

MACDOWELL
PREPARATORY ★ ACADEMY

2016-2017
Scholar and
Parent/Guardian Handbook

*Pending Board Approval

SCHOLAR HANDBOOK
2016-2017

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Welcome Letter

On behalf of the team here at MacDowell Preparatory Academy, I am happy to welcome you to the 2016-17 school year! We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential! We recognize that in order to be successful in school, children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education.

As partners, we share the responsibility for our scholar's success and want you to know that we will do our very best to carry out our responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
- 2) Completes all homework assignments given by teachers
- 3) Reads daily to develop a love for reading and to improve literacy skills
- 4) Shares school experiences with you so that you are aware of his/her school life
- 5) Informs you if he/she needs additional support in any area or subject
- 6) Knows that you expect him/her to succeed in school and go on to college

Please consider joining our School Volunteer Program as our scholars can greatly benefit from your involvement and contributions to the school's program and its operations.

We seek volunteers to help us with the following activities:

- ❖ Teacher-led instructional support, usually in the classroom
- ❖ Reading with children who need extra help
- ❖ School-wide events
- ❖ Outreach and recruitment of parent and community volunteers.

If you have any questions about the rules and expectations, please feel free to contact me or to discuss them with your child's teacher. It is very important that you and your child are fully informed regarding standards related to appropriate behavior for a safe and productive school year.

Sincerely,

Lindsie Boykin

School Principal

Welcome – Section A

Mission Statement

The mission of MacDowell Preparatory Academy is to instill in its scholars the skill and will to prepare them for success in college and life.

Vision Statement

MPA scholars maximize their potential and achieve success in every area of their lives.

- Our scholars are excited about their future and own their own learning.
- Our faculty are passionate, knowledgeable and accountable for creating an environment where scholars learn.
- Our parents, guardians and community are actively supporting our children's dreams and the work of the school.

School Values

Mustangs are M.I.G.H.T.Y.

Magnificent Mindset- Remain OPTIMISTIC in the face of challenge.

Investigative- Approach situations as a PROBLEM SOLVER.

Get Great Results- Be RESULTS DRIVEN in every area.

Hearfelt Honesty- Display INTEGRITY at all times.

Team and Family- Operate as a FAMILY AND TEAM in order to attain desired outcomes.

unYielding Resilience- Allow RESILIENCE to empower self and others to success.

Board of Directors

Nicole Well-Stallworth (President)

Cornell Batie

Dichondra Johnson

Carlton King

Robert Thomas

Andrew Yahkind

SCHOOL OVERVIEW – Section B

Hours of Operation

The hours of operation for MacDowell Preparatory Academy are listed below. This year, all American Promise Schools will dismiss early (1:00 p.m.) every Friday. Please see the details listed below.

| | |
|--------------------------------------|---|
| Scholar Breakfast | 8:00 a.m. – 8:25 a.m. (Scholars should arrive by 8:15 a.m. for breakfast) |
| Class begins | 8:30 a.m. |
| Dismissal (Monday – Thursday) | Grades K and 1- 3:45pm from the Outer Drive Door (1) Grade 2 and 3- 3:45pm from the Outer Drive Door (2) Grades 4 through 6- 3:50pm from the Birwood Door Grades 7 and 8- 3:55pm from the Birwood Door |
| Dismissal (Friday) | 1:00 p.m. |
| Holiday Dismissal | 12:00 p.m. |

Administrative Office Hours

When school is on a holiday break (Winter and Spring Break, Summer School), MPA holds the following office hours:

Monday – Thursday:

School Open: 8:00 a.m.

School Closed: 4:00 p.m.

Friday:

School Open: 8:00 a.m.

School Closed: 1:00 p.m.

Arrival Expectations

- ✓ Arrival Time- 8:00am
- ✓ Car Drop Off- merge into the car line at the Birwood Street entrance
 - Families will be greeted by a team member to further direct scholars to breakfast or the auditorium.
- ✓ Walkers- scholars will be greeted by a team member to further direct them either to breakfast or into the auditorium for Morning Brain Bump.
- ✓ Bus Riders- All bus riders, regardless of the arrival time of the bus, will have the opportunity to eat breakfast.

Beginning at 8:30 a.m., all scholars and staff members will participate in our morning Mighty Mustang Rally. Any scholars that arrive after staff members have departed the arrival area must be escorted by a parent to the main office to sign the “tardy log.” **Scholars arriving after 8:30 a.m. will be considered tardy.**

Parents arriving after 8:30 a.m. are required to park in the designated parking area and escort their scholar to the main office and sign the tardy log.

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Dismissal Expectations

Dismissal at MacDowell Preparatory Academy will begin at 3:40 p.m. (Monday, Tuesday, Wednesday, and Thursday) or 1:00 p.m. (Friday). All parents will be picking up their scholars from the designated area outside of the school building. Written communication will be sent home with each scholar prior to the start of school alerting parents of which area to pick their scholar up from.

Here is a breakdown of the staggered dismissal:

Kindergarten and First Grade- 3:40pm at respective location

2nd-3rd Grade- 3:45pm at respective location

4th-6th Grade- 3:50pm at respective location

7th-8th Grade- 3:55pm at respective location

Please do not intend to pick up your Scholar early during the course of the week to ensure that they receive 100% of the quality instruction provided.

Any adult picking up a scholar from MacDowell Preparatory Academy must have a copy of their valid ID to present at dismissal. Once it is verified that their name is on the pick-up list, the scholar will be released to the adult. If an adult does not have a copy of their ID, they must park and report to the main office for the scholar's primary parent or guardian to be contacted. This process is in place to help ensure the safety of all our scholars.

Late Pickup Fee: MacDowell Preparatory Academy will charge each family a fee of \$1.00 for every 15 minutes for any child still on campus after 4:15 p.m. (1:15 p.m. on Fridays). It is imperative for parents to remember our dismissal times and for all scholars to be picked up on time, each day.

Scholar Code of Conduct – Section C

Uniform Policy

Here at MacDowell, academics are our primary concern. We want to make sure that scholars are dressed professionally and appropriately at all times (during school hours, during after school programming, etc.). Find below the guidelines for ensuring that your scholars are in compliance with our uniform policy.

| Shirts and Sweaters | |
|---|--|
| Acceptable (Do's) | Unacceptable (Don'ts) |
| Solid maroon, solid burgundy, or solid white polo shirt | Any color other than white, maroon, or burgundy polo shirt |
| | Other types of shirts (t-shirts, tank tops, etc.) |
| Polo shirt is tucked into pants, shorts, or skirt | Untucked polo shirt |
| Solid black or solid blue cardigan in cold weather | Hoodies or sweatshirts in cold weather |
| | Long sleeved t-shirts under polo shirts |
| Appropriately fitted clothing | Ill-fitting, tight clothing |

| Pants, Shorts, and Skirts | |
|----------------------------------|--|
| Acceptable (Do's) | Unacceptable (Don'ts) |
| Tan/Khaki pants | Blue, black, or any other color pants, shorts, or skirts |
| Appropriate knee length skirts | Skirts that come above the knee |
| Knee length tan/khaki shorts | Shorts that come above the knee |

| Shoes | |
|-------------------------------------|------------------------------|
| Acceptable (Do's) | Unacceptable (Don'ts) |
| Any color dress shoe or tennis shoe | Flip flops |
| | Sandals of any kind |

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| Accessories | |
|------------------------|---|
| Acceptable (Do's) | Unacceptable (Don'ts) |
| Any color socks/tights | Large earrings or any distracting earring (as decided by the Leadership Team) |
| Black or brown belt | Loud/distracting jewelry or watches |
| | Words, logos or names on jewelry |

| Free Dress Days | |
|---|---|
| Acceptable (Do's) | Unacceptable (Don'ts) |
| Any appropriate top | Tops with words, symbols, or sayings |
| Any appropriate pair of pants, shorts, or skirt | Pants, shorts, or skirts with words, symbols or sayings |
| Any tennis shoe or dress shoe | Ill-fitting, tight clothing |
| | Skirts or shorts that fall above the knee |

Community Behavior System

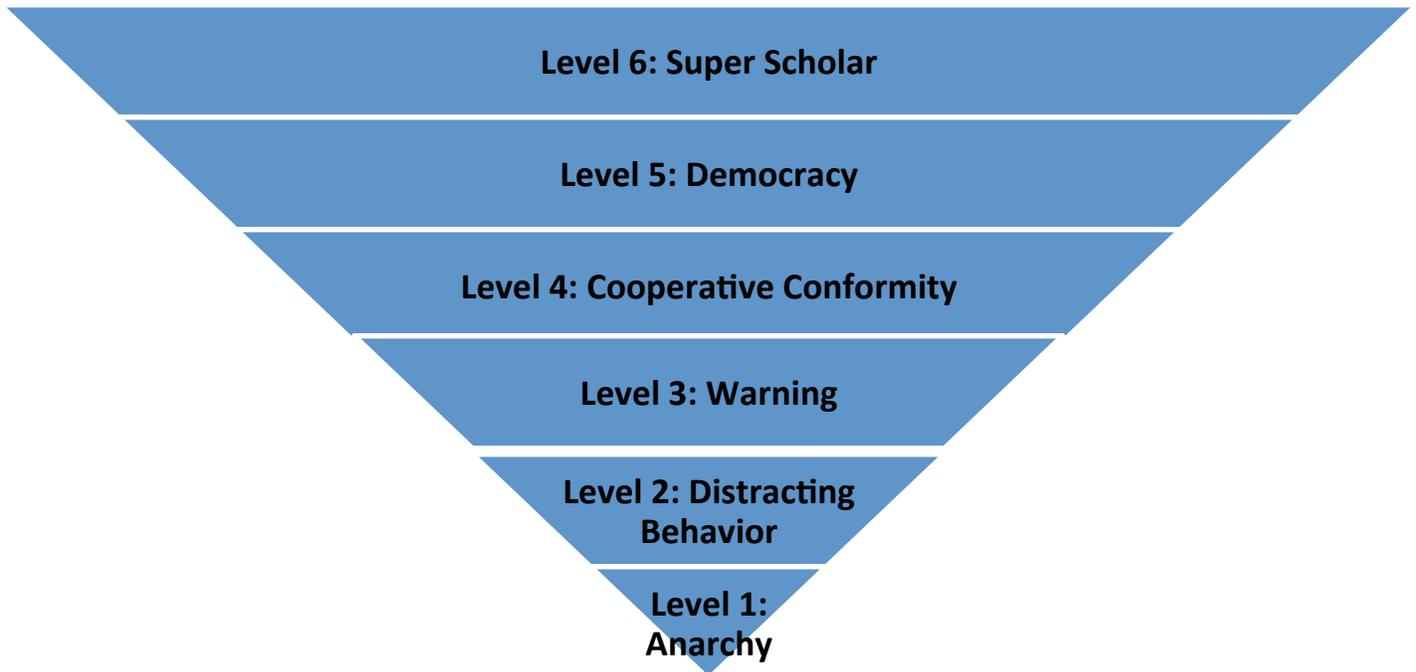
Our K-8th grade classrooms provide our scholars with feedback on their choices, based on a leveled behavior system.

Our goal:

Every Scholar will be aware of where they stand and the impact their choices are having on the learning community.

During the day, Scholars have an opportunity to move up when their behavior improves and move down when they make a poor choice. Scholars are always praised and encouraged to make better choices and receive redirection and feedback when making poor decisions. Scholars receive homeroom and grade level based incentives and consequences based on their behavior level. **Our goal is for 100% of our Scholars to function on a level 4 or above during the school day.**

- **Level 6: Super Scholar – M.I.G.H.T.Y. Mustang:** I live by the values of our school through my actions and words and display responsibility and self-discipline.
- **Level 5: Democracy - Internally Motivated:** I display responsibility and I'm developing self-discipline. I make good choices because it is the right thing to do.
- **Level 4: Cooperative Conformity - Motivated by the team:** I am considerate and comply with the expectation.
- **Level 3: Warning** – I need to get back on track. *Step I Behavior*
- **Level 2: Distracting Behavior** - I am bothering others. I am breaking the rules of our community. I need to be told to behave. *Step II and Step III behaviors.*
- **Level 1: Anarchy - Absence of Order:** I lack direction in class. My behavior is chaotic. I need help outside of the classroom to get back on track. *Step III or Step IV behaviors.*



Scholar Behavior Classifications and Consequence Continuum

MPA has a vested interest in working with our scholars and our families to ensure that every scholar at our school achieves success with navigating their behavior, enhancing their social emotional skills, and achieving positive interactions with others. We practice a positive behavior intervention and support system model where scholars receive feedback, incentives, and consequences based on how their behavior impacts other scholars, their class, and their interactions with faculty members. We believe in working with our school and families to identify our high need scholars and find effective ways to provided support, intervention, and resources that will ultimately lead to transforming scholar behavior for the betterment of the scholar and our school. Knowing that scholars will make mistakes, we believe in holding our scholars accountable by creating a consequence continuum that is sequential and provides scholars with many opportunities to make changes in their choices in regards to behavior. When we as a school believe that we have provided scholars and families with the proper amount of support and resources for the scholar to succeed, yet her or she continues to struggle in correcting their behavior, we will make the best choice and decision for not only the scholar, but also for the learning environment and the culture of our school. Our ultimate goal is to protect the right for every child to receive a quality education in a safe and nurturing school environment. MacDowell Preparatory Academy must protect this right at all cost.

As educators, we understand that 85% of our scholars will always display behavior that can be managed solely through the community behavior system. There will be times however, when scholars will display behavior that operates outside of the system and warrants a response above and beyond classroom interventions. Listed below is our Step Level for Behaviors and explanations and expected response from school-based personnel.

Definition of Terms

Chronic Behavior is an occurrence of behavior that takes place more than twice.

Expulsion is defined as a decision to permanently remove a scholar from school due to extreme non-compliance with school rules/state law.

Lunch Detention is a consequence issued to scholars that they serve during their lunch period. Staff members issue a lunch detention to any scholar exhibiting behavior from the Step 3 infractions listed in the Scholar Code of Conduct. Instead of having lunch with classmates in the cafeteria, a scholar will eat lunch and complete a character building assignment while serving his or her lunch detention.

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Referral is a specific written record of the scholar's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or administrator. After a scholar has exhibited an infraction from Step 3 or Step 4 of the Scholar Code of Conduct, staff will complete a referral form asking for additional support. The completed referral form will be sent to the Disciplinarian to further investigate the matter.

Time in Seat is a consequence issued to scholars. After a scholar has exhibited an infraction from Step 3 or Step 4 of the Scholar Code of Conduct, staff will complete a referral form asking for additional support. The completed referral form will be sent to the Disciplinarian to further investigate the matter.

Minor Disrespect: Brief or low-intensity failure to respond to adult request

Major Disrespect: Refusal to follow directions, talking back, and/or socially rude interactions communicated in writing, by words, or tone of voice

Out-Of-School Suspension refers to the decision to temporarily remove a scholar's right to attend school or any school-related activity for a specified period of time (not to exceed ten school days). A meeting with the parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Additional details related to an out-of-school suspension are:

- Scholars suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension.
- Scholars are allowed to complete homework assignments while on suspension. In order to receive credit for them, scholars must submit the assignments to their teacher on the day of readmission to the school.

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Step 1 Behavior: Daily Occurrences

Each teacher or faculty member establishes the rules for the classroom and for school-related activities. 80-90% of behavior infractions can be managed by the classroom teacher. The teacher may use any of the disciplinary options listed in maintaining classroom discipline. A discipline referral is not necessary but may be written for documentation purposes to inform parents or guardians of the behavior in its entirety if it occurs daily or 2-3 times a week.

****Options are listed below. Options to be implemented are not limited to this list and the ultimate consequence is set by school administration.***

| Step 1 Infractions | Minimum Consequence | Other Consequences | Maximum Consequence |
|---|---------------------|-----------------------|--|
| 1.1 Off task during instruction | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.2 Disrupting the learning environment | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.3 Not showing SLANT | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.4 Correctable uniform violation | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.5 Sleeping in class | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.6 Not adhering to school expectations (The Big 3*) | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |
| 1.7 Not prepared for class (missing homework or supplies) | Teacher Redirection | Behavior Level Change | Grade level in- class consequence (change of seat, loss of privilege, Think Sheet, parent contact, Buddy Room) |

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Step 2 Behavior: Disruptive Behavior

Step 2 behavior infractions are still handled by the classroom teachers. Since disruption of others is a trend in Step 2, consequences will range from a classroom consequence to a loss of a privilege. A discipline referral is not necessary but may be written for documentation purposes to inform parents or guardians of the behavior in its entirety if it occurs daily or 2-3 times a week.

****Options are listed below. Options to be implemented are not limited to this list and the ultimate consequence is set by school administration.***

| Step 2 Infractions | Minimum Consequence | Other Consequences | Maximum Consequence |
|--|----------------------------------|--------------------|---------------------------------------|
| 2.1 Repeated Step 1 infractions | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.2 Hurtful statements to others (teasing, harmless threats) | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.3 Individually derailing the learning environment (i.e., screaming, shouting out, tantrums) | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.4 Minor Disrespect/ Mild defiance (adheres to teacher redirection) | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.5 Repeated uniform violation | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.6 Cutting/pushing/talking in line | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.7 Hallway disruption (running, shouting, horseplay) | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.8 Drinking beverages other than water and chewing or eating gum, candy, plastic, or any other item in school | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.9 Electronic devices | Confiscation for Parent pick-up | Parent Contact | Time in Seat and/or loss of privilege |
| 2.10 Inappropriate internet use | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.11 Not following restroom expectations | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.12 Disruptive or noncompliant behavior on a school bus or at a school bus stop | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |
| 2.13 Being in the hallway without a pass | Grade level in-class consequence | Parent Contact | Time in Seat and/or loss of privilege |

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Step 3 Behavior: Chronic/ Severe Behaviors

Step 3 behaviors are those that are occurring on a constant basis (several times a day or 2-3 times a week). Some infractions will result in a referral to an administrator. The disciplinary response depends on the offense, previous actions, and the seriousness of the misbehavior. Step 3 acts of misconduct include those scholar acts that interfere with the orderly educational process in the classroom or in the school. A teacher who observes a scholar engaged in Step 3 or higher misconduct will fill out a discipline/referral form. School administration will work with the teacher on proper follow up with parents.

***Options are listed below. Options to be implemented are not limited to this list and the ultimate consequence is set by school administration.**

| Step 3 Infractions | Minimum Consequence | Other Consequences | Maximum Consequence |
|---|------------------------------------|---|--|
| 3.1 Repeated Step 2 infractions | Lunch Detention, Loss of Privilege | Referral | 3 day suspension |
| 3.2 Cheating, plagiarism, or copying the work of other scholars | Lunch Detention, Loss of Privilege | Referral | 3 day suspension |
| 3.3 Leaving classroom without permission | Lunch Detention, Loss of Privilege | Referral | 3 day suspension |
| 3.4 Cutting class | Lunch Detention, Loss of Privilege | Referral | 3 day suspension |
| 3.5 Destroying school property | Lunch Detention, Loss of Privilege | Restorative Justice- repair school property | 3 day suspension and payment for replacement |
| 3.6 Throwing objects that could cause harm to other scholars | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.7 Repeated inappropriate internet use | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.8 Intentional hitting, pushing, spitting, kicking, biting | Lunch Detention, Loss of Privilege | Removal from class | 5 day suspension |
| 3.9 Cafeteria disturbance (food fight, throwing food) | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.10 Profanity, vulgar language, or obscene gestures, provocative or abusive language directed at staff or scholar | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.11 Any verbal abuse or bullying of others, including slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation. Bullying is defined as any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame or disgrace | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.12 Bullying, intimidation, or harassment, including actions occurring through phones, the internet or other electronic methods | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |

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| | | | |
|---|------------------------------------|----------|------------------|
| 3.13 Major Disrespect/Severe defiance (talking back to teacher, extreme non-compliance including eye rolling, sucking teeth, bodily rudeness, and name calling) | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.14 Inappropriate display of affection | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |
| 3.15 Fire Alarm Violation | Lunch Detention, Loss of Privilege | Referral | 5 day suspension |

Step 4: Most Severe Behaviors

Step 4 acts include misconduct for which an administrator may place the scholar into out of class suspension for several days and/or make are referral for expulsion. The principal or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct. The period of the suspension is determined by school administration.

****Options are listed below. Options to be implemented are not limited to this list and the ultimate consequence is set by school administration.***

| Step 4 Infractions | Minimum Consequence | Maximum Consequence |
|--|--------------------------------|---------------------|
| 4.1 Repeated Step 3 infractions | Referral for 1 day suspension | Expulsion |
| 4.2 Any verbal abuse or bullying of others, including slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation. Bullying is defined as any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame or disgrace | Referral for 1 day suspension | Expulsion |
| 4.3 Bullying, intimidation, or harassment, including actions occurring through phones, the internet or other electronic methods | Referral for 1 day suspension | Expulsion |
| 4.4 Harassment, dating violence, threatening to cause harm or bodily injury to another scholar, engaging in sexually intimidating conduct, causing physical damage to the property of another scholar or adult, subjecting another scholar to physical confinement or restraint, or maliciously taking any action that substantially harms another scholar's physical or emotional health | Referral for 3 day suspension | Expulsion |
| 4.5 Possession or use of tobacco or alcohol | Referral for 5 day suspension | Expulsion |
| 4.6 Participation in activities by groups such as gangs | Referral for 5 day suspension | Expulsion |
| 4.7 Theft, robbery or extortion | Referral for 5 day suspension | Expulsion |
| 4.8 Vandalism, graffiti, or arson | Referral for 5 day suspension | Expulsion |
| 4.9 Possession of weapons or any type of ammunition | Referral for 10 day suspension | Expulsion |
| 4.10 Possession of drugs and or drug paraphernalia | Referral for 10 day suspension | Expulsion |
| 4.11 Physical fighting | Referral for 10 day suspension | Expulsion |

School Expulsion Process

1. When MacDowell Preparatory Academy determines that a scholar has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee recommends the scholar for expulsion with a misconduct report to the superintendent and hearing officer. The principal or designee contacts (minimum three attempts) parent or guardian to schedule expulsion hearing, documents that contact in the scholar information system, and notifies parent or guardian of the expulsion via certified mail.
2. Principal or designee schedules expulsion hearing.
 - a. Designated-hearing officer will conduct expulsion hearing.
 - b. Representatives of the principal may present evidence or witnesses.
 - c. The parent or guardian is strongly urged to attend.
 - d. Parent or guardian and scholar afforded due process by being allowed to refute charges and present evidence.
 - e. Parent or guardian may bring legal counsel.
3. Hearing officer sends written hearing report and recommendation to superintendent of American Promise Schools within two business days of the hearing and notifies parent or guardian of the recommendation.
4. Parent or scholar may appeal hearing officer's recommendation in writing to the superintendent of American Promise Schools within 3 business days of being notified of the hearing officer recommendation.
5. The superintendent of American Promise Schools makes final decision within 10 business days of the hearing officer's recommendation and notifies parent or guardian of the decision.
6. The superintendent of American Promise School's decision on long-term suspensions (more than 10 days) and expulsions may be appealed within 7 days to the MPA Board of Directors.

Scholar Bus Procedures

While the purpose of this policy is not for school discipline but rather for the safety of all scholars while riding a bus to and from school, nothing in this policy shall prohibit MacDowell from instituting school discipline in accordance with the Scholar Code of Conduct, the Scholar Handbook, and/or the Commitment to Excellence as deemed appropriate by school personnel.

It is important for all bus riders to accept and acknowledge that transportation services are a privilege which will continue only if the scholar's behavior on the school bus is reasonable and safe. Scholars who choose to engage in unacceptable behaviors on a school bus create an unacceptable risk for themselves as well as other scholars, the bus driver, the motoring public, and pedestrians. The bus driver, working with the MacDowell teachers and administration, is responsible for the safety and discipline of bus riders.

Please review this policy, discuss it with your child, and sign the Bus Rider Behavior Contract located towards the end of the handbook.

Parent Bus I.D Policy

All parents whose primary school child(ren) ride/rides a bus must have their school issued Scholar Bus ID or any government issued photo ID that matches the name of an authorized individual as reflected in the bus roster in order to have the child released from the bus. This is a safety issue and no exceptions will be made. If you need another Scholar Bus ID, please contact the school.

MacDowell middle school aged siblings of elementary school scholars are authorized to get off the bus with their primary school aged sibling(s) provided they have the Scholar Bus ID Badge with them, just like their parents must have. This means every day, not just at the beginning of the school year. This is a safety issue and no exceptions will be made.

Parents do not need a Bus ID for bus release for middle school scholars.

Parent Bus Stop Pick-up Policy for all Primary School Scholars

All parents must be at the bus stop 10 minutes ahead of the scheduled stop time; for AM and PM. If a primary school parent is not at the stop on time in the PM, we have instructed the bus drivers to call the school to let them know the child's name and to continue with the route. The school will in turn attempt to get in contact with the parent to tell them how to pick up their child (e.g. meet the bus at another bus stop). Therefore, we stress that you make it to the stop ahead of time.

Bus drivers are not permitted to drop off scholars at places which are not on their scheduled bus route. If you are not at your child's bus stop at the scheduled time, it will be your responsibility to go to the next stop and catch up to the bus. If you are not at one of the remaining scheduled bus stops to take your child off the bus, the child's bus privileges will be revoked for 3 days, starting the next school day. The second time this happens, the child will lose all bus privileges for the remainder of the year.

Bus Expectations

- Observe the same conduct rules as you would in the classroom while riding a school bus.
- Be at your bus stop at least 10 minutes before the scheduled arrival time for the bus.
- Do not engage in inappropriate or disruptive behavior at your bus stop.
- Do not rush the bus upon its arrival at the stop.
- Use appropriate language and be courteous to your bus driver and other passengers.
- Do not eat or drink while on the bus.
- Throwing objects out of a window or littering on the bus is prohibited.
- If assigned seats are instituted on your bus, sit in your assigned seat and remain seated at all times until you are at your final destination.
- Obey the directives of the bus driver and the transportation attendant if one is assigned to your route.
- Keep your hands, feet, and head inside the bus at all times.
- Respect property. You and your parent or guardian will be responsible for any damage you cause to a bus.
- Inappropriate gestures or comments to motorists or others outside of the school bus are not allowed.
- Ride only your assigned bus to your assigned stop unless you have written permission from both your parent or guardian and your principal to do otherwise.
- A quick and easy summary of all of these rules is: **SIT BACK AND ENJOY THE RIDE®**

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School Bus Offenses (non-exhaustive)

| Class I Offenses | Class II Offenses |
|---|--|
| <ol style="list-style-type: none"> 1. Spitting 2. Excessive Noise 3. Horseplay/Mischief 4. Leaving one's seat/standing without permission of the driver 5. Profanity, verbal abuse, harassment, inappropriate gestures or possession of inappropriate materials 6. Refusing to properly identify oneself to the bus driver 7. Disobedience or disrespect to the bus driver or bus monitor 8. Inappropriate or disruptive behavior at a bus stop | <ol style="list-style-type: none"> 1. Hanging out of windows with any part of the body 2. Throwing any object in or out of the bus 3. Bullying, threatening, or harassment of any person on the bus 4. Profanity or threats toward the bus driver or bus monitor 5. Possession or use of tobacco 6. Vandalism to the bus or any bus related equipment (restitution will be required as well) 7. Pushing, shoving, or rushing the bus at a bus stop 8. Lighting matches, lighters, or any other flammable object or substance 9. Unauthorized entering or leaving the bus through an emergency exit or window 10. Possession or use of a laser pen or pointer that distracts the driver 11. Riding an unassigned bus or using an unassigned bus stop without the proper permissions 12. Eating/Drinking/Littering the bus |
| Class III Offenses | |

- Class III offenses are defined as and include, but are not limited to, fighting, possession or use of a weapon, possession of an illegal substances, or anything which seriously jeopardizes the safety of the scholar, other scholars, the bus driver, the motoring public, or pedestrians.

CONSEQUENCES FOR SCHOOL BUS OFFENSES

| Offense Level | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
|---------------|--|---|---|---|
| Class I | Written warning & scholar apology | 1 – 3 day bus suspension, scholar apology, & required parent conference | 3 – 5 day bus suspension, scholar apology, & required parent conference | Loss of bus privileges for the remainder of the school year |
| Class II | 1 – 3 day bus suspension, scholar apology, & required parent conference | 3 – 5 day bus suspension, scholar apology, & required parent conference | Loss of bus privileges for the remainder of the school year | |
| Class III | Up to and including permanent loss of bus privileges for the remainder of the school year. | | | |

****Violation of any bus rules after three cited incidents may result in loss of transportation privileges for the duration of the school year.***

Bus Rider Behavior Contract

MacDowell Preparatory Academy's Bus Rider Behavior Contract 2016–2017 School Year

Scholar

I understand that I have a responsibility to my fellow scholars to help protect the safety, interests, and rights of all my teammates. I am responsible for my behavior on the school bus. Unacceptable behavior by me will result in discipline measures which can include the suspension or permanent loss of my bus privileges. I agree to abide by the bus policies as set forth in the Scholar Handbook and acknowledge that I have received a copy of the MacDowell bus policies which are included in the Scholar Handbook.

Parent or Guardian

I understand the bus rules and expectations for my child with regard to bus behavior. I understand that such rules are needed and will be enforced for the safety of my child as well as others.

We have read and understand the bus policies. Our signatures below indicate that we agree to follow the MacDowell bus policies.

Scholar's name (please print)

Scholar's Signature

Date

Parent or Guardian's name (please print)

Parent or Guardian's Signature

Date

Attendance Policy, Excused/Unexcused Absences, Tardiness

It is the law in Michigan that between a child's 6th and 18th birthdays, attendance is required each day during the instructional school year unless otherwise legally exempted or excused. School employees must investigate and report violations of the state compulsory attendance law. A scholar absent without permission from school will be considered truant and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the scholar and parents. Compulsory attendance applies to all scholars once enrolled in a public school.

Attendance will be taken on all days that school is in session during the traditional school year, as well as the summer. If a scholar has 10 or more excused absences during the year, that scholar will be reviewed by the promotion committee to determine if the scholar is prepared for success at the next grade level. If the promotion committee determines the scholar is not prepared for success at the next grade level, the scholar will be retained for missing too much instructional time. Excused absences are those absences for religious holidays, illness confirmed by a parent or guardian (doctor confirmation is needed for illnesses causing more than one day of absence), family tragedy, or school-related activities. If a scholar must miss school due to sudden illness or a family emergency, the school must be contacted by 8:30 a.m. for an absence to be considered excused. If doctor, dentist, or other appointments need to be made, the expectation is for every attempt to be made to schedule appointments on early dismissal or school holiday dates. If this is not possible, the scholar must provide notification within 2 weeks from a licensed doctor/dentist validating the absence for it to be excused. Scholars with excused absences are also responsible for making up any missed assignments in a reasonable amount of time set by the teachers. The principal makes the decision whether other types of absences are excused or unexcused.

The promotion committee will be convened by the school principal during the final six weeks of each school year and will report its findings to the superintendent and relevant families before the last week of each school year.

Scholars are allowed up to 3 unexcused absences during the year before the promotion committee conducts a review at the end of the year. As part of creating the daily schedule and annual calendar, each principal will set the time after which a scholar will be counted as tardy, and the principal will ensure that every family has this daily schedule and annual calendar before the first day of school.

Excessive Tardies

| Number of Tardies | School Action Steps | Parent/Guardian Expectations |
|-------------------|---|--|
| 3 | Advisor contacts family to identify why Scholar is arriving to school late and to brainstorm solutions with parents/guardians. Attendance Clerk will send our warning letter to families and reset expectations. | Implement solutions from brainstorm and ensure tardies improve. |
| 6 | Attendance Clerk will send out Chronically Tardy warning letter and request date and time to set up meeting with Scholar Tardy Intervention Plan Committee. During meeting, an action plan will be created with identified resources and action steps for the family to take to improve scholar arrival time. At-Risk Coordinator and School Counselor will coordinate follow up with parents and monitoring scholar tardies over the next month. | Provide availability for meeting. Implement strategies and utilize resources provided during meeting. Improve arrival time for scholar/s. Follow up with communication and attendance at meetings and presentations set by at-risk coordinator and school counselor. |
| 12 | Attendance Clerk will contact parent to set up Scholar Impact meeting with scholar advisor, school counselor and principal. School principal will facilitate meeting where Advisor shares Scholar current standing in class, based on biweekly assessment data, MAP, IA. Discusses Scholar social emotional | Provide availability for the meeting. Make a commitment to ensure scholar is on time for school the rest of the year. Prepare Scholar for consequences that will come due to missed time in school. |

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| | | |
|-----------|---|------------------------------|
| | development. School counselor reviews steps taken by committee to work with parent to rectify this issue. Principal shares impact lack of schooling is having on scholar success and determines next steps and consequences due to missing school hours or days. Alerts parents that the next steps are contacting Child Protective Services (CPS). | |
| 20 | Contact CPS for educational neglect. | Prepare to be contact by CPS |

Truancy Policy

Purpose

Michigan law places responsibility on scholars to attend school and on parents or guardians to send their children to school on a daily basis. Excessive absences hinder a Scholar's progress and adversely affect the Scholar's educational experience. At MacDowell Preparatory Academy, we value every scholar and seek to provide for his/her educational needs.

Compulsory Attendance MCL 380.1561

Consistent and regular attendance as required by Section 1561 of the Michigan Revised School Code requires all children to attend school until the age of 16, with few exceptions. In addition, the law mandates that a scholar who turned age eleven on or after December 1, 2009, or who was age eleven before that date and entered grade 6 in 2009 or later, must attend school until they are 18 years old unless they have earlier graduated or meet the exceptions allowed by Michigan law. For purposes of illustration, Scholars who are age 14 or under during the 2012-2013 school year and those who enroll at any time after the 2012-2013 school year must attend school until they are 18 years of age unless they have earlier graduated or meet the exceptions allowed by Michigan law. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled.

Truancy

Truancy consists of more than ten (10) unexcused absences during a school year. Truant Scholars and parents and guardians of truant Scholars are subject to prosecution by the Wayne County Prosecutor for Truancy (in the case of the scholar) and/or Educational Neglect. Parent/guardian does not ensure the legal requirement of regular school attendance until the scholar reaches the appropriate age. The Truancy Policy is used in conjunction with the Attendance Policy contained in the Scholar and Parent Handbook.

Truancy Team

The Truancy Team is to include the Scholar's advisor, the Dean of Culture, and the parent or legal guardian. The Truancy Team will work in close conjunction with the Office Manager who will maintain the attendance database and the school's administrative team such as the school Principal, Founder, etc. for additional support.

Policy

1. Upon the occurrence of three (3) consecutive absences or five (5) total absences, a phone call will be made by the advisory or homeroom teacher to inquire as to why the Scholar is absent and remind the parent/guardian of the school's truancy policy. The advisory or homeroom teacher will make a notice to the truancy team that the phone call was made to the parent.
2. Upon the occurrence of five (5) consecutive absences or a total of eight (8) absences, the Scholar shall be referred to the truancy team for intervention strategies and investigation to address the attendance issue(s) for each scholar before a referral for school truancy or parental educational neglect is filed with the Wayne County Prosecutor's Office – Juvenile Division. Additionally, upon the occurrence of eight (8) total absences, certified notification will be sent to the home of the scholar warning of the potential referral to Wayne County Prosecutor's Office.
3. Intervention strategies can include:
 - a. Meeting scheduled with parent(s)/legal guardian and truancy team
 - b. Home visits
 - c. Completion of attendance plan for Scholar
 - d. Subsequent review of attendance plan and fulfillment of attendance plan by scholar

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- e. Referral to social worker by truancy team if necessary
4. If the Scholar fails to return to school after 10 total days and all other measure are exhausted, including official notification submitted to the parent/guardian, a referral is completed and submitted by the truancy team to the Wayne County Prosecutor's Office.

Cell Phone Policy

MacDowell Preparatory Academy faculty go above and beyond every day to ensure the safety and well-being of all of our scholars. Each adult member of the team can be reached through contacting the Main Office and leaving a message. If a scholar becomes ill or sustains an injury while at school, the parent/guardian will be notified immediately by the office team. The MacDowell buses in the morning and afternoon are also equipped with a communication tool for the driver to notify the school in case of an emergency. It is the responsibility of the school to have open and frequent communication with the families of MPA scholars.

Elementary School (K-5)

As a result, barring extenuating circumstances, MPA elementary scholars are not encouraged to bring working cell phones to school or to carry them on school buses. If a parent or family member feels that their scholar needs to bring a cell phone to school, s/he must sign the Cell Phone Waiver and Consent Form prior to sending the cell phone with the scholar. Once the Consent Form has been received, the scholar must turn in their cell phone each day and have it locked up by the teacher. MacDowell reserves the right to confiscate cell phones not turned in to the teacher with a Consent Form. Parents will be asked to come to the school to retrieve a cell phone brought without prior permission. Any phones that do have permission to be on campus are not the responsibility of MacDowell Preparatory Academy and will not be replaced by the school if the phone is lost or stolen.

Middle School (6-8)

Middle school scholars are allowed to bring a cell phone to school and keep the phone in their locker at all times. Cell phones are not permitted in class at any time and MPA reserves the right to confiscate cell phones brought to school. Parents will be asked to come to the school to retrieve a cell phone brought without prior permission. Any phones that do have permission to be on campus are not the responsibility of MacDowell Preparatory Academy and will not be replaced by the school if the phone is lost or stolen.

Any scholar who does not follow the cell phone policy will have his/her cell phone confiscated by the school, and the parents will need to come into the school for a conference with school administration to obtain the cell phone.

The MPA Way- Our School's Culture

Hallways and Classrooms

Hallways and classrooms should reflect a college preparatory culture. Therefore, each classroom is named after a 4-year college/university and should be decorated accordingly. Teachers and Grade Level teams will hang college pennants, banners, posters, etc. in classrooms and hallways to reinforce and celebrate a college mindset.

Teachers will create a "College Corner" in their classrooms where they will hang a framed copy of their college diploma in their classroom as a symbol of the teacher's successful climb of the mountain to college, and as now a guide to Mighty Mustangs in their climb. They will also display other artifacts such as quick facts about the college or university, photos from the campus, photos of famous alumni and any other intriguing information about the college or university.

Positive Behavior Support

At MPA, we believe in providing scholars with the opportunity to make choices that align to our expectations and values. When scholars make great choices, they are rewarded positively. The rewards can be earned school-wide and in the scholar's classroom.

Examples of School-Wide Rewards

- **Mustang Money**
- **Quarterly Fun Trips**
- **Free Dress**

Scholar of the Week ("SOW")

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Each classroom will select a scholar of the week to be highlighted for living up to the Mighty Mustang Values. Scholars will receive recognition in the classroom newsletter and will be recognized on a dedicated bulletin board in the classroom.

Scholar of the Month ("SOM")

As a monthly tradition of celebrating our Mighty Mustang's character achievements, Grade Level teams will select a male and female scholar of the month to be honored at during our monthly Mustang Meetings! Once a month, all staff will be involved in voting for a male and female scholar of the month from each grade level based on the scholars selected for "SOW" recognition each week. Each grade level will devote an area to posting recognition of Scholars of the Month.

Quarterly Awards and Ceremonies

- ✓ Principal's List – 4.0
- ✓ Honor Roll – 3.0 and above
- ✓ Perfect Attendance – No absences during the quarter
- ✓ Mighty Mustang Award – Achieved excellence in living the Mighty Mustang Values

Parent/Guardian Volunteers

As a part of our commitment to excellence and equipping scholars with the skill and will to get to college, we understand the importance of parents and guardians as partners in the work of educating our scholars. As a Parent Partner, there are various opportunities to be involved here at our campus. If any parent or guardian is interested in becoming a partner with us here at MacDowell, the following steps will be followed.

1. Parent/Guardian submits a volunteer request form to the Main Office.
2. The Office Team performs background check within 48 hours of the receipt of the request.
3. The Office Team notifies the parent/guardian of the outcome in writing.
4. If the parent/guardian passes the background check, time will be scheduled to come in for Volunteer Orientation. **Parents/guardians will not be permitted to volunteer at MPA without completion of this orientation.**

Visitors

All visitors must sign in at the front desk upon arrival and state the purpose of their visit. Visitors who arrive after school hours must be admitted and greeted by a staff member. It is a shared responsibility to ensure that visitors to the school have a valid purpose for coming into the building. We do not allow "strangers" to use our restrooms, even upon request

Computer/Internet Usage

At our campus, we expose all Scholars to various modes of technology as a way to prepare them to become global leaders in our society. **Due to this, our expectation is for all Scholars to display honor and respect when provided with an opportunity to utilize desktops, netbooks and other technological equipment at our school.** The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet.

Families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the school is to use Internet resources to achieve educational goals, there is always a risk of scholars accessing other materials. We believe you should be aware of these risks.

Federal law states that computers connected to the Internet for scholar use must have a filtering technology in place for child safety and to satisfy e-Rate funding eligibility requirements.

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. In early 2001, the Federal Communications Commission (FCC) issued rules to ensure that CIPA is carried out.

What is required for CIPA compliance?

- Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors.
- Schools subject to CIPA are required to adopt a policy to monitor online activities of minors.
- Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

(Source: www.fcc.gov)

All use of computers, furnished or created data, software and other technology resources as granted to the employee and scholar body are the property of MacDowell Preparatory Academy and are intended for business and educational use. Network users shall not access, or willingly allow another person to access, any network resource without proper authorization.

Scholars are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the MacDowell computer network and/or the computer resources of the school.

1. Users are expected to be responsible, courteous and thoughtful when using school computers. Common sense should prevail. The use of the MacDowell computer network should be in support of education and research and consistent with the educational objectives of MacDowell.
2. Teachers are expected to monitor scholar use of computers.
3. While Internet usage is intended for school-related activities, incidental and occasional brief personal use is permitted within reasonable limits with the instructor's permission.
4. Use of any other organizations' network(s) or computing resources via our network must comply with the rules appropriate for that network and the instructor's permission.
5. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or unlawful material.

Parents are responsible for covering the expense of any equipment purposefully destroyed by their child on our campus.

Family Involvement – Section D

Tips to Help Your Child Climb the Mountain to College

1. Read every night!

Please spend at least ten minutes reading with your child every night, and vary the reading materials (newspaper, comic books, chapter books, etc.).

2. Get into a routine (bedtime, meal times).

Please ensure that your child is in bed at a time that will ensure they are successful and well rested for the next day. This bedtime should remain consistent on the weekends as well.

3. Talk about what happened in school today. Ask specific questions.

4. Kindergarten: Practice independence (becoming a leader and decision maker).

By the time your child enters kindergarten, they need to have the following skills to be successful at school:

- Manipulating belt buckles, unbuttoning pants
- Understanding basic bathroom etiquette (keeping clothes on in the restroom, how to use a urinal, washing hands, asking to go to the restroom in a timely fashion)
- Socializing with others children (speaking, greeting others appropriately)
- Holding their own food utensils and eating appropriately in public

Please practice these skills with your child before entering school and throughout the school year.

5. Stretch their brain and practice what they know!

Please continue to work with your child at home (academically, behaviorally, socially) to continue to lay a strong foundation for success.

Parent Engagement Activities

- Held four times throughout the school year
- Designed to help build a bridge between home and school and to provide parents with concrete strategies to assist their child academically.
- Can include workshop sessions that engage both the parent (s) and the Scholar (scholar).
- Opportunity to participate in fun classes while parents attend sessions facilitated by the teachers.
- We request that a parent, or an adult that typically does homework with the scholar, attend this event.

Parent Communication

In an effort to assure that the communication is received and acknowledged, MacDowell has implemented a weekly parent newsletter. The parent must sign and/or possibly respond to various items covered in the newsletter. These newsletters are extremely important and often provide essential information to the school. Please take the time to send all necessary correspondence back to school with your child on the following school day. If we do not receive the information necessary, an additional announcement will be sent home the following night, or a member of the MacDowell staff may contact you to relay the information contained within the specific announcement that was sent home.

Open House

Open House is a mandatory event that occurs within the first two months of school each year. This event provides parents with the opportunity to learn more about the specific policies and procedures of their child's specific classroom. If parents are unable to attend this event, it is important that the parent schedules a time to meet with

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his/her child's teacher. While Open House occurs once each year, if parents have questions or would like to learn more about specific policies and procedures, please do not hesitate to contact your child's teacher to set up an appointment.

Parent Concerns

We understand that concerns will arise this school year. Please ensure that you adhere to following expectations.

- ✓ If the issue is around an event taking place in the classroom, reach out directly to your scholar's teacher.
- ✓ If the issue is around any other matter, please direct your concern to any member of our Leadership Team (Principal, Dean of Instruction, Instructional Coach or Dean of Operations).

We are committed to making your experience at MPA a positive one. Please let us know how we can better serve you, your family, or your Scholar.

Observing Classes

Our classroom doors are always welcome to parents, visitors, and guests. If you would like to arrange for an observation of your child's classroom, please contact your child's teacher directly to set up a mutually agreed upon time the observation to take place. During classroom observations, parents/visitors/guests are prohibited from interfering with the learning process. Visitors that are disrupting the learning process will be kindly asked to leave the classroom.

Report Card Pick-Up

Report Card Pick-Up (parent/guardian and teacher conferences) are scheduled to take place at the end of every grading quarter. During this time, you will have the opportunity to meet with your child's Advisory and teachers one-on-one to discuss your child's report card and his/her academic progress. **While all parents are required to attend Report Card Pick-Up, please feel free to set up a conference at any time throughout the year to discuss your child's progress.** Our teachers are available each day during their planning period and would be happy to meet with you throughout the course of the academic year.

Dates and Times

| | |
|-------------------|---|
| Quarter 1: | Thursday, November 17, 2016 (2:00 – 4:00 p.m. & 5:00 – 6:30 p.m.) |
| | Friday, November 18, 2016 (1:00 – 4:00 p.m.) |
| Quarter 2: | Thursday, January 19, 2017 (2:00 – 4:00 p.m. & 5:00 – 6:30 p.m.) |
| | Friday, January 20, 2017 (1:00 – 4:00 p.m.) |
| Quarter 3: | Thursday, March 23, 2017 (2:00 p.m. – 4:00 p.m. & 5:00 – 6:30 p.m.) |
| | Friday, March 24, 2017 (1:00 – 4:00 p.m.) |
| Quarter 4: | Tuesday, June 20, 2017 (2:00 – 4:00 p.m. & 5:00 – 6:30 p.m.) |

MacDowell Parents/Guardians as Partners Organization

We truly believe that we are partners in this work; parents and school. We also believe in receiving input from our partners in order to better our school environment. These meetings will take place at least once per quarter.

Parental Involvement: Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

- (1) The right to inspect and review the scholar's education records within 45 days of the day the School receives a request for access.

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Parents or eligible scholars should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

(2) The right to request the amendment of the scholar's education records that the parent or eligible scholar believes is inaccurate.

Parents or eligible scholars may ask the School to amend a record that they believe is inaccurate. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible scholar, the School will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

The school does not need written consent to disclose a scholar's education records to those with a legitimate educational interest in those records, including (see 20 U.S.C. §1232g; 34 CFR Part 99):

- School administrators, teachers, support staff, and other school officials;
- Persons or organizations with whom the district has contracted to perform a special task or study, such as attorneys, auditors, medical consultants, and therapists;
- A school district to which the scholar is transferring if a proper records release request is received;
- Appropriate parties in a health or safety emergency;
- Accrediting organization to carry out their functions;
- Certain federal and state officials, for audit and evaluation purposes;
- Appropriate parties in connection with financial aid to a scholar;
- To comply with a judicial order or lawfully issued subpoena; however, the school must first make a reasonable attempt to notify the parent of the order or subpoena;
- State and local authorities, within a juvenile justice system, pursuant to specific state law.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington,
D.C. 20202-5920

Parental Involvement: Notification of Right to Know Under the No Child Left Behind Act of 2001

As a parent of a MacDowell Preparatory Academy scholar, you have the right to know the professional qualifications of the classroom teachers who instruct your child. The No Child Left Behind Act of 2001 is the federal law that governs elementary and secondary education. This law allows you to ask for certain information about your child's classroom teachers, and requires us to give this information to you in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

1. Whether the state department of education has licensed or qualified the teacher for the grades and subjects he or she teaches.
2. Whether the state department of education has decided that the teacher can teach in a classroom

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without being licensed or qualified under state regulations because of special circumstances.

3. The teacher's college major.
4. Whether the teacher has any advanced degrees and, if so, the subject of the degrees.
5. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Parental Involvement: Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and scholars who are 18 or emancipated minors ("eligible scholars") certain rights concerning scholar privacy, parental access to information and administration of physical examinations to minors. These include the right to:

- Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE).
 1. Political affiliations or beliefs of the scholar or scholar's parent;
 2. Mental or psychological problems of the scholar or scholar's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the scholar or parents; or income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a scholar out of –
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 - Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use –
- Surveys created by a third party before the survey is distributed by a school to its scholars;
- Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The school has developed and adopted policies regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents and eligible scholars of these policies annually at the start of each school year and after any substantive changes. The school will also directly notify parents and eligible scholars, through U.S. Mail, email, parent meetings or the Parent and Scholar Handbook at least annually at the start of each school year of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a scholar out of participating in them. *Parents/eligible scholars who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW
Washington, D.C. 20202-592

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Parental Involvement: Title I Parent Involvement Policy

The School has adopted a policy addressing the importance of parent involvement. In addition to existing policies and/or guidelines, the school also recognizes the need for a policy that meets requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Parents of school scholars are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are encouraged to be kept informed of the academic progress their children make as a result of participation in these programs. For it is through mutual understanding and close cooperation between the school and home that a scholar's academic success will improve. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all scholars.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve scholar academic achievement, the School shall:

1. Provide assistance to parents of children served by the school, in understanding such topics as the State's academic content standards and State scholar academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
3. Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the parent as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The Title I Parent Involvement Policy is fulfilled as follows:

- Parents will be notified in writing regarding their child's participation in Title I programs. The written material includes a copy of this Parent Involvement Policy, the Educational Compact, and a summary overview of Title I programs that will be offered during the school year.
- The Educational Compact will be given to all parents prior to school opening.
- Early in the school year, parents will be invited to meet the staff, learn more about available Title I programs, ask questions, and give suggestions. They will also understand how progress will be measured and, how they will receive feedback about their child's progress. Parents will also be invited to attend fall parent-teacher conferences.
- Efforts will be made to assist parents in understanding federal and state academic expectations, state content standards, scholar performance standards, the school curriculum, and school expectations and assessment results. This will be accomplished by scheduling regular parent meetings throughout the school year.
- Parents will be encouraged to visit the school for volunteer training and information, visit their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school will encourage parents to offer their ideas and suggestions to the school staff.
- The school will seek ideas and suggestions from community-based organizations and coordinate parent involvement opportunities with such programs.
- A parent newsletter or similar communication will be sent to all families. This communication will provide for home reinforcement of skills and concepts taught at school.
- Efforts will be made to accommodate parents with disabilities, and parents with varying work schedules. Efforts will also be made to provide information to parents in the language used at home.
- There will be opportunities for parents to share concerns and offer suggestions for the continued

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improvement of the school's Title I program through a parent evaluation survey each spring. Parents of scholars participating in the Title I program will be encouraged to help organize, plan, and review the Title I programs in subsequent years.

- Parent involvement activities will be fully integrated into the School Improvement Plan process for academic accountability. It is through the School-wide Improvement Plan that parents become involved in the joint development of the Title I policy and plan. At least one parent representative participates on the School-wide Improvement Planning Committee (Committee) and is included in the school's comprehensive needs assessment and annual Title I program planning. Also, it is through this Committee that the school plans the coordination and integration of Title I parent involvement strategies with other programs (i.e. Headstart, Reading First, Even Start, etc.). Elements of this plan include:

Ongoing Assessment and Evaluation of Parent/Guardian Involvement Initiatives:

At least annually, the school and parents will convene to evaluate the Parent Involvement Policy. This assessment will include metrics so that the school can evaluate the effectiveness of parent involvement initiatives and the level of responsiveness to parents' concerns. This assessment initiative will help the school identify barriers to greater parent participation. The school will use the findings of this assessment initiative to design strategies for more effective parent involvement and to revise, if necessary, the parental involvement policy. Further, these metrics may also be used as a measure in the performance evaluations of the school principals and staff. Examples of metrics that would be appropriate include are (but are not limited to):

- a. responses to and the results of the annual parent survey
- b. increase in the number of parents involved in school activities
- c. percent of signed Commitment to Excellence contracts
- d. attendance at parent-teacher conferences
- e. workshops and learning experiences offered for parents
- f. professional development for staff regarding how to work with parents and develop parent involvement strategies

The School, its Board, and staff will provide leadership in the development of clear avenues of parental involvement. Full realization of the partnership will be achieved through the on-going commitment and active participation by both home and school.

Academic Program – Section E

Curriculum Overview

At MPA, we focus on cultivating each scholar's oral language development and foundational literacy and math skills, so that our scholars are set up for success in high school. Scholars on each grade level are exposed to various aspects of global knowledge (science and social studies) through interdisciplinary units of study. Our scholars also learn how to self-regulate through exploring their interests and work habits in our enrichment classes.

Curricular Programs

Literacy

Scholars will receive 90 minutes of literacy instruction (K-5) and 60 minutes (6-8) every day, connected to a thematic unit of study. This sacred time will ensure that scholars are given the opportunity to immerse themselves in all aspects of literacy and that educators have enough time to create various engagement opportunities for our scholars. The literacy schedule will include a focus on skill development (phonics, phonemic awareness), shared reading with a focus on vocabulary development and comprehension, read aloud of culturally relevant text and work in teacher led small groups and independent work stations.

| Curricular Program | Resources in program used for: |
|---|---|
| Wheatley Portfolio | Shared Reading, Comprehension Skill Development |
| MPA Phonics and Phonemic Awareness Plan (K-2) | Phonological and Phonemic Awareness |
| Lucy Calkins | Grammar, Creative Writing and Writer's Workshop |

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| | |
|---------------------|--|
| Reading A to Z | Guided Reading, Shared Reading, Comprehension Skill Development, Phonics |
| Fountas and Pinnell | Reading Running Record |

Math

At MacDowell Prep. we believe in creating a strong math foundation by building strong number sense with our scholars. This strong foundation will prevent future gaps and equip our scholars with the necessary tools to be critical thinkers and problem solvers. Most math instruction at MPA is provided in a small group setting.

| Curricular Program | Resources in program used for: |
|--------------------|---|
| Eureka Math | Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving |

Science and Social Studies

Our goal is for scholars to study the world through a focus on world events, research, and experimentation. 6th – 8th grade Scholars will receive a daily dedicated block and K-5th grade will receive two dedicated blocks every week.

| Curricular Program | Resources in program used for: |
|--------------------|---|
| Science | Physical Science, Earth Science, Life Science |
| Social Studies | K-12 Social Studies Michigan Collaborative Curriculum |

MacDowell Preparatory Academy Advisory (K-8th Grade)

Our Scholars will focus on academic achievement, school values, and gain a sense of family and friendship through our advisory groups. Monday – Thursday, scholars will meet in their advisory in the morning (8:25 – 8:55 a.m.). As parents, when hearing feedback about your child's development and creating plans for their success, this will take place through the partnership built with your child's advisor. Please see details below:

K-5th Grade Advisory

In our elementary school, advisory takes place in mixed gender groups with their homeroom teacher. Advisory time will consist of a Morning Meeting, classroom chanting, values review and setting expectations.

6th – 8th Grade Advisory

In middle school, advisory evolves to a smaller gender split setting. Scholars receive feedback and support from peers and their advisor. Scholars receive incentives and feedback based on the academic achievement and behavior of their advisory group. The daily focus of advisory is as follows:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| <i>Why our Words Matter:</i> Conflict Resolution Training and Problem Solving | <i>Why our Habits Matter:</i> Academic Goal Setting, readiness skills, personal organization | <i>Why our Relationships Matter:</i> S/Hero stories, Scholar trust exercises | <i>Why our Kindness Matters:</i> Community Service Focus |

During the course of the week, advisory groups will meet the following expectations:

- **Academic and Behavioral Goal Setting and Planning:** Advisors and scholars track scholar academic and behavioral goals and scholar progress towards set goals.
 - Each scholar creates an Individual Plan of Action (IPA) that details their current progress and the steps they will take to academically and behaviorally meet goals.
 - . Scholars will review the goals of their peers in groups and provide feedback to encourage their peers to push towards greatness.
 - Advisors will-
 - conference with scholars one-on-one to also assist them in creating strong progress goals and identifying resources and support. In the event that a scholar is not on track to meet their goals,

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- set up meetings with parents and teachers to discuss effective ways to ensure the scholars' success.
- **Discovering Every Day Heroines and Heroes – Cub C.L.A.S.S.:** Advisors lead scholars through a study of prominent women (Heroines) and men (Heroes) in our community and in history, who live by the values of our school.
 - Scholars will-
 - explore a value through the lens of world leaders and role models, as well as through a view of real-world events and whether people lived by the school-based values.
 - engage in community service through Advisory, as well, as be pushed to become better pillars of the community and to develop compassion for all citizens in our community and in the world.
- **Brain Bump Fridays:** Scholars living by the values and meeting school expectations (showing up to school every day and on time, meeting academic assessment goals and behavior goals), will have the opportunity to participate in a *Brain Bump* class.
 - What is Brain Bump Class?
 - an opportunity for scholars to explore learning through the lens of various interdisciplinary classes that are offered on a quarterly basis (dance, gardening, technology and design, etc.).
 - At the beginning of every quarter, scholars will self-select their *Brain Bump* class and enjoy learning with an advisor in a mixed gender group.
 - At the end of every semester, scholars will produce a project based on their learning within the context of class and applying the academic knowledge gained in their core classes.
 - Scholars will receive credits based on their participation and final project at the end of every quarter.
- **Time in Seat:** Scholars who need support in meeting school, academic and behavioral expectations will attend a *Time in Seat* class on Fridays instead of their *Brain Bump* Class. During *Time in Seat*, scholars will focus on the following dependent on their reason for attending class:
 - a. Homework Help and Study Hall: Every scholar whose academic performance is less than 75% on biweekly assessments or whose homework completion average is less than 90% will attend Homework Help/Study Hall. For two hours, scholars will have an opportunity to receive extra support in academics based on the IPA developed in advisory or focus on completing all missed homework assignments. Scholars attending class will also focus on creating a plan for resources and support outside of school to ensure they are meeting academic expectations for the next week.
 - b. Living by the Values: Every scholar whose weekly merit earning percentage is less than 85% and earns five or more demerits in a week, attends the Living by the Values Class. During this class, scholars will reflect on decisions that led to them attending class for the week and the choices they need to make to meet behavioral expectations next week. For scholars who have Level III infractions based on our School-wide Discipline Plan (see Code of Conduct Section G), class focuses on resetting behavior and understanding implications for scholars who continue on this path and the severity of consequences on college bound success and life. This class is led by the Disciplinarian, Dean of Middle School and School Principal.

Scholar Supplies

Every family will be provided with a school supply list. Please ensure that your scholar brings their supplies the first day of school. During the school year, some teachers may request specific items related to specific activities taking place in their classroom. We appreciate all items you are able to donate to our classroom during these times. Anyone that loses or damages supply items will need to replace these items during the year.

Agendas (4th – 8th Grade)

All 4th – 8th grade Scholars will carry an agenda folder in their school binder. The agenda will contain a school calendar and space for scholars to copy daily homework. **Please check your Scholars' agenda notebook every night and sign to let us know that you reviewed their homework, signed all notices and notes, and reviewed their**

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behavior log from the school day. Having the agenda signed by a guardian/parent is a part of homework completion.

Textbooks and Novels

Textbooks/novels only distributed to scholars for in-school use. Scholars and their families will be responsible for replacing any and all items that are damaged due to misuse. If any scholar should receive items that are non-consumable, these materials are to be returned to the school at the end of each academic year, unless otherwise directed by a staff member.

Homework and Reading Logs

Some notes about homework...

- Will be given each night (Monday-Friday)
 - o Teachers will distribute the homework for the week and outlined
- Additional HW will be given for extended breaks and vacations
- 100% completion is the goal!
- Those consistently missing homework completion will receive a teacher-given consequence such as missing school events, free dress days or classroom celebrations

As outlined in the Commitment to Excellence above, all scholars must read (or be read to) on a nightly basis. This habit is extremely important for your child's academic success. A reading log will be sent home on a nightly basis, and must be completed. While homework is assigned Monday through Friday night, it is required that scholars complete their reading logs every night (including weekends).

In the event a scholar is absent due to an illness or family emergency, they will receive 48 hours to complete homework and turn in for credit. In the event of an out of school suspension, scholars will receive their homework before leaving the school premises and all homework must be complete upon the scholar's return to school.

If scholars are struggling with homework, or the assignment is unclear, please call one of your child's teachers for clarification or further assistance.

Grade Level and Homework Time Expectations

| Expected Minutes Spent on Homework by Grade Level | | | | | |
|---|------------------------------------|--|--|--|-------------------------------|
| Grade Level | Kindergarten/1 st Grade | 2 nd /3 rd Grade | 4 th /5 th Grade | 6 th /7 th Grade | 8 th Grade |
| Teacher Assigned Homework | 20 minutes | 30 minutes | 40 minutes | 50 minutes | 60 minutes |
| Reading Log Expectations | 10 minutes | 20 minutes | 30 minutes | 30 minutes | 40 minutes |
| Total Homework Time | 30 Minutes every night | 50 minutes every night | 1 hour 10 minutes every night | 1 hour 20 minutes every night | 1 hour 40 minutes every night |

School Faculty Contact Policy

Scholars and parents will have the Google Voice number for all staff and school faculty. Calling teachers is encouraged if there is a question regarding expectations or general school issues.

Please ensure that you are-

- Being respectful of the time of the teacher by calling at appropriate times
- Providing the teacher with time to respond in the afternoon and/or evening

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- Reaching out to a Leadership Team member if you are having trouble reaching your scholar's teacher(s)

For phone calls other than homework or ticket questions, please give the teachers and school administration 48 hours to return your call.

Grading Scale:

MPA operates on four 9 week quarter markings. Scholars will receive progress reports every two weeks of the semester.

| | | | | | |
|----|--------|-----|----|--------|-----|
| A+ | 97-100 | 4.3 | C+ | 77-79 | 2.3 |
| A | 93-96 | 4.0 | C | 73-76` | 2.0 |
| A- | 90-92 | 3.7 | C- | 70-72 | 1.7 |
| B+ | 87-89 | 3.3 | D+ | 67-69 | 1.3 |
| B | 83-86 | 3.0 | D | 63-66 | 1.0 |
| B- | 80-82 | 2.7 | D- | 60-62 | 0.7 |
| F | 0-59 | 0.0 | | | |

*Enrichment Classes are graded Pass (P)/ Fail (F) based on participation, behavior and objective mastery.

Enrichment grades are not factored into grade point averages. Scholars must have a 90% to earn credit and pass a pass/fail class.

Make-up Exams or Quizzes:

- Must be given within 1 week of the scholar's return to school.
- May only be administered by the teacher of the class.

Extra Credit:

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any quarter. However, there can be extra credit points available on assignments or assessments at any time.

Late Work:

There are only two options for accepting late work from scholars: Either no credit for late work or no more than 1/2 credit if the work is turned in after the due date.

Behavioral Expectations: Scholars must demonstrate self-control, self-governance, social intelligence and maturity to be promoted to the next grade level. Those struggling with meeting expectations will be recommended to attend summer school as well.

Promotion and Graduation Policy

Scholars must meet academic, attendance, and behavioral expectations to be promoted to the next grade level. Scholars eligible for participating in Awards ceremonies for K-8th grade have met all promotion requirements.

1. **Academic Exit Standards Expectations:** Scholars must meet the following criteria to be promoted to the next grade level:
 - NWEA MAP: Every scholar must meet or exceed their RIT level growth prediction provided at the Fall administration of MAP. If they do not make their growth, they will be eligible for Summer School attendance.

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- *Biweekly Assessment Average:* Quarterly biweekly assessment average is 60% or greater.
- *Cumulating Grade Point Average:* End of year cumulative Grade Point Average (GPA) is 2.0 or greater in 3 of 4 core subject areas (Reading, Math, Science, Social Studies)

Academic Intervention/Scholar Support Team

Any scholars that are struggling with behavior or academic achievement can be referred to MacDowell Preparatory Academy's Multi-tiered Support System committee. This committee will meet to develop a plan that best suits the specific academic or behavioral needs of the scholar. This committee is designed to help teachers identify different interventions that may work for a child that is struggling, and encourages teachers to adjust their instructional approach to teaching a specific scholar.

Field Lessons

At MacDowell, we believe that it is important to enrich our scholars' academic experience by providing multiple real life opportunities that allow them to make connections between what they are learning in school, and the world beyond their classroom walls. MPA is dedicated to providing approximately four different field lessons throughout the course of the academic year (roughly one trip/lesson every two months). We have developed partnerships with many community organizations and will have the opportunity to expose our scholars to some unique experience to extend their learning in the classroom. We work hard to ensure that every trip has an educational value and is connected to what scholars are learning during classroom instruction.

In order to participate in the field lesson, all scholars must have

- Clearance from classroom teacher to attend trip
- Signed permission slip
- All fees for the trip must be paid

Any scholars that do not have a signed permission slip will not be permitted to attend the trip. Unfortunately, for legal purposes, we cannot accept permission over the phone.

We are always looking for parent chaperones to accompany us on our field lessons. All interested parents must complete a background check before being cleared as a chaperone for a field lesson. Unfortunately, we cannot take every parent that expresses interest in attending the trip. If you are interested in chaperoning, please contact your child's teacher when you receive the permission slip for the field lesson. Please keep in mind that younger siblings cannot participate in field lessons. Please make the necessary arrangements for siblings prior to committing to chaperone a lesson.

Summer School Session

For scholars in need of extra academic and behavioral support and scholars interested in enhancing their learning, MPA offers our Summer School Program. During the month of July, scholars will take classes that provide support or enrichment in regards to academics and behavior. All scholars missing an element of academic or behavioral promotion standards are strongly encouraged to attend. Those seeking to enrich their education experience are allowed to sign up as well. **Academic performance, behavioral performance, and attendance participation are tied to promotion standards.**

School Safety – Section F

Fire and Earthquake Drills

As a public school, MPA is required to implement fire drills periodically so all scholars and faculty have practice on what to do and where to go in case of a fire.

Fire Drill Steps to Follow:

1. When the fire alarm sounds all scholars and faculty should exit in a calm, expeditious manner. *Evacuation maps are posted near the door in every classroom and the exit doors of each hallway.*

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2. A responsible scholar will lead the line, with the teacher at the end of the line to assure that all scholars get out of the building.
3. Once classes make it to their designated spaces, teachers will bring a class list with them to take attendance. *Scholars must follow all instructions given to them by their teacher.*
4. A designated School Crisis Team personnel will check all classrooms and bathrooms to make sure every scholar and faculty member are out of the building. Once all scholars and faculty are out of the building, the School Crisis Team personnel will report the status of classes to the principal who will notify the Director of Operations.
5. Once all classes are reported as safely evacuated, the Director of Operations and Principal will move to the front of the building to meet fire and emergency personnel as needed. The Director of Operations will communicate when re-entry is safe via an all-clear message.

Tornado/Severe Weather

Teachers and staff will move scholars into assigned tornado/severe weather locations throughout the school. All classroom doors are to be closed. Parents arriving at school will be asked to shelter inside but may not remove scholars once the Tuck and Cover warning has been issued.

Tuck and Cover Procedure

- ✓ Scholars will
 - line up in an orderly fashion against a hallway or wall,
 - face the wall,
 - sit on their knees or sit cross-legged,
 - place their hands over their head for cover, and tuck down low

During lunch, teachers will move scholars immediately to the assigned areas in an orderly fashion where scholars will implement the Tuck and Cover procedure. At all times, scholars and parents must follow the directions of the teachers and school faculty.

Emergency Evacuation Procedures

In the event of an emergency evacuation from the MacDowell Campus, scholars and school personnel will be transported to the nearest safe location before parents are contacted.

School Call Chain for Emergency Communications

The principal will communicate the particular situation to the leadership team. The leadership team will inform the grade level chairs. The grade level chairs will inform their team members of the issue. Those team members will inform their cohorts' parents of the issue and the school's response.

In the case of school being canceled due to inclement weather, parents will receive a One Call message from the school, as well as notification placed on our school website and city-wide news channels. Parents are responsible for ensuring the school has the correct and updated phone numbers on file.

Policies and Procedures – Section G

School Meals and Snacks

At MPA, our goal is to provide your scholar with a breakfast and lunch that not only tastes and looks good, but also is very nutritional. We are committed to providing your child/ren with food that better fuels them to be healthy and to actively participate in our rigorous school day.

Breakfast and lunch

- Served on a daily basis
 - o Breakfast- 8:00-8:25am (**Scholars arriving after 8:25 a.m. are not eligible for breakfast**)
 - o Lunch- 30 minute block during the school day (**Fast food breakfast and lunch are not permitted**)

Birthdays and Classroom Celebrations

Birthday Celebrations

At the end of every month on the last Thursday of the month, our school will celebrate scholar birthdays. During this time, parents are invited to participate in bringing store bought food and items to honor scholars. This celebration will last during the last 45 minutes of the school day. Due to this celebration time scholars will refrain from having food based celebrations in the classroom setting.

When: Last Thursday of each month

Time: 3:00pm

Duration: 45 minutes maximum

Please communicate with your scholar's teacher **at least one week in advance** if planning to take advantage of the birthday party element in the classroom.

Classroom Celebrations

- Will happen periodically throughout the school year
- Communication will come from teachers regarding how you can contribute as a Parent/Guardian partner
- Communication will also be send regarding classroom allergies

Lost and Found

Please follow the policy below if an item is lost:

- Write scholar's name inside all backpacks, lunch bags and clothing items. This will assist us with returning lost items to their rightful owner.
- Please contact your child's teacher as soon as possible.
- Please reach out to our Office Manager if your scholar's teacher is unable to assist you.

MacDowell Preparatory Academy is not responsible for any lost items and will periodically donate all lost items to charity at the end of the school year.

Restroom/Water Breaks

Restroom Breaks

Each class at MPA has at least two scheduled restroom breaks throughout the regular school day. Scholars will have the opportunity to visit the restroom as an entire group at least once in the morning, and once in the afternoon. Scholars will be granted permission to use the restroom if needed at various points throughout the day. Please contact your child's teacher to make them aware of any special circumstances that would require your child to use the restroom on a more frequent basis.

Water Breaks

- Water Bottles
 - o Permitted during warm months (September, April, May, June)
- Recess/Physical Play

Our school building can become extremely warm. We encourage scholars to bring a water bottle during summer months in order to ensure that water intake is appropriate. There are drinking fountains available for scholar use throughout the day. Scholars are encouraged to drink water during scheduled restroom breaks and will be permitted to quickly fill their water bottles half way to be used if hot in class. Scholars will also have the opportunity to take a water break immediately following recess and the physical education block. **Again, please notify your child's teacher with any special circumstances that may require your child to drink water on a more frequent basis.**

Policy on Searches of Pupils' Lockers, Locker Content and Electronic Devices

Lockers are School Property

All lockers assigned to pupils are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The principal or his/her designee shall have custody of all combinations to all lockers or locks.

Legitimate Use of School Lockers

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the public school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the principal or his/her designee upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. **Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy.** Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the principal or his/her designee of items removed from

Medication Distribution

It is the policy of MacDowell Preparatory Academy that scholars should not be in possession of any medication, nor take any medications, during the regular school day or on school premises on their own. Faculty are also not

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permitted under any circumstances to give a scholar any medicine (prescription, over-the-counter or otherwise). Although, if there is a need, a designated MPA employee may administer medication (prescription and non-prescription) to scholars as governed by state law and regulations provided that:

- **All medicine (including all medication supplies) is to be supplied by the parent/guardian.**
- **Parent/guardian provides a written, signed and dated permission slip to administer any medication, both prescription and non-prescription, during school hours.** This parental consent must include reason/purpose of the medicine, name of the medicine and exact dosage/time of administration.
- **Prescription medicine must be in the original container with appropriate label attached to the container stating the scholar's name, name of the medicine, dosage instructions, and is to be ordered by physician/dentist licensed to practice in the United States.** The prescription must also be filled by a pharmacist licensed to practice in the United States. A written request from a physician must be obtained if any prescription medication needs to be administered daily for more than 10 days, consecutively (fax may be accepted).
- **Non-prescription medicine (including but not limited to topical ointments, analgesics, antacids, antipyretics, antihistamines, decongestants, and cold/cough preparations) must be in the original container indicating age-appropriate dosage instructions which will be strictly followed by school personnel.** Substances such as dietary supplements, health food and herbal preparations will not be given during the school day.
- **Age appropriate scholars will be allowed to carry and self-administer inhaled asthma medication when a signed physician's statement is submitted to the school indicating complete instructions for inhaler use and permission for the scholar to carry the inhaler.** An additional inhaler will be required to be kept at the school. If the scholar violates campus safety policies, the school may revoke this privilege and must notify the physician and parent/guardian.
- **Medicine must be delivered to and picked up from the school by parent/guardian or other responsible adult.** All medicine to be given during the school day will remain in a designated locked area of the school. Any unused medicine not picked up at the end of the school year will be destroyed by school personnel.
- **All written consents from physicians/dentists as well as parents are valid for one school year.**
- **Designated school employees have the right to refuse administration of medication when the medication may be contraindicated for the scholar.** In the event of this occurrence, the parent/guardian and physician will be notified.

Special Education Program

Every child has the right to an education, regardless of gender, race, culture, age or disabilities. It is the goal of the school to provide opportunities for all scholars.

Voyageur Academy understands that all scholars are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that scholars with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education scholars whenever possible

Policy

It is the policy of MPA to provide special education services. All scholars with special needs have the right to a quality education appropriate to their needs, abilities and interests. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

The school will comply with all federal and state legal requirements that every scholar identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of Special Education Building Coordinator

- To schedule and lead meetings of the building Special Education team no less than once a month.
- (If a teacher) To meet with the building principal on a scheduled basis to address Special Education matters within the building.
- To coordinate and be mindful of the schedules of all ancillary staff and ensure that they are provided with space and materials to fulfill their responsibilities.
- To serve as a conduit for the Special Education staff regarding all school activities and schedules so itinerant staff is aware of weekly schedules within the General Education classrooms
- To coordinate the submission of scholar data in Power School.
- To act as a resource to the classroom teacher in the development, implementation, and monitoring of specialized or modified programs
- To work collaboratively with the Multi-tiered Support System (MTSS) team,, as requested by the building principal
- To complete /submit special education forms or school specific information as requested by local and state agencies, not otherwise submitted by the school
- Receive and distribute reports / information received from outside agencies or contractors
- Attend Special Education Building Coordinator regional meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

Multi-tiered Support System (MTSS) Team

The Multi-tiered Support System (MTSS) team is a committee of school personnel set up by the school to ensure ongoing and effective support for classroom teachers and scholars. The team provides a forum to discuss scholars' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the scholar. The documentation and review of scholar intervention strategies by the IAT fulfills the Child Find requirement under federal law and may serve as a pre-referral intervention-planning group for those "unidentified" scholars whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a scholar to the special education team for formal assessment. Parents should be informed if their child is being considered by the MTSS team and parents are invited to be a part of the team to discuss effective ways to ensure their Scholar's success.

Evaluations and Program Planning

The program and services for a scholar receiving special education support will be reviewed on an annual basis and further evaluation of the scholar's needs will be considered every three years. At their annual reviews and three-year reevaluations; parents, teachers, building administration, and the school district review current testing, progress in general and special education programs, and consider parental input that impacts the scholar's academic growth and proficiency. Based upon the discussion of these factors, the IEP team develops goals and objectives for the continuing program and services of the scholar. **Parents are informed of scholar progress a minimum of four times per year at quarterly marking periods.** Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Educational Placement of Scholars with Disabilities

We are committed to placing each scholar in the least restrictive environment possible to meet their educational needs as determined by our professional team of general and special educators, administrators, and related service providers.

Parent Participation

Parents/legal guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of

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his/her parents/guardians during the Response to Intervention Team process and the parent's/guardian's presence will be requested at subsequent meetings.

Individuals with Disabilities Education Act (IDEA) - 2004

Academy is in step with the major changes in special education under the revisions made in the 2004 legislation. As the Department of Education clarifies state specific implementation of this act, the Academy will be in full compliance. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law).

Rehabilitation Act of 1973 – Section 504

Under Section 504, the school has the responsibility to identify, evaluate and if the scholar is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the school staff, he/she must file a written complaint, stating the specific facts of the grievance with the Section 504 Compliance Officer within fifteen (15) calendar days of the date of the alleged violation.

Scholar Records

Scholar records are confidential and protected from unauthorized inspection or use. Parents' or scholars' right of access to, and copies of scholar records, does not extend to all records. Records are maintained for each scholar from the time scholars enter MPA until withdrawal or graduation.

By law, both parents, whether married, separated or divorced, have access to records of scholars who are under 18 or dependents for tax purposes. Parents whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

When a scholar withdraws from MPA, the records are forwarded to the new school upon written request from the new school. Original records will not be given to the parents/scholars to be hand carried.

Scholar Transfer/Withdrawal

Scholars will not be allowed to withdraw from school until parental approval has been obtained by the principal, all textbooks have been returned to the school and all debts to the school (if any) have been settled. **Scholars who leave school without notifying school officials and fail to complete withdraw procedures, will be dropped from the attendance roster after an absence of 10 days.** No records will be transferred to another school until appropriate withdrawal procedures are completed.

General Education Homebound Services (GEH)

General Education Homebound (GEH) services provide instruction to eligible scholars who are at home or in a hospital setting. Scholars served through GEH have a medical condition or extended illness that prevents attendance in school for at least four weeks as documented by a physician licensed to practice in the United States. GEH instruction may also be provided to chronically ill scholars who are expected to be confined for a period of time totaling at least four weeks throughout the school year, as documented by a licensed physician. All parent requests for GEH services are made directly to the school leader. Any scholar who is served through the GEH program must meet the following criteria:

- The scholar must currently be enrolled at MacDowell.
- The scholar is expected to be confined at home or hospital bedside for a minimum of 4 weeks. The weeks need not be consecutive.
- The scholar is confined at home or hospital bedside for medical reasons only.
- The scholar's medical condition is documented by a physician licensed to practice in the United States.

Human Rights Policy

MacDowell brings together a diverse group of scholars and faculty. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. MacDowell wishes to stress that it is the responsibility of every member of the school community to observe and uphold the principles of equal opportunity as they affect faculty and scholars in all aspects of school life.

Harassment

MacDowell Preparatory Academy prohibits sexual harassment and harassment based on race, color, creed, sex, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state or local law, ordinance, or regulation.

MacDowell's anti-harassment policy applies to all persons (scholars and faculty) involved in the operation of MacDowell and prohibits harassment by any employee of MacDowell, as well as by any scholar, parent or person doing business with or for MacDowell.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual conduct such as derogatory and/or sexually-oriented e-mails, posters, photography, cartoons, drawings or gestures;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race or any other protected basis; and
- Retaliation for having reported or threatened to report harassment.

If a scholar or parent/guardian believes that he/she has been subjected to any form of unlawful discrimination or harassment, the complainant is requested to report such incident(s) to the attention of the principal, the superintendent or the Superintendent's designee. MacDowell will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation.

If MacDowell determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved. Anyone determined by MacDowell to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination. If appropriate, whatever action is taken against the harasser or discriminator will be made known to the complaining scholar, scholar parent/guardian, or employee. MacDowell will not retaliate against a complainant for filing a complaint or for participating in the harassment investigation and will not tolerate or permit retaliation by any member of MacDowell. MacDowell will endeavor to maintain confidentiality throughout the investigative process to the extent practicable and appropriate under the circumstances.

MacDowell encourages all scholars and parents/guardians to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved. If a scholar or parent/guardian thinks she/he has been harassed, discriminated against, or retaliated against for resisting or complaining, the individual may file a complaint with the appropriate agency.

Statements Regarding Title IX

Statement Regarding Gender Equity Policy (Title IX)

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The School, as a recipient of federal financial assistance from the United States Department of Education (USDOE), is subject to the provisions of Title IX, and does not discriminate based on gender in employment or in any educational program or activity that it operates.

Complaints or grievances regarding discrimination based on gender should first be delivered in writing to the principal of the school. The complaint should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be treated confidential and be expeditiously addressed by the principal with the assistance of NHA legal counsel as necessary and appropriate.

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Statement Regarding Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that scholars attending a “persistently dangerous school,” as defined by state law, have the right to transfer to another safe school in the district. If there is not another safe school in the district providing instruction at the scholars' grade level(s), the academy shall contact neighboring districts and request that they permit scholars to transfer to a school in one of those districts if the parent/guardian requests a transfer.

A scholar who is a “victim of a violent criminal offense” on school property also has the right to transfer to another school. If there is not another school in the district providing instruction at the scholar's grade level, the academy shall contact neighboring districts and request that they permit that scholar to transfer to a school in one of those districts providing instruction at the scholar's grade level if the parent/guardian requests a transfer.

Children who transfer within or outside of the district in accordance with this policy will be permitted to remain at the school of transfer until completing the highest grade at the school.

Enrichment Activities- Section H

After School Programming

Our scholars will have the opportunity to participate in various after school programs. Scholars will be able to select from activities such as academic tutoring, Dance Club, male and female mentoring program, girl or boy scouts, and other options dependent upon staff and community partner availability.

Scholars participating in after school programming (independent of academic tutoring)-

- Must maintain a G.P.A. of 2.0 or higher
- Should strive to live by our MIGHTY Mustang Values and be a productive member of their team
- Will display respect for all team members (teachers, staff, peers, etc.)

In the case that any of the conditions mentioned above are breached, scholars risk removal from their after school activity.

Signature Pages – Section I

Handbook Acknowledgement Form

I, _____, **the parent/guardian for**
(Name of parent or guardian)

_____, **have received a copy of the 2016-2017**
(Name of scholar(s))

MacDowell Preparatory Academy Scholar/ Parent Handbook.

Signature

Date