



Student and Family Handbook

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School Phone: (303) 651-7900
www.flagstaffacademy.org**

WELCOME TO FLAGSTAFF ACADEMY

Flagstaff Academy's Vision:

The Vision of Flagstaff Academy is to develop students who are equipped to be well-rounded, ethical leaders in the world community with a foundation based on science and technology.

Flagstaff Academy's Mission is to:

- ⑥ Provide a Core Knowledge-based education with a science focus that challenges students to achieve their academic potential.
- ⑥ Supply opportunities for scientific exploration and mentoring.
- ⑥ Pursue excellence in every student, employee, and parent.
- ⑥ Promote, value, and recognize academic achievement, and creativity.
- ⑥ Welcome an academically diverse student population.
- ⑥ Respect the individual, classroom, school, community, and world.

The academic program is based on the Core Knowledge Sequence curriculum, which provides a coherent integration of content that encourages academic progress as children build knowledge and skill level from one year to the next.

This handbook/directory is provided for your information and reference throughout the school year. Please refer to it first when you need information about the school calendar, policies, procedures and forms, school curriculum and teachers. It will be updated as necessary during the school year and posted on the school website at www.flagstaffacademy.org

We believe that, collectively, teachers and parents are “Partners in Education”. Our academic program has a strong emphasis on parental involvement, and our goal is to provide a range of curricular services that will enrich each child’s unique developmental and cultural experiences in order to successfully meet the family’s educational objectives. Flagstaff Academy’s responsibility is to encourage and assist you as parents in your role as primary educator, nurturer and advocate for your child.

We are excited to be on this educational journey with you and your child, and we look forward to an outstanding year at Flagstaff Academy.

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SECTION I:

GOVERNANCE AND ACCOUNTABILITY

MISSION AND VISION OF FLAGSTAFF ACADEMY

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GOVERNANCE AND SCHOOL ACCOUNTABILITY

Governance:

The Board Members, committed and dedicated volunteers, oversee the governance of Flagstaff Academy in addition to various other leadership positions. The Board consists of seven voting members. At least two voting Board Members shall be parents of Flagstaff Academy students, while the remaining voting members may be parents, community leaders or other individuals. Although diverse in backgrounds and experiences, each Board Member must share and uphold both the mission and vision of Flagstaff Academy. The Board of Directors currently consists of Flagstaff Academy parents

The Board of Directors governs the affairs of Flagstaff Academy, Inc. in accordance with the bylaws of the corporation. As the bylaws state, each Board Member serves a three-year term. Staggered elections provide continuity from year to year with three members up for election in odd numbered years and four members up for election in even numbered years. To maintain autonomy from the St. Vrain Valley School District, the Board performs various duties. These duties range from setting the annual school budget, to reviewing and approving the curriculum, to hiring of the principal, long range planning as well as site and facility development. But above all, the Board establishes policies that remain consistent with Flagstaff Academy's mission, including all educational goals.

Accountability

Flagstaff Academy will have two accountability structures: 1) a governing body, known as the Board of Directors, and 2) an advisory, known as the School Accountability Committee which is a statutory requirement for every school in Colorado. The purpose of the SAC is to provide opportunities for parents, staff, and community members to be involved in the planning and evaluation of the school's instructional program, along with being a representative voice for the community.

The Accountability Committee shall be responsible for the development of the annual School Accountability/Improvement Plan. The SAC committee will be responsible for the academic performance goals, non-academic performance goals and support within the organizational and operational goals.

Within the academic performance goals, Flagstaff Academy will keep a Body of Evidence on every child that includes a variety of formal and informal assessments, Individualized Learning Plans (ILP), student conference goals, ability group data, Core Knowledge tests, and CSAP, to track student progress. This information is used in writing the school Accountability/Improvement Plan and in determining academic performance goals for the school. This plan will be developed and presented for final approval.

The SAC will solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation. The committee will also:

- ④ Make recommendations for assessment of the educational program and programs to enhance student achievement.
- ④ Make recommendations for establishing goals and a plan for improvement based on an annual needs assessment. All goals must be consistent with school mission and vision.
- ④ Monitor monthly the progress made toward meeting the improvement goals in the accountability/improvement plan.
- ④ Complete an annual satisfaction survey of parents and faculty. The survey will be completed each spring and results reported to the community before the last school day.
- ④ Oversee annual data surveys on faculty, administration, and board satisfaction.

The School Accountability Committee will have a board liaison that will be a member of this committee. The SAC is an advisory arm of the Board of Directors. All recommendations for program, assessment, implementation and evaluation will be presented to the Board for final approval. Flagstaff Academy will be a member of the St. Vrain District Accountability Committee (DAC) in which parents will represent the school. Flagstaff will also participate in the Colorado League of Charter Schools' accountability process and self-study process for quality improvement and will also participate in as collective self-study periodically.

SECTION II: CURRICULUM, INSTRUCTION AND ASSESSMENT POLICY AND PROCEDURE

EDUCATIONAL APPROACH

Flagstaff Academy's Vision:

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The elementary and middle school programs have been developed to progressively build each student's foundation of knowledge and to prepare the students for success at the next level.

What is the Core Knowledge Sequence?

The Core Knowledge Sequence was developed to provide students with a rich vocabulary and broad knowledge upon which future instruction can build, broaden and deepen. The ultimate goal is to ensure that all children are given access to the same knowledge base that assures later educational success.

Thus, the Core Knowledge Sequence provides a detailed, explicit, and systematic sequence of grade specific content that can be taught consistently year after year. The core content is organized to spiral through the grade levels, becoming more sophisticated and dedicated in each successive grade.

Research proves that this approach enables students to retain information much longer and develop skills more easily when meaningful content is combined with the teaching of skills.

CURRICULUM GUIDELINES

Please refer to Flagstaff Academy Mission, Purpose and Goals Statement for general philosophical information regarding the academic program.

The staff of Flagstaff Academy will continually evaluate the curriculum and related methods and materials based on the following criteria:

1. It is desirable that the curriculum be written from a Core Knowledge perspective.
2. The curriculum should be traditional and conventional in nature, utilizing proven advances in methods in the field of education.
3. The curriculum must be teacher-centered, allowing the teacher to exercise personal giftedness and judgment in applying the curriculum, methods and materials.

With the above in mind, Flagstaff Academy will use curriculum, methods and materials with the following emphases:

1. Open Court Reading and Language Arts: Reading, penmanship, composition and creative writing, phonics, speaking, listening, grammar, persuasion, literature, and library skills.
2. Addison Wesley/Scott Foresman Mathematics: Problem-solving, application, and computational skills.
3. Sitton Spelling: Making every-day spellers rather than test-taking spellers.
4. Zaner-Blozer Handwriting: Cursive writing will be introduced through pre-cursive program that will begin in Kindergarten.
5. Shurley Grammar and Writing: An emphasis on balance between grammatical terms, concepts and rules and actual creative writing and presentation of ideas.
6. Lab Learner/Prentice Hall and Houghton Mifflin Science and Technology: Flagstaff Academy strongly believes in science exploration. Students will establish a knowledge base for understanding science. Teachers and students together will be members of a community focused on learning science. This will be done through a science lab based program that will be used in conjunction with the Core Knowledge science program. Flagstaff will use the K-8, Lab Learner Science program, developed by the Center for Science and Health Education at Pennsylvania State College of Medicine. "Lab Learner is a unique, hands-on, complete elementary and middle school science program that utilizes scientific methodology to let students and teachers experience the thrill of scientific discovery firsthand" (Penn State, 2004). Lab Learner was developed to align to national and state standards and give students concepts in science and health. This is a science program with proven research in science standards and student achievement by the Penn State College of Medicine (Penn State, www.lab-learner.com). Flagstaff Academy will implement a comprehensive, K-8, technology plan across the curriculum. All teachers and students will become proficient in the use of technology and will be evaluated on the effectiveness of integrating technology into lesson plans and student work. Flagstaff Academy's goal is that by 2008 the school becomes 100% integrated with technology across the curriculum.
7. Pearson Learning Core Knowledge History and Geography: Emphasis on American and world civilizations and geography. The Pearson Learning/Core Knowledge history and geography textbooks will be used by Flagstaff Academy. "They communicate rich content in an understandable, engaging style that young students enjoy. Edited by Core Knowledge founder E. D. Hirsch, Jr." (Core Knowledge Foundation, 2004).
8. Spanish for Middle School

9. Music: Activity-based approach to develop musical skills and concepts. Emphasis on singing, instruments, listening, reading, and composing music.
10. Physical Education: Child-centered and developmentally oriented activities giving students a sense of how to maintain a vibrant life-style through adulthood. Emphasis will be in broad areas of body management and general movement skills, teaching fundamental skills, good sportsmanship and knowledge of games and sports.
11. Art: Gradual development of skills in the uses of elements and application of principles with art tools and materials.
12. Core Virtues character development will provide students a framework for behavioral expectations. Flagstaff Academy will be using the Core Virtues program starting the first year of operation in 2005. The Core Virtues program is a K-8 program that uses literature to teach students a foundation of core ethical values, good moral character and citizenship. The founders of the Core Virtues program state, "the goals are the cultivation of character through such virtues as respect, courage, diligence, patience, responsibility, compassion, perseverance, faithfulness, and more" (Core Virtue, Mary Beth Klee, 2004). The Core Virtues program is recognized by the Core Knowledge Foundation as an outstanding program for all Elementary and Middle School programs. The author of "Building Character in Schools" states, "the Core Virtues program is an exemplary moral education program" (Kevin Ryan and Karen E. Bohlin, 2004).

Daily - Academic Schedule

- 🕒 Language Art Block (Reading, Writing, and Grammar) –
- 🕒 Math Block
- 🕒 History and Geography
- 🕒 Science including 2 labs per week
- 🕒 Specials; PE, Music, Art, Foreign Language, Technology
- 🕒 Dependent on enrollment:
 - YMCA - Before School - 7:00 am – 8:15 am
 - YMCA - After School - 3:30 pm – 6:00

INSTRUCTION

Research indicates that teachers who set and communicate high expectations obtain greater academic performance from students. Our instructional goal is to expect consistent quality performance and to make special efforts to help students develop the skills necessary for them to meet their full potential.

Homework assignments should be carefully designed to complement the classroom curriculum, extending the students' learning beyond the classroom. Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt comments and criticism when the work is completed.

Longitudinal Assessment

Flagstaff Academy will be using many different assessment protocols to ensure individual students are making an adequate amount of Growth. Flagstaff will be using the following assessment programs:

Assessment Tools	Grades Assessment is Implemented
CSAP (Spring)	3 rd through 8 th Grade
NWEA – On-line Standards Benchmark Assessment (Winter)	K – 8 th Grade
Reading Assessments – DRA, DIBBELS	K – 5 th Grade
6 Traits Writing Assessment	K – 8 th Grade
On-Going formal and informal Assessments in the classrooms throughout the school year	K – 8 th Grade

Flagstaff's core belief is that students can learn and should be afforded every opportunity to be successful. All students at Flagstaff Academy will have goal setting conferences throughout the school year. Within each of these goal-setting conferences an ILP (Individualized Learning Plan) will be created for each student. This plan will have individual goals developed for each child, assessment records and ability grouping progress. In addition to this ILP, teachers will use a Body of Evidence to collect data on students in the areas of reading, writing and math and the ensure students are meeting checkpoints in the grade level academic standards. In students K-2 where CSAP assessment is not used, teachers will assess students with informal reading assessments.

CONTROVERSIAL LEARNING INSTRUCTION

Controversial issues are defined as problems, subjects, or questions where there are significant differences of opinion, no easy resolutions, and strong feelings on both sides. Subjects usually become controversial issues because of differences in beliefs and interpretation. Controversy is inherent in today's society. It is essential to preserve the academic freedom to study and discuss controversial issues. Discussion and analysis of controversial issues will be conducted within the framework of the educational philosophy and objectives of the school district. Controversial issues shall be presented in classes where they are relevant to program studies in a manner as free from bias and prejudice as possible. Curriculum content will be communicated to parents in the weekly newsletter.

Responsibility of Teachers

The teacher is an important member of the school staff in handling controversial issues. Teachers have the obligation to deal with such issues in a professional manner. The issues should grow

naturally out of regular classroom learning situations and should be on the maturity level of the students. As many viewpoints and as much data as possible should be brought out in the discussion. Freedom of students to learn-- not social action or indoctrination-- should be the goal of all involved. The teacher must have a thorough understanding of the role of controversial issues in the classroom and must know and appreciate the nature and extent of the knowledge and biases covering any such issues.

The teacher will follow the school's Core Knowledge curriculum.

FLAGSTAFF ACADEMY FIELD TRIPS

A Parent guideline sheet will be provided to all parent chaperones. The classroom teacher along with the administration will determine how many chaperones are needed for each filed trip.

GRADING SCALE/REPORT CARDS

The grading scale for Kindergarten through Grade 2:

Core Knowledge Content Grades	Work Habits
EE – Exceeds Expectations	S – Satisfactory
PA – Progressing Appropriately	N – Needs Improvement
N – Needs Improvement	U – Unsatisfactory
I – Incomplete	
NA – Not Assessed this quarter	

The grading scale is as follows for Intermediate grades 3rd through 8th:

Core Knowledge Content Grades	Work Habits
A (91-100) – Quality and quantity of work consistently and independently exceeds or meets grade level expectations and work habits.	+ Independently and Consistently
B (81-90) – Quality and quantity of work consistently meets grade level expectations.	√ Usually
C (71-80) – Quality and quantity of work is sufficient to meet grade level expectations.	- Inconsistently
D (61-70) – Quality and quantity of work is inconsistent in meeting grade level expectations.	
F (60 – Below) – Quality and quantity of work is incomplete or insufficient.	

Work Habits Assessment per Trimester
Participates effectively in the learning process: asks questions, follows directions, and listens actively.
Shows continued effort when tasks are difficult or challenging
Completes assigned class work in a timely manner.
Completes homework in a timely manner
Works cooperatively with others.

Shows respect for people and property through language and behavior.
Works independently.
Uses effective strategies to resolve conflicts.
Produces good quality work that is neat and legible.

Flagstaff Academy is on a trimester system. Therefore there are three separate grading periods. Twice per year teachers will hold mandatory conferences with all parents. The teacher will meet with both parents if possible. At the end of the 1st and 3rd trimesters teachers will have conferences with parents of all students to discuss the student's achievement for the school year. At the end of each quarter, report cards will be sent home through the student or mail. Student report cards will be held for families who have outstanding activity fees, or lost book fees. The office will send a notice to the teacher to hold the report and send to the office.

HONOR ROLL

Flagstaff Academy has an honor roll for students in 4th through 8th Grade. To be eligible for the Honor Roll, a student must have a grade point average of 4.0 to 3.0 for different scientific honor levels.

All students 4th through 8th grade will be able to earn "Honor Roll" based on the student's grade point average, most improved student for the trimester and outstanding character education skills. Honor Roll will be awarded from the Principal one week after grade reports are sent home. All Honor Roll levels are based on scientists who made a strong contribution in the science field. These scientists are not ranked by importance or achievement levels. They were randomly chosen to represent each academic level.

Honor Roll Levels (GPA):

4.00 – 3.75 – Albert Einstein Award

3.74 – 3.50 – Marie Curie Award

3.49 – 3.25 – Wright Brothers

3.24 – 3.00 – Carver Award

Most Improved for the trimester – Newton Award (Students K – 8th Grade can receive this award)

Outstanding Flagstaff Academy Citizen – Galileo Award (Students K- 8th Grade can earn this award)

HOMEWORK POLICY

Students have nightly homework Monday through Thursday beginning in Kindergarten. Most assignments should be completed without parental assistance. If a child does not understand the homework or seems to require an inordinate amount of time to complete the assignment, parents should notify the teacher. Parental interest and support are very important in developing good study habits. Parents should provide a quiet place in which their child can establish a routine and work without interruption. The child should also be encouraged to read at least a half-hour before bedtime. An important life skill for each child to learn is to be responsible not only for doing homework, but also for remembering to bring it to class the next day. A child is **not permitted to call home** to ask parents to bring forgotten homework. In addition, faxed homework will not be accepted.

Homework is an important part of the program. Homework fosters good study habits and is vital for optimum development. However, all homework brought home will be used for reinforcement not to learn new skills. In addition, the following guidelines are highly recommended:

- All students in grade K and 1 are encouraged to read 20 minutes per day, assisted with a parent or partner.
- All students in Grade 2 are to complete 30 minutes of paired reading or independent reading.

- All students 3rd – 5th grade are to complete 45 minutes of Core Knowledge content and/or independent reading each night Monday through Thursday.
- All students 6th – 8th grade are to complete 60 minutes of Core Knowledge content and/or independent reading each night Monday through Thursday.

Parents can request make-up homework for absences no later than noon on the day of the absence, to be picked up by 3pm on the day of the absence.

SECTION III: GENERAL SCHOOL POLICY AND PROCEDURES

ATTENDANCE AND TARDY ARRIVALS

According to Colorado State law, attendance is required for every child between the ages of seven and sixteen years and for any six-year-old child who has been enrolled in a public school in the first or higher grade level, unless the parent or guardian chooses to withdraw the child. As such, parents, guardians, and legal custodians are obligated by state law to ensure the child's attendance.

The Governing Board establishes the school year's attendance period by adopting a school calendar, as well as, setting beginning and ending times for the school day. Colorado Department of Education regulations require that for Grades 1-6 the school day include a minimum of 968 hours annually of instructional time. For secondary students (Grades 7-12) the minimum annual requirement is 1056 hours. The instructional day does not include time for lunch, recess, or scheduled passing periods.

If your student will be tardy or absent, notification should be made to the school's absence and tardy line no later than 9am of the date of the absence or tardy.

Excused Absences

The following shall be considered excused absences:

- A student who is absent because of a temporary or extended period for illness, injury, or for a physical, mental, or emotional disability.
- A student who is absent for a scheduled or emergency appointment or service that cannot be accommodated outside of school hours.
- A student who is absent due to a family emergency or to attend an unexpected family event that is not within the realistic control of the parent/guardian.
- A student who is excused by a parent or guardian for observance of religious holidays or to preclude that child's participation in a school activity for religious reasons or strongly held personal beliefs.
- Under special circumstances and on a case-by-case basis, the school administration may excuse an absence that was preplanned/prearranged with the school. There will be a form to process to document these special cases.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- A student who is pursuing a work-study program under the supervision of the school.
- A serious illness or death in the family.
- Family emergencies or hardships.

Academic Sanctions

Excused Absences

- No reduction in credit will be applied to makeup work resulting from an excused absence if the makeup is turned-in on time per this policy.
- Make-up work for an excused absence that is turn-in late under this policy will be subject to credit/grade reductions per the grade level's late work policy.

Unexcused Absences

- If a student has five or more unexcused absences from a class in any one quarter his/her percentage-grade may be reduced by a minimum of 10% and up to a maximum of 20% as decided by the school administration and teacher.

Tardiness

It is expected that students will arrive to school on time to begin the instructional day. The late arrival of students into the classroom is disruptive to the teacher and the instructional process. A late student misses important morning announcements and the initial directions and instruction for the day.

- Tardiness is the failure of the student to appear to school/class on time and is considered a form of absence. The school day officially begins at 8:15 a.m. It is expected that students will be inside their assigned homeroom by that time and will meet any other grade-level expectations regarding the start of the day.
- Tardy arrivals are recorded as part of a student's attendance record.
- On bad weather days tardy arrivals will not be recorded until around 8:30 a.m. which is 15 minutes after the school day normally begins
- Five or more tardy arrivals in any one trimester will be considered excessive and will be included in the child's permanent record.
- Excessive tardiness will subject the student to either disciplinary and/or academic sanctions for the cumulative class time that has been missed. Disciplinary action could be (but not limited to) detention, loss of recess. Academic sanctions could be (but not limited to) reduction in percentage-grade of the missed work or the trimester course grade.
- Excessive tardiness will result in a conference between the school administration, the teacher, and parent/guardian to develop a plan of action to prevent continued tardiness.
- Students who are tardy to school could be disciplined according to the Code of Conduct.

BEFORE AND AFTER SCHOOL PROGRAM

Flagstaff Academy contracts all Before and After school services with the YMCA of Longmont. For further information please pick-up enrollment packets in the front office or check the website at www.flagstaffacademy.org.

CHILD ABUSE AND NEGLECT

Abuse, mistreatment, neglect or exploitation of any child or person in the school is prohibited in any form. Flagstaff Academy employees are mandatory reporters, required by law to report suspected child abuse and neglect to school officials and other agencies immediately.

The following actions are considered abuse, mistreatment, neglect, or exploitation and are defined as follows:

1. Physical Abuse means the infliction of physical pain, or injury and/or the imposition of unreasonable confinement or restraint of a student. It includes, but is not limited to, striking, twisting body parts, unreasonable use of force in pulling or pushing, with or without apparent injury to a student.
2. Sexual Abuse means subjecting a person to nonconsensual sexual interaction. This includes, but is not limited to, any form of unwanted sexual touching, inviting sexual touch, sexual exploitation, sexual assault, and rape and fondling. Any sexual interaction, whether consensual or non-consensual, between any of the following with students, staff, contract personnel, or volunteers, with students are considered sexual abuse.
3. Verbal and Psychological Abuse means any verbal or non-verbal act, which creates or is intended or expected to create mental anguish for a person. This includes, but is not limited to, discriminatory remarks, belittlement, derogatory statements, teasing, and exclusion from conversations or activities.
4. Neglect means an act or a failure to act by a person who is responsible for another's ill being which results inadequate food, clothing, and shelter; psychological, physical or supervision being provided. This includes, but is not limited to, denial of meals, medication and/or medical treatment, or other necessities and treatment from harm.
5. Exploitation means illegal or improper action affecting a person or the use of a person's resources for another person's profit or advantage.
6. Mistreatment means an act or omission of action, which threatens the health, safety, or welfare of a person.

Reporting Process:

Flagstaff Academy reporting process includes reporting such acts or allegations of abuse, mistreatment, neglect, and exploitation in the following manner:

1. All employees of Flagstaff Academy shall immediately report suspected abuse, mistreatment, neglect or exploitation directly to an administrator.
2. the administrator will report suspected or alleged acts of abuse, mistreatment, neglect, or exploitation within the same working day to the local Department of Social Services and St. Vrain Valley County School District.
 - Boulder and Weld County Department of Social Services
Health and Human Services
 - Local Law Enforcement
3. If the parent of a minor, guardian, or authorized representative is the alleged perpetrator of the abuse, mistreatment, neglect, or exploitation, then the Department of Social Services will be responsible for notifying the alleged perpetrator that an investigation is underway.

Investigations:

1. Flagstaff Academy and its employees are not empowered to investigate suspected instances of child abuse or neglect.
2. Employees are expected to report suspected abuse to Social Services who will investigate the allegation.
3. All employees will cooperate fully with the agency conducting the investigation of suspected child abuse or neglect.
4. If suspected abuse or neglect is allegedly perpetrated by an employee of Flagstaff Academy

CLASSROOM ENROLLMENT

Optimal Maximum classroom enrollment for the school year is:

Kindergarten	23 Students
First – Fifth Grade	25 Students
Sixth – Eighth Grade	27 Students

CLASSROOM VISITS BY PARENTS

Parents are welcome to visit the school. Please call the office to coordinate your visit. Drop-in or unannounced visitors can be disruptive to the classroom and student schedules. All visitors and parents visiting during school hours must sign in at the respective classroom they are visiting.

Teachers will develop parent volunteer times for the classroom after the first three weeks of class. The first few weeks are important for teachers and students to get to know one another and complete student ability grouping assessment.

There will be preset days for visiting your child's next grade level classroom teachers toward the end of the school year.

CLOTHING/PERSONAL BELONGINGS

We ask that children do not bring toys or treasured items to School unless it is for Show and Tell or is related to an academic subject. All electronic devices, including cell phones, ipods, game boys, etc, at an elementary school age is considered a toy. The School cannot be responsible for lost or broken items. Items must be kept in the student's cubby during other parts of the day. Toy weapons are not permitted at school.

Flagstaff asks that all clothes, hats, coats, boots and gloves be labeled. The school will have a lost and found bucket in the Multi-Purpose room. Please have your student look in his/her classroom or this bucket for missing items. All lost and found items are given to charitable organizations twice per year.

COMMUNICATION WITH FACULTY AND STAFF

Communication between school staff and parent/students is crucial for overall school success. Every Friday, students in grades K – 8th will receive a folder filled with all the written communication for that week. This may include, but not limited to, newsletters, permission slips, conference information, ability progress reports and content standards reports, special events flyers, and homework. Parents should look for the folder each week, read the contents, sign any documents needing to be returned, and send it back. All students 1st through 8th grade also have an assignment booklet that helps track homework and important dates to remember.

Parents may also use e-mail to communicate with the teachers and principal for informative reasons only. E-mail tone can be difficult to interpret so if you have questions, or concerns about your child or something that happened with the teacher in the classroom or another student, the school requests that you set-up an appointment and/or call the teacher. A back and forth dialogue via e-mail about an

individual student progress or concerns about the classroom can be misinterpreted. It is critical to have an open and positive two way communication and many times e-mail can be the wrong venue for getting your message across. Examples of appropriate ways to use e-mail with the teachers and administration, would be to inform about an extended absence, reminding the teacher about the student needing a book, to confirm the time of activities in the classroom etc. All teachers and administrators will return e-mails within 48 hours, or number one focus is the educating of your child.

Formal parent conferences are held in the Fall and Spring. Teachers are required to contact and to meet with parents whenever necessary and to respond quickly when parents request such appointments. Teachers will also inform parents of their child's progress either through corrected work or notes sent home. Informal meetings with teachers are not productive. Please do not drop in for a chat, but allow the teacher time to prepare for a meeting with you.

Student ability progress reports are distributed quarterly. In addition, intermediate and middle school students will receive written monitoring reports when the student's grades fall below a 70%. Parents having questions or concerns are encouraged to contact the teacher directly. The principal should be informed of parent/teacher meetings. Meetings with faculty, staff or an administrator may be arranged by calling the school office. Teachers are not available for conferences during class time. When parents have concerns about student progress, and request a meeting with the principal, it is the procedure of the principal's office to always include the teacher in the meeting. Informal meetings with teachers are not productive. Please do not drop in for a chat, but allow the teacher time to prepare for a meeting with you.

All materials posted or distributed on school grounds must be submitted to the office for formal approval before posting or distributing. All items approved will contain either a stamp or administrative initials. Any unapproved materials will be removed or confiscated.

DISCIPLINE POLICY AND CODE OF CONDUCT

One of the most important lessons for any student to learn is how to respect authority, the rights of others, take care of his or her own and others' property, and be part of creating a caring community. Additionally, no student will be allowed to disrupt the education of other students. Although it is necessary to have school and classroom rules, our emphasis will not be on "Dos-and-Don'ts" but guiding students to a proper response to any given situation. In order to accomplish this, we must set discipline standards that are enforced fairly and consistently.

Since the classroom teacher is the one who works most closely with the students, he or she carries the bulk of the disciplinary responsibility. It is important that the teacher works with the students, parents, and administrators in these matters and that communications are open and honest. It is of utmost importance that the teachers and parents work together as a team to promote a safe and positive school environment.

Teachers are responsible for implementing the Discipline Code of Conduct. As much as teachers may want to accommodate individual students, we must recognize a common commitment to all students' learning at Flagstaff Academy and not tolerate habitually disruptive behavior.

Flagstaff Academy is a "School of Choice – Open Enrollment School" not students' "Home or Neighborhood School". At any time if a student's behavior does not reflect the mission and vision of the school a student may be asked to leave Flagstaff Academy.

The Code of Conduct

Discipline is an interaction with a student; it is not something that is done to a student. Positive discipline is an effective way of developing positive social behaviors in students by encouraging them to take control of their own experience, thus increasing their self-esteem. The task of Flagstaff Academy teachers and parents as "Partners in Education" is to provide students with skills and tools needed to control their behavior effectively.

At Flagstaff Academy students are taught how to get along in society, resolve conflicts, and express themselves appropriately. Our goal is to help students develop self-control, self-direction, and responsibility for their behavior. At Flagstaff we endeavor to guide students' behavior both directly and indirectly. We believe rules should serve a reasonable purpose, be practical, and within students' capabilities. Rules and consequences should be appropriate, consistent, and clearly defined for the welfare for the whole class.

Students are expected to engage in appropriate conduct and behavior in keeping with their level of maturity. Parents will be informed of habitually disruptive behavior through email, telephone contact, parent conferences, and the following forms: "Code of Conduct Warning", or "Code of Conduct Referral". If at any point school safety is compromised, a student's parents may be called and asked to remove the student from school.

Academic Expectations

Students shall complete all daily assignments in a timely manner. Furthermore, each student is responsible for his or her own work. Cheating or plagiarism will not be tolerated, and will be enforced according to the Code of Conduct policy.

Code of Conduct Policy

Our policy is designed to help students understand and develop positive behavior patterns. When a student fails to follow the Code of Conduct, a Verbal Warning may be issued by the faculty or staff member who observed the behavior. At that point, the child's parent(s) may be contacted by the faculty or staff member who issued the Verbal Warning. If the behavior continues, a Code of Conduct Warning form will be utilized to document the behavior and inform parents. This Code of Conduct Warning form must be signed by the student's parent(s), the student, and the faculty or staff member who issued the Warning. The signed Warning Form should be returned to the child's classroom teacher the next school day. Failure to return this signed form the next day is, itself, an additional violation of our Code of Conduct. If three Warnings accumulate (for similar or the same behaviors) the fourth incident will become Code of Conduct Referral. The Code of Conduct Referral form must be signed by the student, the faculty or staff member who issued it, the student's parent(s), and an administrator. The form must be returned to school the next day (again, failure to do so is an additional violation). If three Referrals for the same offense occur, suspension or expulsion will be strongly considered, though three Referrals are not prerequisites for those consequences to be considered. A Referral is often followed up with a parent conference. The entire process should include thorough communication between the student, the student's parents, and the school. A Code of Conduct Referral could result in the following administrative responses, but is not limited to these:

1. *Restorative Detention* (described later in this document)
2. *Educational Sanction* – this involves projects or assignments designed to help the student learn more about the impact of the incident, behavior, or impact it caused, as well as how to prevent it from happening again. For example, a vandalism incident could result in a student being assigned to research and write a paper on the impact of vandalism at schools in the U.S.
3. *Conference* – this could include parents, teachers, administrators, and even students/peers. The specific conference would be designed based on the needs of the incident. The goal of the conference would be to gain a better understanding of the incident, the impact and harm caused, and to create an action plan or agreement of the next steps.
4. *Suspension* – this could be an in-school supervised suspension or an out-of-school suspension. Students are typically responsible for missed work, and in some cases could also lose the opportunity to make-up for missed work, resulting in a possible impact to grades.
5. *Expulsion* – typically utilized in the most serious of situations, involving habitually disruptive students, or where a serious threat to safety and welfare is present.

Dress Code

Any student who does not follow the school dress code will receive disciplinary consequences. In Elementary School, we follow the Dress Code found on Flagstaff Academy's website. During the first two weeks of school we use verbal warnings as new students gain familiarity with the Dress Code. Starting each September we will begin using the Dress Code Oops (Warning) Slips. Only one Oops (Warning) Slip will be administered before a Dress Code violation becomes an official Code of Conduct Warning. After an Oops Slip and three Code of Conduct Warnings, a Code of Conduct Referral will be administered. Three Referrals for Dress Code will warrant further consequences, which may include suspension.

The Restorative Process

Conflict resolution is an essential aspect of school discipline, and includes providing frameworks by which students can develop and exercise empathy, take responsibility for their actions, repair harm created by their actions, and develop decision making skills. When systematically implemented, restorative practices proactively build a positive school community and learning climate while dramatically reducing behavior referrals, bullying, violence, detentions and suspensions.

The restorative process seeks to heal the whole child by making things right for the victim, the offending child, and the school community. Instead of a punitive approach which is grounded in shaming and blaming the offender, a restorative approach balances accountability with support of the offender in making things right. This process also involves the input and insight of the victim in the solution. One overriding goal of this process is to help students “fix what has been broken.” Fixing the hurt that occurred requires that students have insight into what went wrong, ideas of how to translate that insight into an action plan, and the willingness to accept that plan or solution as their own.

As a new program coordinated by the Dean of School Culture, a “Restorative Justice Team” will be formed consisting of representation from staff, students, and parents. This team will work to further organize and develop effective procedures and structures which utilize the values of restorative justice in the school.

Restorative practices can and should be utilized at all levels: in classrooms, in discipline meetings, in restorative conferences and mediations with parents, and in detentions.

- Classrooms: teachers should utilize restorative language when presented with opportunities to address behavior issues. The focus should be on “what harm was caused?”, “who is responsible for this harm?”, and “how will things be made right?”
- Discipline meetings: administrators should utilize this restorative approach when meeting with students one-on-one to help them explore their understanding of harm and repair. Avoid giving “assignments” from a punitive standpoint. Instead, involve the student in creating a plan for how he/she will repair the harm that was caused.
- Conferences/Mediations: many incidents will benefit greatly from a restorative conference or mediation. The Dean of School Culture will coordinate these on a case-by-case basis, in partnership with students and teachers. Parents may also be asked to participate after some initial pre-conferencing to ensure safety for all parties.
- Detentions: the traditional “stay silent, sit still, do nothing” detention approach is a punitive and ineffective way to change behavior. It does little to create positive school climates. For students who have been traumatized through fear, isolation, and emotional abuse, poorly managed detention can add to that trauma. A restorative detention, as described below, is a better way.

Restorative Detention

A Code of Conduct Warning or a Code of Conduct Referral may include between one and three after school Restorative Detention sessions. Restorative Detention will be scheduled for the student to occur after school, from **3:30 to 4:15pm**.

The flow of a case from incident to completion is outlined below:

Incident Stage: Once a teacher has determined that an incident warrants a Referral to restorative detention, the teacher will:

1. Complete the Referral form with the student(s) that explains the destructive or dangerous behavior that was observed.
2. Assist the victim in writing an impact statement.

3. Contact the Dean of School Culture to arrange for scheduling.

Pre-detention Stage: the student(s) will meet with the Dean of School Culture to discuss the purpose of the restorative detention and answer the student's questions about what will happen. Typically, the Dean will also consult with the teacher about the incident.

Detention Stage:

1. Students arrive, find their name tag, and sit in the circle.
2. The session is opened by the facilitator, beginning with introductions of one another, and hearing that the goal is to "make things better for others, myself, and our school," reviewing guidelines, and signing confidentiality waivers.
3. Students then work with the facilitator(s) who allow them to express what happened, explore feelings, and work out ways to fix the problem.
4. In small groups, students are given the opportunity to show or tell what they have determined will prevent future dangerous or destructive behaviors. The groups generate ideas that will restore the community, and develop a plan of action that utilizes their assets.
5. The circle is closed with success stories and good wishes for making things better.
6. The students' plans are implemented the next day whenever possible, and the Dean of School Culture monitors and supports the students in completing their plans.

Suspension and Expulsion

If a serious incident occurs, as listed on the Code of Conduct Referral form and in accordance with Colorado State Statutes, administration will move toward suspension and/or expulsion. All serious incidents will be approached with student safety in mind. In the event of an expulsion, the Principal will notify the Board of Directors in writing. A copy of all disciplinary records, including suspensions and expulsion paperwork will be maintained and made available for Board members to view in the Principal's office.

Bullying Policy and Procedure

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Bullying" is repeated conduct that meets all of the following criteria:

- is directed at one or more students;
- substantially interferes with educational opportunities, benefits, or programs of one or more students;
- adversely affects the ability of a student to participate in or benefit from the school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a student's actual or perceived distinguishing characteristic (see above),
- or is based on an association with another person who has, or is perceived to have, any of these characteristics.

Policy

A safe and civil environment in school is necessary for students to learn, achieve, and succeed. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

When addressing harassment or bullying behavior, it is important to balance the needs of victims, offenders, and our community.

- *Victims* need a supportive response that does not blame them for the offender's behavior. Part of that support can include some education and/or coaching on setting and maintaining appropriate boundaries.
- *Offenders* need to be held responsible for their actions, and to be given an opportunity to make things right. This is a crucial opportunity for the offender to continue developing their capacity for empathy. Rather than a blaming or shaming punitive approach, Flagstaff Academy will take a restorative approach whenever appropriate to encourage and support the repair of harm to all parties and the school community.
- *The school community* has a need and a responsibility to restore the student to the school in such a way that he or she can continue to focus on learning. There is also a need to feel safe coming to school, and a restorative approach can rebuild that sense of safety for community.

Procedure

In addition to our Code of Conduct, which requires students to show respect for students, teachers, staff, and parents at Flagstaff Academy, we have a specific policy in regard to bullying behaviors.

Consequences considered for bullying behavior:

- Separation of the parties involved.
- The parents of all involved students will be contacted.
- Timely investigation of alleged behavior by a teacher and/or administrator (in part to determine whether a boundary had been set).
- A Major Infraction will be written.
- Meeting with appropriate parties, such as school administrators, a school counselor, parents, and the students.
- Alleged perpetrator receives mediation through a Restorative Process.
- Targeted student receives support and may choose to participate in a Restorative Process.
- If behavior continues the alleged perpetrator will receive further mediation and an additional Code of Conduct Referral.
- If there is still no resolution, the targeted student is to inform an administrator, who will provide further support thorough arbitration. An additional Code of Conduct Referral will be issued.
- Any student who continues bullying behavior after these mediation steps will be issued a third Code of Conduct Referral and will consequently be suspended or expelled based on the recommendation of the administration, and in compliance with the St. Vrain Valley School District Special Education department.

FLAGSTAFF ACADEMY CODE OF CONDUCT SIGNATURE PAGE

We ask parents to review and sign the Code of Conduct signature page attached to the back of this packet. Signing this page indicates you understand and support the discipline policy as laid out in this document.

I have been given a copy of the Flagstaff Academy Discipline Code of Conduct. My signature below signifies that I have received a copy of the school discipline rules and regulations. I will work in partnership with my child(ren) and the school to maintain the school rules and adhere to the Code of Conduct. All students will follow all school rules, and failure to do so could ultimately result in a student's enrollment being revoked.

Student Signature

2nd through 8th Grade : _____

Date: _____

Parent Printed Name: _____

Parent Signature: _____

Date: _____

Cc: Student's Cumulative File



Code of Conduct Warning

Student Name: _____ Grade: _____ Date: _____

Type of incident (check all that apply):

- Inappropriate physical horseplay (hitting, pushing, poking, kicking, etc.)
- Throwing objects
- Causing minor and/or accidental damage to others' property
- Running in hallway
- Disobeying school and/or classroom specific rules
- Loss of school-issued property: _____
- Disrespect of another through language or play
- Use of profanity (spoken, written, or otherwise)
- Unexcused tardy
- Dress code violation (describe below)
- Loitering in halls/passing periods
- Failure to return signed Conduct Form on next school day
- Other: _____

Description of Behavior/Incident:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____



Code of Conduct Referral

Student Name: _____ **Grade:** _____ **Date:** _____

Type of incident (check all that apply):

- Habitually disruptive student
- Plagiarism/Cheating
- Hitting, shoving, kicking, pushing, or fighting with violent intent
- Verbal or physical sexual intimidation or harassment
- Possession of matches, cigarettes, illegal drugs
- Destruction or defacing of school property
- Willful disobedience or blatant defiance of proper authority
- Leaving the school property without permission
- Truancy (over the maximum unexcused absences allowed by state law)
- Cutting class
- Unexcused absences
- Has received repeated warnings without changing behavior
- Failure to return signed Conduct Form on next school day
- Other _____

(Admin. Use Only)

Restorative Detention
Date: _____
Staff: _____

Educational Sanction
Date Due: _____
Staff initial when completed: _____

Conference
Date: _____
Initial: _____

Suspension
 In-School
 Out-of-School
Date(s): _____

Expulsion
Staff Initials: _____

Description of Behavior/Incident:

Is this student on an Individual Education Plan? Y / N

Student Signature

Parent Signature

Teacher Signature

Principal/Assistant Principal/Dean Signature

Date

Date

Date

Date



FLAGSTAFF ACADEMY DRESS CODE

Flagstaff Academy is dedicated to creating a positive environment that is conducive to learning. Students are expected to be well-groomed, dressed in a manner reflecting respect for themselves and those around them, and use good judgment in the choices they make. However, any items that contains negative messages, including, but not limited to:

- vulgarity / profanity / inappropriate language
- gang related symbols or references
- any illegal substance, including drugs, alcohol, tobacco
- sexually suggestive or pornographic images or sayings
- suggest violence or death images, including Goth appearance and skulls
- advocate racial, ethnic, political, or religious prejudice are inappropriate and unacceptable.

Specific Guidelines:

HEAD: Hats, visors, bandanas, sunglasses, etc. must be removed indoors.

HAIR: Hair should be well-groomed. Hair should be worn in natural occurring hair colors and styles that are not distracting to the educational environment.

JEWELRY: No visible piercings, except standard sized earrings. Jewelry should be simple, not distract or excessive. Long, dangling earrings should be avoided as a matter of safety.

CLOTHING: Clothing should be well fitted, not excessively baggy or tight. Clothing should not be excessively ripped or torn. Students are expected to demonstrate appropriate modesty in dress; (all necklines are acceptable as long as they are modest. Recommended guideline to determine appropriate neckline; put your palm with fingers closed (horizontally) at the base of your neck. The neckline of the top should not be lower than bottom of your hand); undergarments should not be visible either directly or through clothing. Bare midriiffs are not allowed. Sleeve length must be sufficient to cover the shoulder. (No tank tops, sleeveless, or cut-away arm-holes. Cap sleeves are allowed.) Shirts should be “tuckable” (long enough to tuck in). Shirts cannot contain any visible logos, graphics, or images that are not an inherent part of the fabric (i.e. brand name or symbols, sports team logos, printed shirts, tags, etc.). This restriction on logos applies only to tops worn in the classroom.

Official Flagstaff Academy logo wear is considered appropriate at all times.

Acceptable pants styles include full-length dress pants, boot cut or straight-legged pants, cargo pants, caprice, jeans, shorts, and straight-legged athletic pants. Pants must be maintained in good condition and should not be dragging on the ground. Pants must fit appropriately and are not to be worn sagging. Industrial style pants are not allowed (i.e. pajamas, camouflage or military fatigues, scrubs, jail wear, etc.) In addition, athletic sweat pants (cotton, gathered at the ankles) are not allowed.

Shorts, skorts, skirts, and dresses must be past fingertip when standing with arms straight at the sides or mid-thigh (whichever one is longer). If dresses or skirts are worn, students are strongly encouraged to wear shorts underneath to maintain modesty.

BELTS: Belts are not required, but should be worn if needed to meet the fit requirements outlined above.

SHOES: Closed toe footwear must be worn at all times while on the school premises. All shoe types, including sandals, must be closed toe and have a heel strap or enclosed back that keeps the shoe in place. Students are strongly encouraged to wear socks, including with sandals. In addition, there may be specific requirements for footwear on days when students have P.E. class or science classes.

OUTERWEAR: Outerwear should be removed once the student enters the building.

Clarifying Statements:

Uniforms: (Boy Scout, Cub Scout, Girl Scout, Athletic, etc.) were identified as clothing that may cause distraction. They often have embroideries or language on the top garments that would clearly violate the Dress Code. Skirts and pants that identify the student as a member of these organizations are within dress code guidelines.

Dresses:

To keep in the purpose and letter of the dress code, the top of the dress should not contain any items that are not “an inherent part of the fabric.” However, the bottom part of the dress should follow the guidelines in the pants/skirts section of the dress code.

Tie-Dyed/Camouflage shirts:

Camouflage pants were specifically identified as clothing items that would represent an “institution,” and therefore not allowed. It would therefore go to imply that the same criteria would be applied to the more strict guidelines of the tops as well. Tie-Dye seems to fall into a grey area. A shirt that has been dyed implies that the color of the dye is now an inherent part of the fabric. Therefore, technically they follow the guidelines; however they may be distracting for other students. If the shirts are causing a disturbance in the classroom, then the teacher/principal should address the matter with the student and ask that he refrain from wearing the shirt to school.



DRESS CODE OOPS (Warning) SLIP

Dear Parent,

The Dress Code "Policy" is very important to Flagstaff Academy. To ensure the highest academic and school culture standards the school has developed dress code rules for all students to follow. Each student will be allowed one warning that will not count toward the student "Code of Conduct." If your student has received this oops slip – please refer to the Dress Code Policy in the Student Parent Handbook on the website. (www.flagstaffacademy.org)

Student Name: _____ Date: _____

Description of Dress Code Infraction:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

White (Admin), Yellow (Parent), Pink (Teacher)

Acceptable Use Policy (AUP) for Student Use of the Internet and Electronic Communications

Flagstaff Academy

2040 Miller Drive

Longmont, CO 80501

Version 121409 - December, 2009

The Internet, a global computer network referred to as the World Wide Web, and electronic communications (e-mail, chat rooms and other forms of electronic communications) have vast potential to support curriculum and student learning. The school believes they should be used as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The school believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the educational goals of the school. However, the Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. The school acknowledges that while it is impossible to predict with certainty what information students might locate or come into contact with, it desires to take all reasonable steps to protect students from accessing material and information that is obscene, pornographic or otherwise harmful to minors. Students shall take responsibility for their own use of the school computers and computer systems to avoid contact with material or information that may be harmful to minors.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Software that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors shall be installed on all school computers having Internet or electronic communications access. Students shall report access to material and information that is obscene, pornographic, harmful to minors or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No Expectation of Privacy

School computers and computer systems are owned by the school and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of school computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All materials and information

accessed/received through school computers and computer systems shall remain the property of the School.

Unauthorized and Unacceptable Uses

Students shall use school computers and computer systems in a responsible, efficient, ethical, and legal manner. Because technology and ways of using technology are constantly evolving, every unacceptable use of school computers and computers systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, create, transmit, retransmit, or forward material or information: that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons that is not related to school education objectives that contains pornographic, obscene or other sexually-oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity or sex that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability, or handicap for personal profit, financial gain, advertising, commercial transaction, or political purposes that plagiarizes the work of another without express consent that uses inappropriate or profane language likely to be offensive to others in the school community that is knowingly false or could be construed as intending to purposely damage another person's reputation in violation of any federal or state law, including but limited to copyrighted material and material protected by trade secret that contains personal information about themselves or others, including information protected by confidentiality laws using another individual's Internet or electronic communications account without written permission from that individual that impersonates another or transmits through an anonymous remailer that accesses fee services without specific permission from the system administrator or Flagstaff staff member.

Security

Security on school computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator Flagstaff Academy staff member. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- Use another person's password or any other identifier
- Gain or attempt to gain unauthorized access to school computers or computers systems
- Read, alter, delete, or copy, or attempt to do so, any electronic communications or files of other system users
- Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

Safety

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Students shall not use their last name or any other information that might allow another person to locate him or her without first obtaining permission of the supervising staff member. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of any network within the School or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or school-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized Software

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

Assigning Student Projects and Monitoring Student Use

The school will make every effort to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications. Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools. All students shall be supervised by staff while using the Internet or electronic communications. Staff members assigned to supervise student use shall have received training in Internet and electronic communications safety and monitoring student use.

Student Use is a Privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The School may deny, revoke or suspend access to school technology, or close accounts at any time. Students and parents/guardians shall be required to sign Flagstaff Academy's Acceptable Use Policy (AUP) for Student Use of the Internet and Electronic Communications annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

School Makes No Warranties

The School makes no warranties of any kind, whether expressed or implied, related to the use of school computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the school of content, nor does the school make any guarantee as to the accuracy or quality of information received. The School shall not be responsible for any damages, losses, or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

LEGAL REF: 47 U.S.C.254(h) (Children's Internet Protection Acts of 2000)

47 U.S.C.231 (child Online Protection Act of 1998)

20 U.S.C.6801 et seq. (Elementary and Secondary Education Act)

Acceptable Use Agreement for Student Use of the Internet and Electronic Communications

Flagstaff Academy
2040 Miller Drive
Longmont, CO 80501
Version 121409 - December, 2009

Annual Acceptable Use Agreement

Student

I have read, understand, and will abide by Flagstaff Academy's **Acceptable Use Policy (AUP) for Student Use of the Internet and Electronic Communications**. Should I commit any violation or in any way misuse my access to the school's computers or computer system, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

If I am 18 years or older, I hereby release Flagstaff Charter Academy from all costs, claims, damages, or losses resulting from my use of district computers and computer systems, including all of the Internet and electronic communications, including but not limited to, any user fees or charges incurred through the purchase of goods or services.

Your signature on this **Acceptable Use Agreement** is binding and indicates you have read the **Acceptable Use Policy (AUP) for Student Use of the Internet and Electronic Communications** and understand its significance.

Student name
(printed): _____

Student
signature: _____

Date of Birth: _____

Date: _____

Family Educational Rights and Privacy Act (FERPA)

Family Policy Compliance Office (FPCO) Home

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- ④ School officials with legitimate educational interest;
- ④ Other schools to which a student is transferring;
- ④ Specified officials for audit or evaluation purposes;
- ④ Appropriate parties in connection with financial aid to a student;
- ④ Organizations conducting certain studies for or on behalf of the school;
- ④ Accrediting organizations;
- ④ To comply with a judicial order or lawfully issued subpoena;
- ④ Appropriate officials in cases of health and safety emergencies; and
- ④ State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each institution.

HEALTH AND SAFETY/COMMUNICABLE DISEASES

Each teacher and staff member is concerned with the health of every pupil. The building is subject to Colorado Health Department regulations. Adequate ventilation, sanitation and lighting are provided.

Teachers are informed of children needing special consideration due to health problems. If it is necessary for a child to take medication during the school day, the medication is kept in the health office and not in a teacher's desk or in a child's possession. With written requests by parents and a signed authorization by the physician, exceptional medicines may be carried on the child's person. Cough drops are considered a medication and will be treated as such by Flagstaff Academy personnel.

Whenever possible, students requiring first aid treatment are brought to the health office. In case of serious illness or accident, the school makes every effort to contact the parent or other authorized person immediately. The procedure on the emergency card is followed. **Parents are responsible for updating emergency information.** The school observes state and local fire regulations. Teachers, IA's and EA's supervise children as they move to various locations in and around the building.

LIBRARY POLICY

Hours:

Monday and Wednesday 8:30 to 3:00.

Borrowing:

Check-outs are for two week and can be renewed twice if no one is on the waiting list for the item. Please remember that each student is responsible for the material checked out under their name. Any lost or damaged items are the responsibility of the person who checked them out. Below is a list of grades with the number of items they may borrow:

Kindergarten	1
1st grade	2
2nd grade	2
3rd grade	2
4th grade	2
5th grade	2
6th grade	2
7th grade	2
8 th grade	2

Books can be returned on or before a student's "library day" to the book drop box outside the library door.

Class Visits:

Each class has the opportunity to visit the library weekly. Teachers can schedule extra time in the library during research projects or special occasions. At the beginning of the year each class visiting the library will be assigned a library day and time (this way children can be responsible for bringing their books back on a regular basis). Students should check out materials during class visits.

Choices for Items:

The librarian and faculty are here to guide students to books and other materials in various formats that will interest and challenge them. Every title in our library supports the Core Knowledge Curriculum on at least one level. However, since we serve students in a broad age range, not all books are appropriate at all ages. There may come a time that your child has chosen something you feel is not a good fit. We hope you will talk to the librarian or your child's teacher so we can find a suitable replacement title for your child. The school library should be a safe place for all students.

Donations:

Gently used donations in any format are always welcome. Used books, educational videos & DVDs, and music CDs & cassettes add to our collection. If the donated item is not needed in the library, we offer it to Flagstaff teachers to add to their classrooms.

Book Fairs:

Flagstaff hosts Scholastic Book Fairs from time to time during the school year.

Volunteers:

If you would like to help process or check-out books to students during a class visit, or help with a class research project please contact your child's classroom teacher or the volunteer coordinator.

FLAGSTAFF ACADEMY MEDIA CENTER CIRCULATION POLICY

The FLAGSTAFF ACADEMY Media Center Circulation Policy has been developed for the following reasons:

- To create a learning atmosphere that is fun while providing boundaries with purposeful instruction,
- to allow the patron (student) to become responsible for his/her actions,
- **to communicate with students' parents the need for the patron to accept responsibility for his/her actions,**
- to provide a collection of books that is kept in frequent circulation,
- And to preserve and protect the current collection.

Please review the following excerpts from the FLAGSTAFF ACADEMY Media Center Collection Development/Circulation Policy. Initialing beside each statement signifies that you have read and have understood the policies that will be explained to your student(s). Also, please sign and date this form at the bottom of the second page.

_____ 1. Media center books may be checked out by students for two weeks.

_____ 2. Material that has been checked out may be renewed twice **unless** there is a "reserve" placed on the item(s) by another patron. It is the patron's responsibility to ask media center staff or volunteers for the material to be renewed.

_____ 3. In order to comply with the media center's confidentiality policy, American Library Association (ALA) policy 52.4, and state law (C.R.S. 24-90-119, 1-d), overdue notices will first be given to PATRONS. After adequate notification, circulation information will be released to parents/guardians for purposes of overdue material retrieval.

_____ 4. September through December patrons in grades 1-8 may have up to 2 (two) items checked out at any given time; kindergarten patrons may have 1 (one) item checked out at any given time. January through May patrons in grades 1-8 may have up to 3 (three) items checked out at any given time; kindergarten patrons may have 2 (two) items checked out at any given time. Patrons wishing to have more items checked out at one time must have written consent from a parent or guardian. A consent form may be obtained from the media center. Books needed for school projects do not fall under this policy.

_____ 5. Material will be checked out to patrons only when the current number of materials is not being exceeded (see #4) **and** when no other FLAGSTAFF ACADEMY Media Center materials are 30 days or more overdue.

_____ 6. FLAGSTAFF ACADEMY Media Center material is considered overdue when not returned to the FLAGSTAFF ACADEMY Media Center by 3:30 PM on the due date.

_____ 7. Media center materials not returned within 30 days of the due date will be considered "lost". "Lost" materials will be billed out by the media center and must be paid for by the patron or the patron's parent or guardian. **Payment is made to the FLAGSTAFF**

ACADEMY front office in the form of cash; check (payable to FLAGSTAFF ACADEMY).

Replacement books from the patron **cannot** be accepted as form of payment. The media center may expend these funds, with administrative approval, to replace library materials.

_____ 8. A student remains responsible for any lost or damaged materials when:

- Transferring to another school/district
- Graduating to another level, e.g., middle school to high school

FLAGSTAFF ACADEMY will inform the new school by email, noting materials the student needs to return or pay for. The school will help students remember their obligation to their former school.

_____ 9. A “lost” material fine may be refunded upon the return of the item in question, providing the material is returned in “reasonable circulation condition”.

_____ 10. “Reasonable circulation condition” may be defined as the quality of items necessary to keep them in the media center collection. Materials that fall below this standard will be classified as “damaged”. Patrons returning “damaged” materials that are beyond repair will be subject to a replacement fine. **Payment is made to the FLAGSTAFF ACADEMY front office in the form of cash; check (payable to FLAGSTAFF ACADEMY).** Replacement books from the patron **cannot** be accepted as form of payment. The media center may expend these funds, with administrative approval, to replace media center materials.

_____ 11. The replacement fine for an item is the cost of the book in new condition, plus shipping and handling and cataloging costs. Material new to the media center as of September, 2007 has the replacement cost of the book printed near the circulation barcode on the back cover.

_____ 12. Questions or concerns regarding any part of the FLAGSTAFF ACADEMY collection and/or the FLAGSTAFF ACADEMY Media Center Collection Development and Circulation Policy may be directed to the FLAGSTAFF ACADEMY Media Specialist and the FLAGSTAFF ACADEMY Media Advisory Committee. A “Request for Reconsideration of Instructional Materials” may be received from the FLAGSTAFF ACADEMY Media Specialist upon request.

Parent/guardian name (please print) _____

Student(s) name(s) _____

Parent signature _____

Date _____

LOCKERS

Flagstaff Academy provides lockers for students in sixth through eighth grades. THE LOCKERS and LOCKS ARE SCHOOL PROPERTY and not the individual student's. Students will be held responsible for any excessive damage to their lockers or locks. All students will be issued locks and lockers. Locker combinations are not to be given to anyone else. Flagstaff Academy has the authority to search lockers when deemed necessary even if it requires removal of the lock. Problems with lockers should be reported to the office. Flagstaff Academy is not responsible for lost or stolen items.

Valuables such as radios, walk-mans, compact discs, cassettes, pagers, and video games are not to be brought to school.

1. Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by Flagstaff Academy teachers and administration.
2. Lockers must be kept neat and orderly at all times. Locker checks will occur each trimester, as deemed necessary by administration.
3. Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items outside lockers, or on the floor, may be removed or disposed of.

LOTTERY AND ENROLLMENT PROCESS

If there are more eligible students than openings in any class, a random selection (lottery) will be conducted. A lottery will be conducted no later than March 2 each year, or the first business day thereafter, when the priority list of applicants is exhausted. Enrollment priorities are provided to children who are currently enrolled, children of staff and siblings of current students.

The Board will determine how many openings are available at each grade level and will seek input from the Principal. A random lottery will be used to select students.

For each grade that is open for enrollment and has openings, the available enrollments will be offered to the following categories in the manner listed:

1. Siblings of current students
 - a. A sibling is a brother, sister, stepbrother or stepsister of a current Flagstaff Academy student or a foster child of parents of a current Flagstaff Academy student living in the same household.
 - b. If a student in one grade level is accepted by lottery and has a sibling, that sibling will move from the regular lottery to the sibling pool.
 - c. Multiples are defined as twins, triplets, etc. In this circumstance, the parents may request that the applications be considered jointly for lottery purposes.
 - d. Flagstaff Academy does not guarantee that siblings will be admitted together.
2. Children of Staff members

These students should not exceed 10% of the enrolled population in any given year. After the 10% limitation is fulfilled, all remaining applicants will move to their respective pools:

3. SVVSD (St. Vrain Valley School District) students and students from districts contiguous thereto will be selected next.

Students who reside in Colorado but in other districts will be selected from the last pool should all of the above lists be exhausted and openings become available at any grade level, these will be filled on a first-come, first served basis.

LUNCH PROGRAM

Students may purchase a hot lunch or bring a lunch from home. Milk is also available for purchase.

Student lunch prices and menus are listed on the St Vrain website. A link is provided on the Flagstaff Academy website.

If a student forgets their lunch, a hot lunch will be provided at the above cost. The meal will need to be paid for the next school day. If the student does not pay for lunches for three days, incurring debt to the program for those days, peanut butter and jelly will be served to the child until the account is brought up to date and holds a balance.

Parents may apply for the Free and Reduced Lunch Program. Additional information on this program is available from the business office or the registrar.

If your child has food or other allergies it is imperative that you notify the lunchroom manager with details and instructions.

MEDICATION

A medication-certified staff member will administer all medication. Directions and authorization must be supplied in two copies, signed by both the parent and the physician. The teacher will keep one copy and one will be stored with the medication. All medicines will be stored in a locked cabinet or refrigerator. Use of non-prescription drugs is discouraged but, if necessary, written authorization from the parent and physician must accompany the medication in two copies and the medication must be provided in exact dosages.

Short-term illness. Teachers may not administer medications to children. When children experience a short-term illness, the school prefers that medications be taken at home. If a mid-day dose is medically necessary, the parent or caregiver may come to school at lunchtime with the appropriate amount. If this is not possible, both the physician and parent must complete and sign the Physician's Medication Instruction form. All medicine containers should bear the child's name and the date of the prescription. Please **DO NOT** send medication in containers other than their original container. The school will NOT be able to administer the medications if this is the case. The teachers will remind children at lunchtime to take the medicine. All medications, as well as directions for storage, will be stored and administered in the office.

Maintenance medication. Parents need to inform the school of all medications taken for chronic conditions. Maintenance medications must be accompanied by a completed Physician's Medication Form. For children who may suffer a life-threatening reaction to various foods or insect stings, the school needs to have necessary medication in several

locations in the school (i.e., the first aid cupboards in both kitchens in addition to the classrooms). For medications stored at school for a long period, it is the parent's responsibility to be sure that all medications are still effective and have not passed an expiration date. An "epi-pen" brought to school in August may not be effective in May.

Instruction to children. Parents and physicians should instruct the children regarding the importance of taking medication appropriately. Medication must not be shared with other children.

Notice to parents. No medication may be taken at school without written permission from parent and physician. Parents are asked to read these instructions and to provide the school with written authorization. One copy is to be kept for the parents' personal records.

Hold Harmless. The school shall not be held responsible for any failure to dispense medication in a timely manner or for the effects of any medication. Parents agree to hold the school harmless from any consequences associated with the dispensing or failure to dispense any medications.

PARENTAL COMPLAINTS AND CONCERNS

Flagstaff Academy believes parent concerns, complaints, or grievances should be addressed in a timely manner. Flagstaff Academy welcomes constructive criticism of the school whenever it is motivated by keeping the best welfare of the children first, through a sincere desire to improve the quality of the educational program or to equip administration, faculty and the Board to do their tasks more effectively. The Board of Directors provides the appropriation direction and guidelines to ensure FAI's Administration and Faculty are comprised of competent, ethical and responsible professionals and want to ensure they are free from unnecessary, spiteful, or destructive criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole, or to a Governing Board member as an individual, the complaint will IN ALL CIRCUMSTANCES be referred back through to the proper channels or to the school administrator for appropriate processing and response.

The proper channeling of complaints involving instructions, discipline, or learning materials will be as follows:

LEVEL ONE - Teacher. The parent must make an appointment to discuss the specific issue with his/her child's teacher. At the appointment, the parent and teacher must decide on a course of action to remedy the situation and provide a set of actions and a timeline for accomplishing the agreed upon actions. If an agreement on an appropriate course of action cannot be met, parent is to consult the Administrator to assist the parent and teacher in resolving the dispute and develop plan of action

LEVEL TWO - Administrator. If after the plan of action has been completed, the parent still feels as though the situation has not improved, then the parent must make an appointment to discuss the issue with the Administrator. The Board of Directors recommends that the teacher be included in this meeting; however, this is not required. The purpose of Level 2 is to either concur with the plan of action developed in Level 1 or develop a new plan as agreed to by all parties. The Administrator should also schedule a follow-up appointment with the parent to keep him/her abreast of the situation.

LEVEL THREE – Board of Directors. If the parent continues to be dissatisfied with the process of resolving the issue, then, and only then, the parent may bring this to the attention of the Board. If the issues continue to be unresolved, a three party panel of board approved board members will hold hearings with both parties and render a recommendation to the entire Board of Directors within 7 school days of the final hearing. The Board will then issue a final decision in a timely manner. All decisions are considered to be final.

LEVEL FOUR - District. In the event the parent continues to be dissatisfied with the process of resolving the issue, at that time the parent may bring his/her complaint to the attention of the District or Board of Education. The ST. Vrain Valley School Board of Education WILL NOT accept a parental grievance unless written documentation is provided demonstrating Levels One through Three has been followed.

All meetings will follow the guidelines of the Colorado State Statutes. If at any time a parent believes that any action taken by a staff member or the Administrator is illegal, they are to immediately take their concern to the Board.

All complaints must be in writing and Complaint and Grievance Form must be used to initiate the grievance process. Also, thorough documentation is required as parties proceed toward the solution of the grievance:

OFFICE HOURS

The school office will be open from 8 am to 4:00 pm, Monday through Friday unless the school is on holiday, in-service day or half day.

SOCIAL MATTERS

Birthdays: Parents may provide a treat such as cookies, donuts, cupcakes or cake for a child's birthday, provided teachers are notified ahead. If a child's birthday falls on a non-school day or during the summer, the teacher can easily arrange an alternate date. I hope parents will consider making a book donation to the library to commemorate the child's special day.

School birthday parties may only consist of treats; there may be no parties at school. This is very disruptive to the school day.

When after-school parties are planned, children may not bring invitations or gifts to school. Gifts are a great distraction during the day and children who have not been invited are often unhappy and hurt. When planning parties, please remember that the feelings of young children are easily damaged and bruised. It can be quite devastating for a child to think he or she may have been the only one excluded. It is strongly recommended that, if parties do not include the entire class, then it is better to invite either all of one sex or the class. Holiday parties are planned by Room Parents in conjunction with teachers. The teachers at the beginning of the school year will determine room parents.

Fall Festival: Students may bring costumes to school. A party may be held the last hour and a half of the day. The children may parade throughout the school.

Winter Holiday: Room parents may plan a winter festival of lights or celebration of winter. This party may be the last hour of the school day before winter break.

Valentine's Day: Room Parents provide special treats to be shared with the entire class, and the students exchange Valentine's. The Valentines party may occur during the literacy block and must include a writing exercise.

End of School Year Party – This party can be during the last hour and a half of one day during the last week of school. This party is left to the teacher's discretion.

VISITORS TO THE SCHOOL

All visitors must sign in and out at the front desk. The office will give a visitor badge to all adults in the building. It is important that all visitors sign in at the front desk in case the building needs to be evacuated. It is critical that the front office staff be able to tell emergency personnel that all students, faculty and staff and visitors are out of the building.

VOLUNTEER GUIDELINES & PROCEDURES

We believe that volunteers at our school can enhance school goals, bridge school and community for increased learning, and enrich our educational program by making available talents and resources of parents, businesspersons, civic organization members, retirees, and friends.

VOLUNTEER GUIDELINES

In order to promote volunteerism in our school, it is essential for all volunteers to adhere to a professional code of ethics.

Volunteers should:

- Come with a positive attitude, which says to all students, "You are special, and I am glad to have an opportunity to work with you!"
- Be dependable. The teachers have planned activities for you and the students. If something comes up, please give the teacher as much notice as possible.
- I want your volunteer work to be a learning experience for you. When you have questions about policy and procedure, please ask the appropriate person – the teacher or principal.
- Confidentiality is extremely important. As you may become aware of grades, records, and individual student performance, you need to know that any information pertaining to a child or family must remain in the classroom. Please sign a confidentiality agreement available from your teacher.
- As school volunteers you will be in a support position for the classroom teacher and the principal of the school, since they are responsible for the education of the students at school.

Volunteers should NOT:

- Assume responsibility for the supervision of a class in the absence of a teacher.
- Assume responsibility for the discipline of students.
- Establish instructional objectives.
- Make decisions regarding the relevancy of certain activities or procedures.

- Make decisions regarding the appropriateness of certain teaching materials.
- Contact parents regarding the performance of students or write comments on papers.
- Talk with students about changes the volunteer wants to see.

Hints for working with students:

- Be reliable.
- Encourage children to do their own thinking.
- Meet the unexpected needs of the students by using your own creativity.
- Help students to realize that making mistakes is a necessary and important part of learning.
- Respect each child and their privacy.
- Be consistent with the teacher's rules for behavior.
- Do not compare one student with another.
- Maintain a sense of humor!
- SMILE!

VOLUNTEER PROCEDURES

1. Be sure to sign in and out.
2. Please wear your nametag.
3. Be reliable. Call if you cannot be at school.
4. Be confidential. (No gossiping.)
5. Turn off cell phones and pagers (unless you are with emergency services) as they are distracting.
6. Be prompt.
7. Communicate with the classroom teacher.
8. Remember that you are a role model for students.
9. Adhere to the code of ethics.
10. Remember you are here to support teachers, not replace them.
11. Check with the teacher before announcing or conducting any new activities with students.
12. If you don't know, ask.
13. Remember, without your help, we would not be able to offer as much to our students.

SECTION IV: FACULTY AND STAFF

Faculty and Staff information is available on the website at www.flagstaffacademy.org.

APPENDIX I

DRIVE LINE AND INCLEMENT WEATHER PROCEDURE

INCLEMENT WEATHER STUDENT PICKUP PROCEDURE

In the event that students will be dismissed from inside the school due to inclement weather or other reasons, the following procedures will be followed:

1. There will be a sign posted at the beginning and end of the drive-line notifying drivers that it is an indoor dismissal day.
2. By 3:20 p.m. students will have their belongings (backpack, lunchbox, etc ...) with them at their seats ready to listen for numbers.
3. When the student's drive-line number is called from outside the school, it will be relayed to personnel inside the school, who will then dismiss the child with that number.
4. All students will be asked to be silent and listening for their number during this time. Please remind your child that they are responsible for hearing their number.
5. Once a number is called, and the student is dismissed, the student will travel down the main hallway to the office area where a staff member will escort them to their vehicle.
6. Parents should not be in the main hallway as the hallways cannot handle the traffic this will cause.
7. Middle school students will move immediately to the multi-purpose room once it is determined that we are implementing inside dismissal. All middle school teachers will help supervise and keep the students quiet in that room. Middle School students will be dismissed from that room and follow the procedure outlined above.

The daily drive line procedures follow.

DROP OFF NORTH SIDE OF SCHOOL

1. The West Parking Lot near the front entrance of the school is the holding area for students. This area will be blocked off daily – no parking at anytime. The area is blocked off with white dragon signs that say “Do Not Enter”.
2. All students must be dropped off in the West Parking Lot via the carpool line. Please do not park and walk to the school during drive-line time.
3. The carpool line will form along the North side of the building and will move from East to West. Parents will drop students off at the entrance near the west parking lot. Pull forward until you reach the white dragon signs and then drop your student off. Staff will be available to assist your children out of the car.
4. All students will exit the vehicle from the “LEFT (DRIVER) SIDE ONLY”.
5. Parents DO NOT pull out of the carpool line once your child (ren) has been dropped off. Do not attempt to pass the vehicles in front of you. Please wait for the line to move forward and exit with the flow of traffic onto Lefthand Circle.
6. If you do not have a door on the left(DRIVER) side of your vehicle – wait for a faculty member to exit your child from the vehicle.
7. All students will move towards the West parking Lot and line-up in their classroom grade line.
8. All teachers will be in the holding pen at 8am to supervise the students and to collect the students in time to enter the school building at 8:15 am SHARP.
9. All late students must be signed in **by a parent at the front desk** of the school and students must receive a hall pass before attending class. If you need to enter the school at this time you may part on the south side of Pratt Part and walk with your student to the front entrance of the school.
10. Please be courteous to other drivers. Do not cut in line, or cut around other vehicles in the school parking lot. The speed limit is no more than 10 miles an hour.

PICK UP NORTH SIDE OF SCHOOL

1. The West parking Lot is the holding area for all students for afternoon pick up.
2. All students will enter the vehicle from the left(DRIVER) side only. Unless escorted to the right(PASSENGER) side of the vehicle by a member of the school faculty.
3. Please do not get out of the vehicle – let the faculty bring the children to your car.
4. Please do not pass around cars once your child is in the vehicle and buckled safely. Move forward with the traffic flow.
5. There are many entrances into the Business Park where the school is located. It is important for parents to drive in a safe and orderly manner.
6. Please remember the drive line is for pick up and drop off. To ensure the children’s safety, please schedule conferences with individual faculty for a different time.
7. Please have the children load your vehicle as quickly as possible.
8. Slowly proceed through the parking lot, do not cut in line, or cut around other vehicles. Please be courteous to other drivers. The safety of the students is the number one priority. The speed limit is no more that 10 miles an hour.
9. School dismissal is 3:30 pm. Children return indoors at 3:45 pm. There is a charge for children left at school without supervision after 3:50 pm.

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