



**2019-2020
School Year**

**Student/Parent
Handbook**

Scholar Academy

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Phone: 435-566-6957

www.scholarcharter.org

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School Purpose

Mission

Scholar Academy is committed to creating a learning environment that fosters in students the development of divergent thinking and problem solving skills, providing opportunities which enable all students to develop a sense of civic responsibility and achieve their highest potential

Vision

Scholar Academy will work to develop a student's intellectual abilities, leadership, creativity and healthy lifelong practices

Motto

Achieving Excellence Together

School Mascot

The Owl



School Colors

Lime Green and Royal Blue

Board of Directors

Board Responsibilities

SA is a public school chartered by the Utah State Charter School Board. SA's Board of Directors is a non-profit board of community members established to oversee the implementation of the SA charter. The SA Board of Directors is responsible for the following:

1. Sign any documents pertaining to the legal operation of the school and fulfill all other legal obligations.
2. Hire and evaluate the administrator.
3. Define school policy.
4. Monitor school finance and evaluate school performance.

Board Members

Jared Hamner – President

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Dusty Griffith– Financial Coordinator

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Johanna Leonelli – Board member

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Dustin Laughlin- Board member

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Administration

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Junior High Faculty

Junior High

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Curriculum & Programs

A complete list of Scholar curriculum and programs can be found on the SA website at www.scholarcharter.org.

Utah State Core

Utah's core standards provide statewide comprehensive expectations for all students. These standards establish a framework for high quality instruction. They help Utah teachers ensure academic achievement for Utah students by defining the essential knowledge, concepts, and skills to be mastered at each grade level or within critical content areas. They define what students should know and be able to do to as they move on to post-secondary training, college, or a career.

www.schools.utah.gov

Spanish-Raising World Citizens

Scholar Academy follows the American Council on the Teaching of Foreign Languages (ACTFL) standards that base their language learning on not only interacting with a new language, but also learn to utilize their Spanish for global education, cultural awareness and cognitive thinking. The teachers, all native speakers backgrounds ensure that skills like writing, reading and conversational dialogue are taught in classrooms. All students k-7 will have Spanish instruction.

Wilson Foundations

As a recognized leader in multisensory, structured language programs, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing: phonemic awareness, phonics/ word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

Kagan Cooperative Learning

Cooperative Learning is an instructional strategy in which small groups of students work together on a common task or project. This teaching method is an excellent way to allow students to think critically without relying on the teacher for every question they may have. Scholar Academy is aware of some of the limitations of cooperative learning. High performing students when regularly grouped with low performing students may become discouraged because too much time is spent assisting others and less on group performance. Scholar Academy will utilize multi-aged grouping in literacy and math allowing groups to work within a smaller range of student ability. Multi-aged ability grouping will always be a method of instruction used as a supplement to whole group instruction at Scholar Academy.

Thinking Maps

Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations. "Skillful Thinking Must be cultivated?" -Art Costa

Service Learning

Scholar Academy has developed a service-learning curriculum across each grade level with appropriate scope and sequence and a variety of themes that will teach each of the four service learning focus areas. Each grade level chooses a focus area and develops curriculum and projects, usually centered on a

culminating event. All field trips at Scholar will have service learning themes. Teachers will provide opportunities for students to demonstrate skills and insights acquired from the service learning project that they participate in. Civic Education will allow students to learn the value of serving their community by being a productive citizen.

Destination Imagination and Odyssey of the Mind

Destination Imagination is a research-based program offered in Utah and throughout the United States and 30 other countries. From their mission, "The Destination Imagination ("DI") program encourages teams of learners to have fun, take risks, focus, and frame challenges while incorporating STEM (science, technology, engineering, and mathematics), the arts, and service learning.

Odyssey of the Mind, abbreviated OM or OotM, is a creative problem-solving program involving students from kindergarten through college. Team members work together at length to solve a predefined long-term problem and present their solution to the problem at a competition. They must also participate in the spontaneous portion of the competition by generating solutions to a problem they have not seen before.

Extended Day Activities

Tuesday after School Clubs

Tuesday after school clubs are held during the second and third terms. The classes range from a variety of topics such as art, chess, computers, etc. There is a fee associated with some of the classes.

After School Tutoring

Tutoring will be available at Tuesday after school classes from 3:00 – 4:00 p.m during the 2nd-4th terms. Some teachers do offer tutoring help throughout the school year.

Violin

Violin is also offered at Scholar Academy. Violin will be offered on Tuesday after school to students in younger grades. Sixth through eight graders will have violin during the last hour of school.

Chorus

Chorus is offered at Scholar Academy. Chorus will be offered on Wednesdays and Friday mornings at 8:00am.

SA Schedule

Bell Schedule 1st-5th

8:25	Warning Bell
8:30	Class Begins
10:30-10:45	4 th and 5 th Grade Recess
11:00-11:45	1 st Lunch/Recess (k-3 rd)
12:00-12:45	2 nd Lunch/Recess (4 th -5 th)
1:00-2:15	PowerBlock 1 st -3 rd
1:15	Afternoon recess (2 nd -3 rd)
1:30-1:45	Afternoon recess (k-1)
3:00	Final Bell

Rotations	Computers, Music, PE,
	ART (1-5) 1-3:00pm
Mondays	5 th grade
Tuesdays	1 st grade
Wednesdays	4 th grade
Thursdays	2 nd grade
Friday	3 rd grade

Bell Schedule 6th Grade

8:25	Warning Bell
8:30	Class Begins
8:30-10:05	1 st period
10:05-10:35	Rotations PE, MUSIC, ART
10:40-12:15	2 nd Period
12:15-12:50	Lunch/Recess
12:55-2:30	3 rd Period
2:30-3:00	Spanish/Technology
3:00	Final Bell

Early Release

Parent Conferences: September 24-25, February 5-6

Kindergarten AM 8:30-10:15

k-6th 8:30-12:45

Junior High Bell Schedule

Bell Schedule 7th and 8th Grade

7:55 Warning Bell

8:00-8:50 1st period

8:55-9:45 2nd period

9:50- 10:40 3rd Period

10:45-11:35 4th period

11:40-12:30 5th period

12:35-1:10 Lunch

1:15-2:05 6th period

2:05-3:00 7th period

Bell Schedule 7th and 8th Grade ZAP and Advisory Days

7:55 Warning Bell

8:00-8:40 Advisory/ZAP

8:45-9:29 1st period (44 mins)

9:34- 10:18 2nd period (44 mins)

10:23-11:08 3rd period (44 mins)

11:13-11:56 4th period (44 mins)

12:01-12:45..... 5th Period (44 mins)

12:45-1:20 Lunch (35 mins)

1:25-2:09 6th period (44 mins)

2:14-3:00 7th period (46 mins)

7th and 8th Grade Early Release

Parent Conferences: September 24-25, February 5-6

8:00-8:33	1 st period
8:38-9:11.....	2 nd period
9:16-9:48	3 rd period
9:53-10:26	4 th period
10:31-11:04	5 th period
11:09-11:43	6 th period
11:48-12:20	7 th period
12:20-12:45	Lunch

Drop Off and Pick-Up

DROP OFF - Students in k-6th may be dropped off 15 minutes before the first bell at 8:25 a.m. Upon arrival students not accompanied by a parent or guardian must proceed directly to their classroom to wait for school to begin. Students will be allowed to play on the playground in the fall and spring. Students in 7th and 8th grade may be dropped off no sooner than 7:35 if they are eating breakfast. If not, we ask that they arrive no sooner than 7:45am. Students who eat school breakfast may arrive any time after 7:45 a.m. and must stay in the lunchroom until 8:15 a.m. The library and doors are opened at 8:00 a.m. **As parents pull into the drop off lane, we ask that they pull all the way forward in order to allow as many students dropped off as possible in a matter of minutes.**

PICK UP - Students must be picked up within 15 minutes of school dismissal or immediately at the conclusion of school-sponsored activity (such as tutoring or Tuesday after school clubs) has ended. Students are not allowed to play on the playground or wander through the school while waiting for their ride. Students must remain outside in a designated location to wait for their parent, guardian or carpool. If a student's ride has not arrived within 20 minutes the student will be allowed to return to the office to call their parent or guardian. 7th and 8th grade students will be picked up in the back lot and if they have a sibling, they may meet their sibling in the back lot. As parents pull into the pickup lane, we ask that they remain in their vehicles and follow the promptings of teachers to move forward. Students MUST be picked up through the pick-up process. Only walking or biking students will be allowed to walk off campus after school. This is required for the safety of all students. We also ask that parents do not park on the west side of 100 East to pick up their child. We do not have a crossing guard and it is simply not safe to cross where there is not a designated crosswalk. If parents do park there, they

will need to walk across to pick up their child. Children may not walk across 100 East to be picked up.

General Procedures

Textbooks: Textbooks are assigned to students. It is their responsibility to take care of the textbooks. Fines will be assessed if textbooks are damaged beyond reasonable wear and tear.

Grades: K-8th grade Midterm grades and final quarter grades will be sent home each quarter.

Hall Passes: Whenever students are out of class, students must have a hall pass and students must sign out of class. Students in the hall without a pass, will receive a warning the first time.

Hall Lockers: All students will be assigned a locker from the homeroom teachers. Students should not share lockers. Scholar Academy is not responsible for any items put into the lockers. The lockers will be cleaned each quarter during homeroom. The lockers are school property and administration reserves the right to inspect or search lockers as deemed necessary. If damage is caused to a locker, the student assigned to the locker will be responsible for the damage. Junior High students are assigned combination lockers. They may not share lockers or combinations with other students.

Lost and Found: Students who lose materials, supplies, or equipment should report the lost items immediately to the office. All lost and found items are stored in the gym. All lost and found clothing that is not claimed each quarter will be donated to a charitable organization.

Library: K-8 students will have library once a week with their literacy class. No food or drink will be allowed in the library. Overdue notices for library material will be sent out through the homeroom teacher. Students are responsible to pay for lost books or overdue charges.

Computer lab: There will be two standing labs. There will be no food or drink allowed in labs. Students will use computers in order to complete projects and assignments therefore they will need to sign the student agreement for acceptable use of computers. Administrations may deny use of electronic devices to any student who does not follow the policy.

Bicycles, Skateboards, Scooters and Rollerblades: Students who bring bicycles, skateboards, scooters, or rollerblades to school as their mode of transportation must secure the equipment in the bike storage area. Students take full responsibility for such equipment. This equipment may NOT be ridden in the school building at any time, or the student may lose the privilege of having such equipment at school. The school will not assume any responsibility for such items being lost or stolen.

Attendance

Attendance Policy

Scholar Academy's attendance procedures are consistent with the provisions of Utah's compulsory attendance laws, Utah Code Ann. §§ 53A-11- 101 through 53A-11-105. A copy of Scholar Academy's policies and procedures can be found on the website at www.scholarcharter.org.

Administration will contact parents in regard to excessive absences and tardies. After 15 absences and/or tardies the school will contact parents with a reminder and will meet with administration to discuss the absences and/or tardies and then sign an attendance contract. At 25 absences, students are brought to CMT (Case Management Team) to discuss retention due to possible academic achievement gaps. Teachers, administration and the team will bring student academic progress information and determine if a child needs to be retained.

Parents of SA students are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent for less than 3 days. If a student plans to be absent 3 or more days, a vacation/extended leave form must be filled out and submitted to the office.

Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable time-frame as determined by the teacher.

If a student is absent an oral or written communication documenting a valid excuse must be received from the student's parents/guardian within **one (1)** business day of the absence for the absence to be excused. We appreciate notification the morning of student absences. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school. In

the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

The school must be notified of a student's absence by calling the school or using the absence reporting system through the school website. If a child is not excused for an absence, the student may not make up the assignments that were missed.

Vacations always need to be prior approved- please contact the front office if you are planning to take a vacation during the week. Teachers will collect work for your child. All vacations that are not approved, are unexcused and students do not get any credit for the missing assignments during the vacation.

Teachers will work with parents concerning absences. Staff may refer any habitual absences to the CMT for further action. If the administration determines that absences have reached an excessive level and are adversely impacting the student's education, the parent may be required to attend an attendance meeting with the administration and complete an Attendance Improvement Plan. State law requires parents to attend attendance meetings.

Late Check-In Procedures

It is important that students learn to be punctual. Please have your student arrive at school 5 – 10 minutes early so they will always be ready to begin school on time. Students must report directly to the office when late to school. Late students must get an admit pass from the office before being accepted into the classroom.

Early Check-Out Procedures

Parents or legal guardians must come to the office to check a student out of school early. Adults, other than the legal guardian, picking up students MUST be listed on the student's registration

form. **No student will be released the last 15 minutes of school except for emergencies or for scheduled appointments.**

Students MUST be picked up through the pick-up process. Only walking or biking students will be allowed to walk off campus after school. This is required for the safety of all students. We also ask that parents do not park on the west side of 100 East to pick up their child.

Tardiness

The Scholar Academy student tardy procedures have been developed to emphasize the importance of each student being in the classroom for the entire period, as well as arriving on time to school every day. In our school, instructional time is viewed as a precious resource. Consequently, we view chronic tardiness as a serious problem. Thank you for your support in ensuring students makes maximum use of class time and learns to be punctual. Our day in K-5 starts with Literacy and 6th through 8th grade begin with important course information and instruction at the beginning of their classes.

School begins at 8:30 a.m. for kinder through 6th grade students. Beginning the day promptly is important and demonstrates commitment to success. Tardiness to school will be unexcused even though the parent brings the student to school. A tardy is excusable by a school official under the following circumstances:

1. Court appointment
2. Personal illness of student
3. Serious illness or death in immediate family
4. Quarantine
5. Student has a doctor/dentist/professional appointment (A note or phone call from parent or a professional note from doctor/dentist/professional helps verify appointments)
6. Family emergencies (approval given by administration)

Problems with tardiness to school may require adjustments in the family's morning schedule.

During a term or a nine-week period the following will occur when a student is tardy :

- | | |
|-------------|---|
| Tardy #1 -3 | no consequence |
| By Tardy #5 | teacher will contact parent by e-mail |
| Tardy -10 | Teacher will contact parent by phone and a behavior slip will be sent to the office and the student will be assigned Friday detention |
| Tardy 11+ | Vice Principal will arrange a meeting with the parent or guardian and an attendance agreement will need to be signed. Student will be assigned an additional detention for each additional tardy. |

Attendance is taken daily for Kindergarten through 5th grade. 6th through 8th grade students are marked for attendance each period. This policy relates to a.m. arrival to school for all students. The teachers in 6th – 8th grade will follow this policy with the following exceptions for students who are tardy 2nd-7th period.

- | | |
|----------|---|
| Tardy 6 | Teacher will contact parent by phone and a behavior slip will be sent to the office and the student will be assigned Friday detention |
| Tardy 7+ | Vice Principal will contact the parent and meet with the student and may take additional disciplinary action |

Safe School Environment

Behavior

It is the policy of Scholar Academy to promote a safe and orderly school environment for all students, employees and parents. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action as determined by school administrators, Case Management Team, and if needed, police referral, and/or prosecution. In determining appropriate discipline, school officials will consider the totality of the circumstances, including the severity of the offense, as well as the individual's age, disability status, intent, academic status, and prior disciplinary record.

Weapons and Explosives – Automatic one year expulsion: Any student who in a school building or in conjunction with any school activity, possesses, controls, uses or threatens use of a real weapon, explosive, noxious or flammable material, or actually uses or threatens to use a look-alike or pretend weapon with the intent to intimidate another person or to disrupt normal school activities, shall be expelled from school, programs, and activities for a period of not less than one calendar year; unless the Case Management Team determines on a case-by-case basis, that a lesser penalty would be more appropriate.

Drugs/Controlled Substances- Any student, who possesses, controls, uses, distributes, sells, or arranges the sale of an illegal drug or controlled substance (which includes alcohol, tobacco in any form, and electronic cigarettes), an imitation controlled substance, or drug paraphernalia in a school building, or in conjunction with any school activity, may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted.

Serious violations- Students may be suspended, transferred to an alternative placement, expelled, referred for police

investigation, and/or prosecuted for committing any of the following school-related serious violations: 1) threatening or causing harm to the school, school property, or persons associated with the school, or property associated with that person, regardless of where the conduct occurs; 2) committing any criminal act, including but not limited to: assault, harassment, hazing, rape, trespass, arson, theft, vandalism, possession or use of pornographic materials on school property; 3) engaging in any gang activity, including but not limited to: flashing gang signs, displaying or spraying gang graffiti, wearing or displaying gang related clothing or apparel, or soliciting others for membership in a gang.

Disruption of school operations- Students may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for any conduct that creates an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of the school, including but not limited to: frequent, flagrant, or willful disobedience; defiance of school authority; criminal activity; fighting; noncompliance with school dress code; possession of contraband (i.e., drug paraphernalia, pornography, mace, pepper spray, laser pen, chains, needles, razor blades, bats and clubs); or the use of foul, profane, vulgar, harassing or abusive language.

Due Process- When a student is suspended for violating Scholar Academy's Safe School Policies, a school administrator must meet with and inform him/her of the allegations and provide the student the opportunity to give his/her version of the incident. If the school administrator determines sufficient evidence exists to impose discipline the school administrator shall notify the parent or guardian that: 1) the student has been suspended; 2) the grounds for the suspension; 3) the period of time for which the student is suspended; and 4) the time and place for the parent or guardian to meet a designated school official to review the

suspension. The school administrator has the authority to suspend a student for up to ten school days per incident. If the school administrator desires or contemplates suspending for longer than ten school days or expelling a student, the school administrator shall make a referral to Case Management Team.

More information regarding SAs Safe School Policies and Procedures including a list of unacceptable behavior or activities and potential consequences can be found on the SA website www.scholarcharter.org

Search and Seizure- School officials have the authority to search a student's person or personal property while located on school property or at a school- sponsored activity, when they have reason to believe that the search will turn up evidence that the student has violated or is violating a law or school rule. School administrators will do random locker checks.

Scholar Academy Behavior Plan

Administrative Student Conduct and Discipline Plan

The School's goal is to create a safe, civil and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance

- Create meaningful and durable behavior and lifestyle outcomes for students

RULE 1: Use enforceable limits

Teachers set rules in caring ways without anger, lecture, threats or repeated warnings

RULE #2 Provide choices within limits

1. When children misbehave and cause problems, staff allow the student(s) to solve the problem first
2. The adult holds the child accountable for solving his/her problems in a way that does not make a problem for others
3. Staff provide strong doses of empathy before describing consequences.
4. Staff use enforceable statements, very few words and consistently caring actions.
5. Staff may delay consequences, when necessary, so that they can respond with wisdom and compassion.
6. Children are given the opportunity of owning and solving their problems

Rule #3 Apply consequences with empathy

Three Step Process

The School employs the following process when dealing with student behavior issues:

- Step 1 – Identify the problem
 - Identify the event or stimulus (trigger) that occurs before the behavior.
These increase the likelihood that problem behavior will occur.
 - Identify the observable, measurable action.

Identification of antecedents helps determine new skills to teach as replacement behavior.

Identify Consequences that occur naturally

- Identify the event or response that immediately follows the behavior.
- Both current consequences and alternative consequences.
 - Identify which consequences reinforce the behavior.
 - Identification helps inform alternative, appropriate reinforcers of new skills and desired behavior.
- Understand:
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
- Step 2 – Analysis: Why are problem behaviors occurring?
 - Function of Behavior – Develop a hypothesis for why the behavior is occurring.
 - Hypothesis: When (antecedent) _____ occurs, student engages in _____ (behavior). As a result, student is able to (function).
- Step 3 – Develop a Plan: Match interventions to function
 - **Prevention:** Alter the environment (systems changes)
 - **Teach: New skills** (replacement behaviors)
 - **Reward:** Demonstration of appropriate behaviors (new skills)

- **Step 4 – Evaluate the Response to Intervention**

Principles of Behavior

Behavior is defined as follows:

- Anything an individual says or does
 - Behavior is observable.
- Occurs as a response to one's environment
 - There are antecedents to behavior.
- Serves a function or purpose
 - There is a "why" that contributes to the behavior.
- Results in a desired outcome
 - There are consequences or reinforcers that contribute to the behavior.
- Predictable
- Learned
 - It is possible to teach replacement behaviors.
- Can be changed
 - It is possible to change behavior and produce different outcomes.

The School's approach to student behavior is informed by the following principles:

- Behavior is learned, it can be changed, and new behavior can be taught.
- Consequences strengthen or weaken behavior.
- Behavior is strengthened, weakened, and/or maintained through modeling.
- Behavior tends to be repeated due to the consequences (outcomes) that follow the behavior.
- Behavior is weakened by withholding consequences that maintain it.

Role of Adult Behavior

The School recognizes that:

- Changes in student behavior require effective environments.
- Effective environments include:

Development of trust

Models of self-acceptance

Understanding a student's mindset and views

Making learning tasks manageable

Giving credibility to student feelings

Placing emphasis on student uniqueness

Being mindful of non-verbal language

Student Behavior Expectations

Students are expected to contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult. Students should:

- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others.

Guidelines for Success

The School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all students, staff and school visitors are expected to demonstrate the following:

- Be Respectful
 - Treat others the way you wish to be treated
 - Take care of private and public property

- Solve problems peacefully
- Respect the right of others to be different from you
- Respect the right of others to think differently than you
- Be Responsible
 - Take ownership for your actions
 - Be on time and ready to learn
 - Follow classroom and school rules
 - Do/Produce your own work
 - Be a learner
- Be Safe
 - Behave in ways that make the school a positive place
 - Report bullying, harassment or unsafe incidents
 - Refuse to spread rumors or gossip
 - Find trusted adults who can mentor and support you

School and Classroom Management

School personnel will provide continuous, positive, and active supervision and monitoring of student behavior.

Understanding student misconduct as an opportunity for learning is fundamental to the School's positive and progressive approach to discipline. The School utilizes progressive responses to misconduct in the form of incremental intervention strategies and discipline to address inappropriate behavior with the goal of teaching positive behavior. In the context of this Plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior.

Intervention and discipline are both part of The Scholar Academy Discipline Plan.

Every reasonable effort should be made to correct student misbehavior using intervention strategies and the least severe discipline responses possible, reserving more significant discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administration use discipline to respond to student misbehavior, it is expected that the discipline response will be paired with one or more intervention strategies to provide a balanced approach to supporting behavior change in students.

All intervention strategies and discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.

- Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.
- Stated clearly
 - Students should be able to understand the behavioral expectation without the need for extensive explanation.
- Few (typically 3-6)
 - Each rule appears more important when there are fewer of them. Fewer rules are easier for students to remember and for teachers to enforce. Having just a few rules avoid the sense that the teacher is trying to control a student's every movement.

An important aspect of the structure that makes rules work is providing clear consequences for a student's actions up front. Helping students realize the cause and effect relationship of their behavior, and that they have the power to choose the resulting effect is an important way that School staff can help students develop self-discipline.

Effective consequences display the following characteristics:

- Gradual, progressing from less severe to more severe as misbehavior is repeated.
 - This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.
- Natural and/or logical.
 - Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor behavior, highlighting the

rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.

- Maintain the dignity of the student.
 - Consequences should be consistent from student to student, and delivery of consequences should always address the behavior in question, not the student and his or her behavioral history.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal of proactive and positive classroom management is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention strategies and disciplinary responses.

Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student seating, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

STOIC System for Classroom Management

- **Structure** – Organize the classroom for success
 - Teachers will create and use an effective daily schedule.
 - Physical space will be arranged effectively.
 - Teachers will use appropriate attention signals.
 - Teachers will establish 3-6 positively stated classroom rules that describe specific and observable behaviors that students are expected to exhibit at all times.
- **Teach Expectations** – Teach students how to behave responsibly in the classroom
- **Observe** – Supervise and monitor student behavior
 - Circulate and scan the classroom
 - Model friendly, respectful behavior while monitoring
 - Track classroom behavior problems to gather data
- **Interact positively with students**
 - Interact with all students in a welcoming manner
 - Display enthusiasm
 - Offer non-contingent attention
 - Strive for a 4 to 1 ratio of positive to negative interactions
 - Provide positive feedback that is:
 - Accurate
 - Specific and descriptive
 - Contingent
 - Age appropriate
 - Fits personal style
- **Correct inappropriate behavior fluently to not disrupt the flow of instruction**
 - Key concepts for correcting misbehavior:
 - Preplan corrective responses
 - Evaluate whether the targeted behavior decreases
 - Make sure correction efforts address the cause
 - Corrective consequences alone are not likely to eliminate the targeted behavior

- Attributes:
 - Calmly
 - Consistently
 - Immediately
 - Briefly
 - Respectfully
 - Empathetically

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of intervention strategies to be used in the School include but are not limited to:

- Behavior Contracts
 - Behavior Contracts create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans
 - Behavior Intervention Plans are developed based on an assessment of the function of the student's behavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change. The Behavior Specialist will write behavior intervention plans with staff support.
- Tier 2 Social/ Emotional Skills Groups
 - Social and Emotional Skills Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.

- All classroom teachers and specialists will teach social skills lessons
- Check-in Check-Out (CICO)
 - Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Tracking form.
- Conflict Resolution
 - Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students may be taught skills including anger management, active listening and effective communication.
- Restorative Justice Practices
 - Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative discussion between students.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences or punishment. Examples of disciplinary responses that may be used in the School include but are not limited to:

- Loss of classroom privileges
 - Students lose opportunities in the classroom such as participating in free time activities, etc.
- Detention

- Students are assigned to an alternate location after school.
- In-school suspension
 - Students are removed from the classroom environment and assigned to work in a designated space within the School for up to one day.
- Out of school suspension
 - Students are removed from the School environment for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Out of school suspensions will be followed by a restorative re-engagement conference to involve the student, parent and appropriate School staff.
- Expulsion
 - Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response Chart

The Behavior Response Chart below is provided to guide staff and administrator decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate intervention strategy or disciplinary response:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm cause by the behavior
- The student's disciplinary record including the nature of prior misconduct, the number of prior instances of misconduct, the interventions and consequences applied, etc.)
- The nature, severity and scope of the behavior

- The circumstances and context in which the misconduct occurred
- The student's IEP, BIP or 504 Plan, if applicable

The school had identified behaviors in a 1-4 response level system. If the behavior is assigned to a Level 1 response- that means the students will have an intervention that the teacher will implement- the intervention may be, but not limited to proximity, loss of a privilege, time in office. If it is a level two behavior, the teacher may intervene with one or more of the following, but not limited to: crossover, detention, loss of privilege, time in office, and student may be sent to administration. Level 3 and 4 response would be immediate intervention with the administration. These interventions may be but are not limited to: suspension (in school or out of school), detention, or expulsion. Any physical contact towards any staff member or teacher will result in immediate suspension.

The lowest level should be used first. For example, if a student engages in cheating, School staff should first use intervention strategies and responses in Response Level 1 before moving to Response Level 2.

Progressive responses are confined to the current school year. At the beginning of each school year, every student begins with a clean slate and responses to inappropriate and disruptive behavior should be the lowest, assigned response level for a first occurrence of the behavior within the school year.

Escalating Factors

During a school year, a student's first behavior violation will usually merit a response of a lesser degree than subsequent violations,

considering all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are 3 factors that are considered to escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury – Serious physical injury is a bodily harm that results in one or more of the following:

- a. substantial risk of death;
- b. permanent deformity or defect;
- c. coma;
- d. permanent or extended condition that causes extreme pain;
- e. permanent or protracted loss or impairment of the function of any body part; or f. results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises. In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at 4th Response Level.

2. Conduct that Results in a Loss of Instructional Time – A student whose conduct results in a significant loss of instructional time for one or more students will be subject to the disciplinary consequences under the next, higher response level (i.e. a

Response Level 2 behavior will be subject to Response Level 3 consequences).

A significant loss of instructional time results when the combined amount of loss instructional time for all affected students equals 110 or more hours.

3. Conduct that Results in Significant Property Damage or Loss – A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.

4. Repeated Acts of Misconduct – Principal will issue a notice of disruptive student behavior to students who “engage in disruptive behavior” that does not result in a suspension three times during the school year or is suspended or expelled once during the school year. This notice will require the student, the parent or guardian, and the administration to meet and discuss the disruptive behavior, and the parents and student will work with the administration and/or board to correct the behavior. The student, or parent may contest a notice of disruptive behavior by requesting in writing, within 10 business days, after receipt of the letter. The parent and CMT will meet to discuss the disruptive behavior and allow parents to address their concerns or objections, and the efforts that have been made to correct the behavior.

If a student is habitually disruptive, the principal will issue a notice of “habitual disruptive student behavior” for a student who engages in this behavior six times within a school year, that does not result in a suspension or expulsion, or three times during a

school year as well as a suspension or expulsion once during the school year, or engages in behavior that results in a suspension or expulsion twice in a school year. The parents and/or minor may contest a notice of habitual disruptive behavior by requesting in writing 5 days after the day the notice was issued.

Levels:

Level 1-

Level 1 will be classroom interventions and crossover, with parent contact whether by email or phone call to inform parent about the behavior.

Level 2-

Level 2 offenses will be handled through administration and/or detention. If a teacher has documented three disruptive behavior incidences in class, then administration will send a "disruptive student notice to parents" via certified email and will meet with parents and student to correct the behavior.

Level 1 and 2 behaviors may include, but are not limited to: dress code, property misuse, disrespect, inappropriate language, defiance, lying, cheating, inappropriate use of technology, or.

Level 3-

Level 3 offenses will be handled by administration, which results in a suspension.

Level 4-

Level 4 offenses will be suspension or expulsion that will be handled by the administration and/or CMT committee if it is an expulsion.

Level 3 and 4 behaviors may include but not limited to: physical aggression, vandalism, fighting, harassment, property damage.

Level 4 behaviors may include but not limited to: weapons, arson, illegal substance, gang activity, truancy, or pornography.

Any physical contact towards any staff member or teacher will not be tolerated and will result in immediate suspension.

Response **Level 3** conduct will typically result in a student being suspended from school for 1 to 3 days unless prohibited by the IDEA and/or state law. Response Level 4 conduct typically requires the student be suspended from school unless prohibited by the IDEA and/or state law. Suspension and expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Expulsion (Response Level 4 Conduct)

Response **Level 4** conduct typically results in a student being recommended for expulsion from school. Expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Adequate Adult Supervision

To help ensure that behavior expectations are consistently monitored and enforced, the School will ensure that adequate adult supervision is maintained in classrooms, on the playground, in the cafeteria, other areas of the School building, during field trips, and during other school-sponsored activities.

Effective Instructional Practices for Teaching Student Expectations

The School will implement a curriculum using a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, citizenship, civic skills, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills on the first day of each school year. **The School will develop a LIST OF OBJECTIVES for teaching behavior during the first two weeks of school and throughout the year.** The School will develop a procedure for teaching behavior expectations to new students when they enroll in the School. School staff will continue reminding, re-teaching, and recognizing expected behavior throughout the school year. Data may be used to determine when specific behavior issues need to be addressed at an individual, class, or School-wide level throughout the year.

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Distribution of the student handbook and rules.
- Orientation assemblies at the beginning of the year.
- Expectations posted in classrooms.
- Daily announcements and newsletters include reminders.
- All personnel model desired behavior.

School and classroom procedures will be taught through the method of:

- Teach the procedure by explaining it clearly.
- Model the procedure by showing students how the procedure is done.
- Practice the procedure together and make necessary adjustments immediately.
- Review the procedure and provide feedback daily.
- Praise and give extra encouragement to those who need it.

- Conduct periodic reviews of procedures and revise them as needed.

Social and academic teaching will be integrated within and across the curriculum. Expected behaviors will be taught through the process of:

- Using multiple examples, both positive and negative
- Teaching in settings where the behavior is expected to happen
- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior
- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, cafeteria, restrooms, and playground will be communicated to students by explaining what such behavior looks like and sounds like.

The School will emphasize instruction in the following social skills:

- Accepting "No" for an answer without arguing
 - This means that when a student asks an adult for something and that person says "No," the student should accept the answer without arguing or getting upset.
- Following directions
 - This means that when an adult gives a student a request, the student acknowledges the request and does it within a short period of time.
- Not interrupting
 - This happens when a student wants to tell an adult something or ask for something from an adult who is engaged or busy. Instead of interrupting, the student

waits quietly until the adult is not busy and then speaks to the adult.

- Making requests of adults
 - This means asking for something or for help in a polite and friendly voice.
- Thanking adults
 - This means that when an adult says or does something for a student that makes them feel good or helps them, the student says “Thank you” to the adult.

Students will learn the character trait curriculum in the specialty classes: PE, Health, Music, and Library. Each Specialist will use the following strategies when teaching the traits.

Library- will read a book related to the trait

Music- will learn/sing a song about the trait

Art- create a visual representation of that trait

PE- role play the trait

Systematic Reinforcement of Expected Behaviors

The School will provide regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success. Staff members will make concerted efforts to ensure that every student receives positive interactions with adults and will seek to spend more time acknowledging and promoting appropriate behavior than responding to irresponsible behavior.

All staff members will recognize students that they witness demonstrating behavior that satisfies specific behavior expectations by providing students with positive incentives. Classroom may allow students to accumulate a designated number/amount/point total to receive specific rewards or recognition.

Staff members will also recognize appropriate student behavior by providing "I notice" statements to students and actively and regularly offer immediate and specific praise by congratulating students for demonstrating behavior that satisfies specific expectations.

Uniform Methods for Correction of Student Behavior

As discussed above, the School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

- Obtain or avoid something tangible, including an activity or task
- Obtain or avoid teacher or peer attention
- Obtain or avoid physiological, mental or sensory stimulation of some kind

To effectively reinforce desired behavior, the Staff will:

- Clarify specific behaviors being targeted
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
- Reinforce both improvement and mastery of desired behaviors
- Provide reinforcement that is meaningful
- Provide opportunities for all students
- Increase the ratios of positive to negative interactions with students

To improve behavior, the School recognizes that staff members can integrate such variables as:

- Structure and organize school settings to promote desirable behavior.
- Teach students how to behave responsibly in all school settings.
- Observe and properly supervise student behavior.
- Interact positively with students.
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document on the designated form behavior incidences. Documentation will be submitted in writing to the Vice Principal upon repeated behavior. Serious infraction will be entered into Aspire. The descriptors in Aspire may help to determine administrative action.

Behavior data will be analyzed by the Discipline (Scout) Committee on a monthly basis. The results will be shared with staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff members and students will be asked yearly to respond to a school environment survey. The results of these surveys will be analyzed by the Scout Team. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels in School-wide activities and/or common areas, staff members will consider:

- Are behavior expectations clear?

- Are expectations being taught and re-taught as necessary?
- Is the area/activity structured appropriately for success?
- Is supervision and monitoring adequate, consistent, and not based on emotions?

Staff Development Program and Training of Appropriate School Personnel

The School expects all staff members to model the same positive social behaviors and values that are expected of students.

The School will ensure that staff members receive training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice
- development of student behavior expectations
- effective instructional practices for teaching and reinforcing behavior expectations
- effective intervention strategies

Policies Relating to the Use and Abuse of Alcohol and Controlled Substances by Students

As provided in the Student Conduct and Discipline Policy, the use, control, possession, distribution, sale, or arranging for the sale of alcohol or an illegal drug or controlled substance is ground for suspension or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

The School begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior (including bullying, cyber-bullying, hazing, retaliation, and abusive conduct). To avoid

stigmatizing students, school staff will emphasize what a student does and where it occurs. Therefore, instead of labeling a student as a bully or victim, the emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will always be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

The School recognizes that successful prevention of bullying is linked directly to teaching both adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

Continuum of Administrative Procedures that may be used by school personnel to address the behavior of habitually disruptive or unsafe students;

As with other behavior that does not meet established expectations, the School takes a multi-tiered approach to preventing bullying and other disruptive behavior.

At Tier 1, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and 3) is required. The strategy is not to simply increase the severity and number of punishing consequences for bullying behavior.

At Tier 2, students whose behaviors do not respond to Tier 1 supports are provided additional preventive strategies that may

involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier 3, students whose behaviors do not respond to Tier 1 and 2 supports are provided intensive preventive strategies that may involve (a) individualized academic and/or behavioral intervention planning; (b) more comprehensive, person-centered and function-based processes; and (c) school-family-community mental health referrals and support.

Notice to Employees

The administration will distribute this Plan to employees by e-mail at the beginning of each school year and to each new employee upon hire. Employees will be made aware that violations to the rule and policy may result in employee disciplinary action.

Gang Prevention and Intervention

School employees will be aware of potential gang activities, as defined in the Student Conduct and Discipline Policy, and such activities will be subject to discipline as set forth in that policy.

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the School Safety and Crisis Line established under Utah Code § 53A-11-1503(3), regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school; (ii) incidents of bullying, cyber-bullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals

experiencing emotional distress or psychiatric crisis. In the event the School receives such a report, the Suicide Crisis number is 18002738255.

Protections for Students with a Disability

Nothing in this Plan diminishes any student rights as under or in connection with the Individual with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.

Parent Grievance

SA's Board of Directors value open communication between parents, faculty, staff, administration, and the Board. The Board encourages active parent participation in their children's education and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom, and work as a team to provide the best education for their children. The Board also believes that individuals can generally resolve their own disputes through open, respectful communication. However, the Board also realizes that there may be occasions that a complaint or grievance against an SA employee may occur and thus the Board has implemented a comprehensive Parent Grievance Policy. Please visit the SA website for a complete copy of the Parent Grievance Policy.

A parent who has a complaint involving a teacher, staff member or member of the School's administration (including the Lead Director or Campus Director) must first address the issue with the other individual involved and work reasonably and in good faith

to resolve the concern. If the conflict cannot be resolved the parent should send a written complaint to the Director specifying the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, details of an attempt to rectify the situation, and the requested solution. In the event the complaint is still not resolved with administration, the parent may address the complaint to the SA Case Management Team by issuing a request through the principal. The case management team will then consider the complaint and take whatever action it deems appropriate. If a parent has a concern regarding Board policy or other Board action, the parent may communicate the Board President in person, via telephone, or through e-mail and may address the Board during the "public comment" portion of a Board of Directors meeting. Parents may also request to be added to the Board meeting agenda by contacting the President of the Board of Directors at least three (3) working days prior to the scheduled meeting date. The board president has discretion over the meeting agenda items and may elect not to place the item on the agenda.

Behavior Management

Classroom Management System

Classroom teachers will develop a classroom management system that fits the needs of their students. This information will be shared with parents at the beginning of the year. Teachers will refer students to administration for a pattern of behavior that is disruptive to the classroom environment.

Scholar administration will support classroom management systems and uses a Love and Logic Discipline Method. (Love and

Logic, Jim Faye) Love and Logic discipline allows students to solve their own problems and come up with a plan their teacher approves of if they choose to misbehave. Parents may be asked to participate in those plans. More information on Love and Logic may be found on the school website.

Crossover- When students are disruptive in class teachers may assign a student to a crossover classroom. Student will be expected to take their classwork and quietly report to the crossover classroom. The crossover teacher will release the student to return to class when they have completed a crossover intervention plan. Parents will be asked to sign all crossover plans, so they are aware of their student's misbehavior and how they plan to solve their problem.

Lunch detention- Scholar Academy will have lunch detention on Friday during their lunch time. Students who are sent to the office for behavior may be assigned detention that week. Teachers and administration will notify parents if their child has Friday detention. Your child will eat their lunch and will need to bring schoolwork or a book to read when they are in detention

Communication

Scholar Academy believes that communication between home and school is paramount to a student's success.

Teachers have website that are updated weekly to provide parents and students with the most recent information, as well as homework assignments, need to know, and upcoming events.

Teachers and administration will communicate with a student's parent or guardian via many modes such as: email, twice annual Parent Teacher Conferences, blog postings, Parent Orientation

Meetings (twice annually), Scholar Academy website, notes home, phone calls, and text messaging.

Dress Code

All Scholar Academy students are required to comply with the dress code. Parents are responsible for ensuring that their children wear the appropriate clothing to school. Dress code specifics can be found on our schools website at www.scholarcharter.org.

Some basic information to know:

Shirts: lime green, royal blue, white, purple, and navy blue. Black shirts are not allowed.

Bottoms: Khaki and Black are the only colored bottoms allowed. No Navy Blue bottoms. Students may wear pants, or shorts.

Dresses/Jumpers:

Jumper are to be black or khaki. Collared dresses can be any of the shirt colors- lime green, white, navy blue, purple, or royal blue.

Shoes:

Compliment the uniform. Sandals may be worn in warm weather, but they need to have a back strap.

No holes in clothing allowed. Even on casual dress day- jeans may not have holes.

Free Dress Day

Students may not wear jeans or shirts with excessive holes, crop tops, spaghetti strap shirts, or short shorts or any clothing with offensive graphics or words.

Hoodies or sweaters will need to be school colors without any logos or writing. Student that do not have a school colored hoodie, will not be allowed to wear the hoodie in the classroom.

The PTO does sell hoodies each year. You may contact our **PTO Board President, Lindsay Bramble** to order a hoodie.

Girls in the 6th-8th grade will be allowed to wear light makeup. If there are any questions, please contact the front office.

Students in violation of the dress code may be required to (not all inclusive):

- Change into loaned clothing provided by the school
- Contact home for replacement clothing
- Lose citizenship points
- Serve detention or suspension

Electronic Devices

SA's Electronic Device Policy can be accessed on the Scholar Academy website: www.scholarcharter.org.

Electronic devices include: Cell phones, laptop computers, iPods, MP3 players, eBook Readers, tablets, etc. Electronic devices may be possessed and used during the school day and during school-sponsored activities as follows:

- **Students may not use or respond to electronic devices during**

instructional time unless authorized by the teacher, with the permission of the Administration.

- Students may not use cell phones, while eating lunch- this includes playing games, watching videos or listening to music.
- Students may not bring cell phones into the bathroom, or locker room (junior high students).
- Electronic devices may not be used to bully, threaten, embarrass, harass, or intimidate other students, teachers, volunteers, school guests, or school employees.
- Electronic devices must remain out of sight in student's lockers, in a bag or backpack and be turned off during the school day.
- Picture taking, or sound or video recording by students is prohibited in school unless authorized by a teacher or the Director.
- Electronic devices must be either turned off or held in a secure place, as determined by the individual teacher, during all class quizzes, tests and standardized assessments.

Exceptions

The administration may give permission for a student to possess an electronic device for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Director allow a student to possess an electronic device on active mode at all times during the school

day, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations.

A student may possess an electronic device on active mode during the regular school day, including if necessary, during assessments, based on a written § 504 plan, an IEP, or legitimate circumstances determined by the administration.

Electronic devices may be used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or school employee, visitor or volunteer. Parents may make other individualized requests for exceptions to this policy to the Director.

Consequences

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Safe Schools Policy or Bullying and Hazing Policy or at the discretion of the Director. On the second violation of this policy, the electronic device will be confiscated, labeled, and held in a secure location. The Director, teachers, and other individuals designated by the Director may confiscate electronic devices according to this policy.

The School will make reasonable efforts to notify parents/guardians that the School has a student's electronic device in its possession. Parents/guardians who show identification may retrieve confiscated electronic devices during school hours or by appointment. The School will retain un-

retrieved electronic devices until the end of the school year, at which time all personal data will be cleared from the devices before their disposal.

The Director may impose other additional disciplinary consequences for a student's violation of this policy as the Director determines is reasonable under the circumstances, including the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-school suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in school-sponsored activities

Students bring electronic devices on School property at their own risk. **The School is not responsible for lost, stolen or damaged electronic devices.**

Students are responsible for their own electronic devices and may be jointly subject to discipline if their device is misused by another student.

Food in the Classroom

SA is committed to the health and safety of all of our students. Treats or food may not be used as a reward or as an incentive. To assure a student is not exposed to food items that could cause

t h e student harm, food in the classroom must be pre-approved by the Director and may only be used as part of an instructional activity tied to the core curriculum or during classroom parties and activities.

Student Information System - Aspire (SIS 2000+)

Student's academic and citizenship grades, test results, and upcoming or missing assignments can be accessed through Aspire. Parents will need a login and password to access this system. Please contact your campus office for help in utilizing the Aspire system.

Aspire can be accessed via the SA website

www.scholarcharter.org.

Elementary Grading Scale

Students in grade K-4 will earn grades based on a 4 - 1 marking system. An explanation of each mark is shown below:

4 - Mastery

- Consistently demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 – Near Mastery

- Usually demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes

2 – Needs Improvement

- Sometimes demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: some of the time

- Requires moderate support in order to demonstrate understanding concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 – Substantially Below Expectation

- Seldom demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: seldom
- Requires considerable support to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught
- Makes frequent major errors when demonstrating concepts or processes

Fifth through 8th Grading Scale

Students in grades 5-7 will earn grades based on a 4.0 grading system. A breakdown of percentages and the corresponding grade is shown below:

Percentage Earned	Grade Earned
94 – 100%	A
90 – 93.9%	A-
87 – 89.9%	B+
84 – 86.9%	B
80 – 83.9%	B-
77 – 79.9%	C+
74 – 76.9%	C
70-73.9%	C-
67-69.9%	D+
64-66.9%	D
60-73.9%	D-
Below 64%	F
Incomplete	I
Pass	P

Please note: Incomplete grades issued at end of a term, must be made up within 1 week unless extended illness or excused absence requires an exception to this policy.

Citizenship Grading Scale

Scholar Academy Citizenship Rubric

SCOUT Trait Scholar Academy OWLS	4- Meets all Requirements "H" (0-1 behavior infractions)	3- Partially Meets requirement "S" (2-3 Behavior infractions)	2- Meets limited requirement with help "N" (4-5 behavior infractions)	1- Unable to meet limited requirement "U" (6+ behavior infractions)
Takes Responsibility	Almost Always... *Follows directions *Completes assignments on time *Accepts consequences for own actions *Approaches teacher with plan for grade improvement when necessary	Usually... *Follows directions *Completes assignments on time *Accepts consequences for behavior	Sometimes... *Fails to follow directions *Fails to turn in assignments in on time *Argues about the consequences of his/her actions	Often... *Fails to follow directions *Fails to turn in assignments on time *Argues about the consequences of his/her actions
Is in the proper place	Almost Always... *In their seat when the bell rings *Stays in assigned area during class	Usually... *In their seat when the bell rings *Stays in assigned area during class	Sometimes... *Late to class *Out of assigned area during class	Often... *Late to class *Out of assigned area during class *Absent from class *Is tardy more than 5 times

Goes prepared	Almost Always... *Comes prepared with a writing utensil, paper, and supplies that are required for class	Usually... *Comes prepared with a writing utensil, paper, and supplies that are required for class	Sometimes... *Late to class *Out of assigned area during class	Often... *Comes to class unprepared
Engages in Learning	Almost Always... *Participates appropriately in class discussions and activities *Maintains focus and stays on task	Usually... *Participates appropriately in class discussions and activities *Maintains focus and stays on task	Sometimes... *Demonstrates inappropriate behavior during class discussions and activities *Loses focus *Off task	Often... *Demonstrates inappropriate behavior during class discussions and activities *Loses focus *Off task
Respects self and others	Almost Always... *Follows classroom rules and procedures *Treats classroom materials with respect *Treats others with respect	Usually... *Follows classroom rules and procedures *Treats classroom materials with respect *Treats others with respect	Sometimes... *Violates classroom rules and procedures *Disrespectful to others *Disrespectful to classroom materials	Often... *Violates classroom rules and procedures *Disrespectful to others *Disrespectful to classroom materials

Homework

Reading at Home

Research is clear that students who participate in reading every day at home are more likely to succeed in school. A student's chance at academic success also increases when parents or other adults engage with their children during reading through asking questions, sharing knowledge and helping students make real-world connections to their reading. **All students are encouraged to read 20 minutes each day.** Teachers may require students to complete a reading log or reading summary as part of their classroom grade.

Homework Guidelines

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. Homework must be constructed such that it can be completed within a reasonable time allotment with minimal adult help. Additionally, homework must be connected to class instruction and most importantly, homework must be purposeful and relevant.

Homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Homework should be designed to be completed within the timeframes shown below. Please contact your child's teacher if you have questions or concerns regarding your student's homework.

Scholar Academy Homework Guidelines

Grade	Minutes	Grade	Minutes
K	20	4th	50
1st	30	5th	55
2nd	40	6th	60
3rd	45	7 th -8 th	Determined by teacher

Medication and Health

Teachers are not allowed to administer any medication, including aspirin to a student. Medication can be administered by the front office staff under the following conditions:

1. The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form as necessary. The applicable form is available at the office.
2. The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.

3. Prescription medication must be brought to the front office in its original pharmacy container. The pharmacist will put medications in two bottles upon request. It is the parents' responsibility to keep medication in adequate supply.

For the safety of all, medications will not be sent home with children. Parents must pick up medication from the office. If your child must take short-term medication (prescribed or over-the-counter) for any reason, please make arrangements to administer the doses yourself.

EpiPen or Asthma Medication

Students with EpiPen or rescue asthma medications may keep the medication with them, easily accessible, providing the appropriate physician forms have been completed. Forms may be obtained from the front office. Parent will need to schedule a meeting through the front office to meet with the School Nurse and Administration to create a health care plan in behalf of their child.

Lice-Student will be sent home if there are any nits or lice found in a student's hair. Due to the high transference rate of lice and in order to limit those affected, if a case of lice is confirmed or suspected, SA reserves the right to discreetly check students' hair for evidence of lice. Students may not attend school until lice and nits are removed.

Student Services

Special Education- Scholar Academy provides Special Education services for students who need individualized instruction in order to access the general education curriculum.

504's- Section 504 is the part of the Rehabilitation Act of 1973 that applies to individuals with disabilities. It helps protect the

civil rights of persons with disabilities. Section 504 is a nondiscrimination statute, prohibiting discrimination based on disability. Section 504 requires that no person with a disability be excluded from or denied benefits of any program receiving federal financial assistance; this includes education. If your child needs a 504, please contact the front office to schedule a meeting with Administration.

Parties & Holidays

Parties and Classroom Celebrations

Birthdays - Student birthdays will be celebrated in the classroom in a way that celebrates the student and in such a way that does not violate the student's personal or religious values. **Students or parents are not allowed to bring food, treats or favors to distribute to other students.**

Teacher and staff birthdays will be celebrated with the staff. No money can be collected in the classroom to purchase teacher gifts.

Holidays –Holidays, if chosen to be observed, will be celebrated in ways that will enhance the meaning and the understanding of the holiday for the student. Class “parties” will be planned by teachers in conjunction with parent volunteers and must be planned with respect to students who may have personal or religious beliefs that restrict them from participating. Because of health and safety reasons SA’s Nutrition and Fitness Advisory procedures must be followed in order to have consumable treats and food items accessible to students. PTO will plan and assist with Halloween and Valentine Parties.

School Safety, Emergency, and Reunification

Evacuation and Reunification Site

If Scholar Academy evacuates for any sort of reason, the students will be led by administration and staff to Middle Canyon Elementary school located at 751 East 1000 North. This is referred to as our reunification site.

Closed for Emergency or Weather

If Scholar Academy closes for weather or an emergency, the school will send out a one call to all parents. A mass e-mail will be sent through Aspire if the system is operational. Watch local news stations for updates on school closure.

Fire Drills and Earthquake Drills

Scholar Academy holds once a month fire drills or safety drills. Teachers will work with students to understand the routine and procedures for a fire drill.

Scholar Academy also participates in the Great Shakeout of Utah. Teachers will teach students the appropriate routine on how to be safe during an earthquake.

Testing

All students will participate in state-mandated testing as well as in other school wide testing. Teachers and administrators will use data from all assessments to determine a student's individual instructional needs and to plan for instruction. Parents will receive test results as soon as the data is available.

SA School-Wide Testing Schedule			
Grades	Test	Dates	Purpose
K	KEEP	August May	academic and social-emotional development of entering and exiting kindergarten
K – 3	DIBELS	September January May	Basic literacy skills – fluency and comprehension
3 – 6	RISE	April/May	Proficiency and Growth in Language Arts, Math and Science Writing-5th grade only
7 th -8 th	RISE	April/May	Proficiency and Growth in Language Arts, Math, and Science. Writing-8th grade only

Visitors & Volunteers

Parents, volunteers and visitors are a regular part of SA and are welcome to visit providing the visits are not a disruption in the school or in the classroom. For the protection and safety of students all persons entering the building must check in at the

school office and wear an identification badge while at the school. Trespassers are subject to legal action.

All SA families are expected to volunteer 30 hours each year. There are volunteer opportunities that fit all schedules and circumstances. Your child's teacher and the PTO Volunteer Committee will provide parents with a list or description of volunteer opportunities. The PTO will track all volunteer hours.

Addendum- Junior High

Fee Schedule

2019-2020 Scholar Academy Fee Schedule

The Utah State Legislature's [House Bill \(H.B.\) 250: School Fee Revisions \(External Web Content\)](#), was passed to ensure that fees in the public school system do not create a barrier to full participation for any student, regardless of their financial circumstances. This includes creating standards and requirements for student fee policies, fee schedules, conditions for charging student fees, and ensuring fee waivers are available for students. "Fee" means something of monetary value requested or required by a Local Education Agency (LEA) as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by a school. (Reference: R277-407-2(3)(a))

Unpaid Fees will be sent to collections. Fee Waiver Approvals do not cover the following: Recovery class charge, yearbook, lost lock, lost or damaged books, damage to school property or equipment, or rented school property, summer school.

School Year: 2019-2020

School Fees

K-5th grade optional after school or early morning activities

Summer School, Tuesday after School- \$0-\$40

Choir- \$30.00

Violin- \$30.00 plus instrument rental

6th Grade Fees

Activity Fee \$25.00

Breakdown: \$10 activities (field day, Fiesta, awards, prizes)
\$15 Intramurals, dances, evening activities, food

Additional After or Before School Programs:

Tuesday After School Free- \$40
Choir, Violin \$30.00 plus
instrument rental

Summer School \$35- 40.00

7th /8th Grade Fees

Textbook 10.00

Activity 25.00 Spirit Week,
dances, EOY

Science (lab materials) 10.00

Physical Education* 7.50 T-shirt*

Calculator Fee 5.00

Computer Fee 10.00

College and Career Awareness (7 th grade)	25.00
Art	10.00 supplies
Theater	20.00 set material Props/scripts
Violin	10.00 sheet/music transportation plus violin rental
Choir	15.00 music, t-shirt
Spanish	10.00 cultural food and supply items
Recovery summer school class	40.00 per class

***8th graders may use the T-shirt they purchased in 7th grade and pay no fee.**

8 th grade Teton Science Trip	\$400.00
	Teton fee and transportation

Junior High Information

Counselor

Mary Murphy will be Scholar Academy's Junior High Counselor. She will be available 1 day a week. Students and/or parents may schedule an appointment to meet with Ms. Murphy by contacting Mrs. Dipo in the office.

PUBLIC DISPLAY OF AFFECTION (PDA)

Public display of affection is not allowed in the Junior High. This includes holding hands, walking arm-in-arm, hugging, kissing, or any display of affection. Failure in following this procedure will result in a referral to school administration.

CLOSED CAMPUS

Scholar Academy is a Closed Campus School. Students may not leave campus during the day without administrative approval. Students must be signed out through the office and accompanied by a parent/guardian in order to leave campus.

ADVISORY CLASS

Students in 7th and 8th grade will be assigned an advisory class period that will be held each Friday. Students will work together in the class on a new program- GREAT EXPECTATIONS! Students will work with their advisory teams and participate in team building activities. Students will also check their grades with teachers each quarter and work on missing assignments.

ZEROS AREN'T PERMITTED (ZAP)

Scholar Academy Junior High will implement a no-zero policy. Students will not be allowed to simply just not turn in an assignment. ZAP will provide students with an opportunity to complete the missing assignment during 2 designated periods each week. ZAP is not a punishment, it is simply providing your child with an opportunity to complete the missing assignment regardless of the reason: absences, vacation, sick, etc. We appreciate the support of parents in this effort for students to work with their teacher in order to complete missing assignments. **Students who fail to attend ZAP class will be assigned another ZAP class, as well as receive a behavior referral and be assigned a Friday detention.**

Class Change Request

Changes to a student's schedule may be made during the first week of each semester. After the first week of school, changes will occur through the CMT process. A fee of \$5.00 will be assessed for each class change.

Intramurals

Scholar Academy Junior High will be offering intramurals for 6th-8th grade students. They will run each term. They days will be Monday,

Wednesday, Thursday, and Friday. They will begin at 3:15 and end at 4:00pm. Some sports to be offered are cross country, basketball, volleyball, soccer, LaCrosse, dance.

Teton Science Trip

Scholar Academy students will experience a one of nature's most incredible classrooms—the Greater Yellowstone Ecosystem. Teton Science Schools provides year-round programming for student groups from across the country. Teton Science School design programs with education and fun in mind. Students will spend 3 days with the Science School! There will be 3 payment options available to parents- 1. Pay all at once. 2 Monthly payments of approximately 50.00. 3. 2 payments of 200.00.

National Junior Honor Society

The National Junior Honor Society is the nation's premier organization established to recognize outstanding middle level students. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. These characteristics have been associated with membership in the organization since its beginning in 1929.

Service Club

Service club is a voluntary organization where students meet regularly to perform charitable works by researching needs in the community- school, city, state, in a direct hands-on effort.