOTE:

*Suspensions are the least favorable redirection strategy; ALL suspensions must be given final approval by building principal.



Dr. Martin Luther King Jr. Academy Parent - School Compact

This school, the parents and the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how all parties will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve required benchmarks.

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. This compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

This Parent - School Compact is in effect during the current school year.

School/Staff Responsibilities

This school will commit to the following provisions:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences during fall, winter, and spring at which this compact and the student's report cards and project based learning portfolios will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports that may include:
 - *Phone calls, notes, progress reports, monthly calendars, monthly newsletters, Robo calls, emails.*
- Provide parents with reasonable access to staff.
- Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- The school will provide assistance to parents of children in understanding topics such as the following:
 - ◆ **TOPICS:**
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor each child's progress and how to work with educators

♦ **ACTIONS:**

- Parent – Teacher Conferences
- Parent Orientation Activities
- Newsletter and REMIND

Parent Responsibilities

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

- My child will receive at least eight (8) hours of sleep each school night
- Monitor my child's attendance
- Make sure that homework is completed
- Monitor the amount of television my child watches
- Volunteer in my child's classroom
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding, as appropriate
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups.
- Maintain high expectations for my child and the school
- Demonstrate consistent interest in my child's progress at school
- Support my child's best efforts
- Promote school wide behavioral expectations while students are at school
- Support and work with school staff to promote my child's learning
- Ensure my child's attire adheres to school uniform
- Adhere to all of the behavior expectations of my child as stated in this handbook

**I understand my contact information will be used for school district communication including emails and automated phone calls and texts to my mobile device.*

*** I understand my child may be photographed / videotaped and the resulting images may be used and displayed within the school as well as in public on school documents and/or advertisements.*

Student Responsibilities (age-appropriate)

As a student of this school, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Attend school every day - arriving on time;
- Eat breakfast;
- Do my homework every day;
- Ask for help when I need to;
- Read at least 20 minutes every day outside of school time;
- Limit TV time;

Dr. Martin Luther King Elementary Academy

(231) 830-3600

- Give my parents/guardian all notices and information from my school every day;
- Follow the 3 R's: be Respectful, Responsible, and Ready

Student's Name

Parent/Guardian Signature

Date

Teacher's Signature

Principal's Signature