



Edgewood Elementary Academy

Muskegon Heights Public School Academy System

2023-2024
Student Handbook



Edgewood Elementary Academy

3028 Howden, Muskegon Heights, MI 49444 Muskegon Heights Public
School Academy System Phone 231-830-3200

August 2023

Dear Families, Parents and Friends,

Welcome Back, we missed you!! On behalf of our entire staff, we would like to welcome our new kindergarten students and our returning first grade students! Thank you for choosing Edgewood Elementary Academy for your child's education! The school's leadership team, teachers, and support staff are eager to Empower Ferocious Scholars, and we have been busily preparing for the months ahead.

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 Edgewood Elementary. It also describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment for all.

At Edgewood Academy, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in education.

Sincerely,
Brenda Rybacki, Principal
Edgewood Elementary

VISION STATEMENT

Edgewood Elementary School will provide resources for students to enhance their skills and abilities to be successful in life. Through the combined efforts of school, staff, parents and community, our students will achieve success through our PAWS expectations. Our students will reach their highest possible level of academic and social development.

MISSION STATEMENT

Edgewood Elementary School will educate students to become citizens who are ready, respectful, and responsible. Our focus is to ensure a quality education for all students and to provide a positive and safe environment.

BELIEFS STATEMENT

Edgewood Elementary School believes that through the combined efforts of parents, teachers, staff, and community, all students will become lifelong learners

School Overview

Leadership

- Brenda Rybacki, Principal
 - (231) 830-3200 ext 3262
- Nicque'lya Gram, Administrative Assistant
 - (231) 830-3200
- Dean of Student Success
 - (231) 830-3251 ext 3201

Other important phone numbers include: School Attendance Line: (231) 830-3200
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 Reedell Holmes, who is hired by the Muskegon Heights Public School Academy System School Board. Contracted services for staffing are provided by MAISD, EduStaff, Chartwells, Dean and ABM. 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 instructions.

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 7:30 am daily. If scheduled, they may be available between 7:30 am-7:45 am-. After school hours may also be available after 3:25 pm-3:45 pm.. If these hours don't work for you, please 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

7:30 am	Teachers Report time
7:45 am	Building doors open
7:45 am- 8:05 am	Schoolwide Breakfast
8:05 am	Morning Message
8:05	Academic Instruction begins
10:50 am- 11:15 am	Lunch A
11:25 am- 11:50 am	Lunch B
3:25 pm	Dismissal – Students are dismissed

SPECIALS

- Physical Education

CURRICULUM AND INSTRUCTIONAL DESIGN

Edgewood Academy curriculum 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, 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 through out the 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.

NEWSLETTERS

Parents will receive monthly newsletters from the principal with announcements of upcoming events and school-wide activities. All newsletters are 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.

ATTENDANCE TARDINESS

It is critical that all students be prepared to begin instruction on time. Students are expected to arrive by 7:45 am. 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:

- illness
- death in the family
- inclement weather, which would be dangerous to the life or health of the child
- legal quarantine
- emergency conditions as determined by the principal
- 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 cannot 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.

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 Edgewood Elementary Academy (231) 830-3250 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.

Dress Code

1. All students are required to wear appropriate footwear for school (no open toes).
2. All shirts and tops must cover the midriff at all times. The following are examples of clothing that is unacceptable: tank tops w/ straps thinner than 2 inches, strapless, spaghetti straps, off-the-shoulder, cut-out designs, low-cut shirts, bare-back, sheer or mesh clothing that does not have an appropriate blouse or shirt underneath, etc. .
3. All pants and shorts must fit at the waist. No sagging or low riding will be permitted.
4. Hemlines and slits on dresses, skirts, and cannot be shorter than the 1 inch below tip of the fingers when arms are placed straight at the sides of the body.
5. Clothing and hair accessories that are unsafe and/or dangerous are not permitted.
6. Any clothing or styles of dress that may be construed to provoke fear, violence, or intimidation, including gang-related attire, is not acceptable.
7. permitted.
8. Clothing or jewelry that depicts any "gang style" writing; illegal activity; sexually related or obscene gestures and material; tobacco; drugs; alcohol; or words, pictures, or phrases that depicts violence or intimidation may not be worn.
9. Any body piercing that presents a safety issue or major distraction will not be allowed.
10. Any clothing or styles of dress that may be construed to provoke fear, violence, or intimidation, including gang-related attire, is not acceptable.

ADMISSION

Edgewood Elementary 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.

STATEMENT OF DIVERSITY

Edgewood Elementary 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.

- 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.

Edgewood Elementary 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

Edgewood 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 mealtimes.

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, drop off medications in office**

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 Edgewood 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.. 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.

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. All students will be dropped off at door 3 at 7:45 am. Students are released at 3:25 pm daily. Students will be dismissed at different doors depending on grade and method of transportation.

Door 1 = Kindergarten and Special Ed pick ups

Door 2 = 1st and 2nd grade pick ups

Door 3 = All bus students picked up by bus

For transportation policies, please refer to Transportation Parent Letter

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.

Edgewood Elementary 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.

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 expectation's 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, point system 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 redirected 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.

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.
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- 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.

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.

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.

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. To see a copy of the behavior chart, please come into the school.

SAFE BUS RIDING Students at Edgewood Elementary 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.

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 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.

1. The bus garage 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. Edgewood Elementary does not operate a school store or snack bar eliminating any need for pocket money.

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 phones

May not be used by students during school hours.

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 by principal at or after 2:30.

COLORS/MASCOT

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

Student Code Of Conduct

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. Your first priority at school is to learn. Avoid distractions that interfere with or are counter-intuitive to that mission.
Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
2. Keep hands, feet, and objects to yourself and never intentionally harm another student.
3. Use school-appropriate language and behavior at all times while maintaining friendly and courteous behavior.
4. Be polite and respectful to everyone, including students, teachers, administrators, support staff, and visitors.
5. Follow individual teacher instructions, class rules, and expectations at all times.
6. Do not be a bully. If you see someone being bullied, intervene by telling them to stop or immediately report it to school personnel.
7. Do not become a distraction for others. Give every other student the opportunity to maximize their potential. Encourage your fellow students. Never tear them down.

8. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.

SCHOOL BEHAVIOR GUIDELINES

Level I Minor Problem Behavior Staff Managed Level	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 require documentation in SWIS as a MINOR (although the teacher may decide not to enter it). 	<p>These levels of misbehavior do not require administrative involvement but do require documentation.</p> <p>A staff member who observes mild misbehavior corrects the behavior</p> <ul style="list-style-type: none"> Records the incident on the referral form in PowerSchool (MAJOR/ Staff Managed, SWIS) 	<p>These levels of misbehavior do require administrative involvement, but do require documentation.</p> <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

		<p>on the referral form in PowerSchool (MAJOR/Office Managed, SWIS)</p> <p>An administrator will:</p> <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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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 MHPAS 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

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

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

