



**HIAWATHA
LEADERSHIP ACADEMY
NORTHROP**

**Family Handbook
2019-2020**



HIAWATHA ACADEMIES

Dear Families,

Welcome to the Hiawatha Academies family!

We look forward to teaching your children and partnering with you for this 2019-20 school year.

We are proud of our scholars' strong academic growth and leadership development, and we look forward to continuing with another great year of helping each and every scholar on their path to and through college.

To ensure that we provide a safe and welcoming environment that fosters learning, we have provided you a copy of this Family Handbook. The handbook is a guide for you to be aware of our expectations and policies. **Please read the handbook thoroughly and sign the “Commitment to Excellence” page. Then return the “Commitment to Excellence” page to your child’s school no later than August 26th, 2019.** If you have any questions regarding the handbook, please call your scholar's school. Thank you.

Warmest regards,

The Leaders at Hiawatha Academies

Table of Contents

Campus Contact List	3
Campus Hours	3
Our Mission, Beliefs, and Vision	3
Mission	3
Vision	3
Campus Core Values	3
Homeroom	4
Parent Communication with homeroom teacher	4
Uniforms	4
Attendance Policy.....	5
Student Recognition Systems.....	7
NarPoints	7
Student of the Week.....	7
Top Quality Work	8
Top-Quality Work Standards.....	8
Core Course Sequence	8
Homework	9
Purpose	9
Key Components	9
Assignment Guidelines by Grade	10
Homework Structure (How to Create Top Quality HW)	10
Grading and Promotion	11
Grade and Report Cards	11
Elementary School Grading.....	11
Retention and Promotion Policy.....	11
Athletic and Extracurricular Eligibility	12
Bus Behavior.....	12
Food Service & Cafeteria.....	12
School-wide Culture-building Practices	13
School-wide Rules.....	13
Engagement Expectations.....	14
Tier 2 Behavior Intervention	14
Dean Referral.....	16
Family Engagement & Communication.....	16
Conferences	17
Student Commitment to Excellence.....	19

Campus Contact List

Role	Name	Phone	Email
Front Office		612-455-4004	
Principal	Nate Manaen		nmanaen@hiawathaacademies.org

Campus Hours

	Monday – Thursday	Friday
Front Office Hours	7:10am-3:15pm	7:10am-1:30pm
School Hours	7:10am-3:15pm	7:10am-1:30pm

Our Mission, Beliefs, and Vision

Mission

All Hiawatha Academies scholars will be empowered with the knowledge, character and leadership skills to graduate from college and serve the common good.

Vision

Hiawatha Academies will permanently disrupt educational inequity by ensuring a great school for every child. To honor the humanity of all people, we actively disrupt systemic inequity in pursuit of an equitable world.

Campus Core Values

Schools will retain their own set of school values. School values are a tool to communicate the common values and ways of operating we expect from all members of our school community. In the culture manual, schools should explain their specific school value acronym, and provide concrete examples of the behaviors and habits that align to the values.

At HLA-Northrop, our community values are represented by the C.A.R.E.S. values.

Collaboration: Positively working together as a team to meet a goal. To show collaboration, we...

- Focus on including everyone
- Listen to other's ideas, encourage others, share, use helpful words and actions, and solve problems.

Achievement: Working hard to learn and grow. To show achievement, we...

- Set goals to help us reach our hopes and dreams
- Keep trying when it is hard
- Celebrate success, big and small
- Take risks

Responsibility: Taking care of myself and my community. To show responsibility, we...

- Learn from and fix our mistakes
- Follow our community agreements
- Do the right thing, even when no one is looking
- Are honest
- Am a community helper

Empathy: Caring about the feelings of others. To show empathy, we...

- Ask someone how they feel

- Think of ways to help others
- Use kind words
- Ask, "How can I help?" or "What do you need?"

Self-Discipline: Making choices to be my best self. To show self-discipline, we...

- Take ownership of our feelings and actions
- Think before we act
- Use our words to say how we feel
- Control our body and voice
- Always do our best

Homeroom

A consistent practice at Hiawatha schools is to have daily structure where scholars meet with a consistent adult. The purposes of this structure are to: 1) provide each scholar and family a specific campus-based point person, 2) ensure that every scholar has a staff member who is tracking their progress and responding if additional supports are necessary, and 3) to create a structure to communicate with scholars. Schools will individually decide what they call these structures (advisory, homeroom, crew, etc.), the frequency and duration of this time in the daily schedule, and specific expectations of the staff members leading this time.

Parent Communication with homeroom teacher

- Your child's homeroom teacher is your primary contact for any concern or question
- Your child's homeroom teacher will call you for positive celebrations, and if there are any serious behavior issues

Uniforms

All Hiawatha Leadership Academy – Northrop scholars are required to wear the designated uniforms as described below. Parents will be contacted if a scholar attends school without proper uniform. Scholars will be expected to wear pre-approved uniforms at all times, including during field trips. We have a required school uniform for several very important reasons:

- **Uniforms unite us as a community.** When you look at a group of scholars in the HLAN uniform, it is a powerful visual statement of our community. Scholars make a commitment that when they put on the HLAN uniform, they are agreeing to live up to the school's high expectations.
- **Uniforms reduce distractions and clothing competition.** Often students spend more time discussing what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
- **Uniforms make us all equal.** We all have the same mission. We are all going to college. We all come to school looking the same way.

Attire

- Current HLAN logo t-shirt (yellow or green)
- Khaki (tan) pants, shorts, skirts or jumpers
- Socks
- Simple black or brown belt (if needed)
- Optional: Solid-colored tights or shorts under skirts and/or jumpers
- Optional: Solid-colored undershirts can be worn under uniform shirts
- Optional: Current HLAN logo sweatshirt (dark gray with multi-colored logo)
- Any sweatshirts or sweaters worn in the building must have HLA-MP logo
- All clothing should be clean and free of holes

Shoes

- Tennis shoes with rubber soles only.
- Shoes with lights, heels, or wheels will not be allowed.
- No dress shoes, slip-ons, boots or sandals.
- Scholars are encouraged to wear snow boots to/from school during the winter, but must change into tennis shoes in the building.

Accessories:

- Scholars are permitted to wear simple jewelry (stud earrings, bracelets, or necklaces) and hair accessories (barrettes, clips, headbands) as long as it does not interfere or distract from their learning or the learning of others.
- Scholars are not permitted to wear makeup to school with the exception of chapstick.
- Scholar may wear simple belts if needed, but flashy belt buckles will not be permitted.
- If a staff member determines that an accessory is becoming a distraction for a scholar or others, it will be removed and held until the end of the school day

Winter Clothing Expectations:

Once there is snow on the ground, scholars will need the following to play outside for recess:

- Warm coat
- Boots
- Mittens or gloves
- Hat or hood
- Optional: Snow pants (required to play in the snow)

Uniform shirts and sweatshirts can be purchased from the HLA-N office throughout the school year. Families are responsible for purchasing pants, shorts, skirts, and shoes from other stores. At all times, the Hiawatha Academies logo **must** be visible on shirts and sweatshirts. We highly recommend families to purchase a minimum of **5 shirts** to begin the school year.

Uniforms can be purchased at Back To School Nights in August. During the school year, purchases can be made by:

1. Visiting the school between 8:00 a.m. and 2:00 p.m. Monday-Thursday, or
2. Sending the money and order details (color, sleeve length, size) in an envelope with the student; the front office staff will send the uniform(s) home in that student's backpack.

If a child arrives at school not wearing a complete uniform or dirty/torn uniform, the parent will be notified and may be asked to come to the school to bring a uniform.

Attendance Policy

Hiawatha Academies believes that daily attendance is critical to academic achievement and learning. Good attendance and punctuality are important life skills and necessary to ensure a quality education. Accordingly, a scholar may not be absent from school more than 10 times per year. Scholars who are absent more than 10 times in one school year may be retained in the same grade the following year.

School Attendance Hours

- Monday-Thursday: 7:25 a.m. – 3:00 p.m.
- Friday: 7:25 a.m. – 1:15 p.m.

Drop Off

- Scholars may be dropped off between 7:10 and 7:25 am at Entrance #1 on 46th Street.

- Please do not drop off your child prior to 7:10 a.m. No supervision is available.
- Please ensure that your child/ren are safely escorted across the street if necessary.
- If you bring your child into the school, please sign in at the main office and get a visitor pass before going to your child's classroom. Arrival is not an appropriate time to confer with your child's teacher regarding questions or concerns about the classroom. If you would like to discuss your child's progress with their teacher, please set up a meeting time with the teacher in order to do so.

Bus Riders

- Scholars arriving by bus typically arrive at school between 7:10-7:25 am. .If a bus is running late, students will not be marked tardy and will still be served breakfast.

Breakfast

- Breakfast will be served between 7:10 – 7:25 a.m. each day.
- Scholars that arrive after 7:40 a.m. will not be served breakfast.

Tardy/Late Arrival Policy

Starting the day on time is essential in making a smooth transition from home life to school life. Tardiness has an inescapable effect on a scholar's progress and on learning. Therefore, parents will be expected to model responsibility by making sure their child arrives at school on time and prepared every day.

- **Scholars who arrive at school after 7:25 a.m. are considered tardy.**
- **A parent/guardian must buzz in and accompany a late arriving scholar to the school office to sign in and obtain a pass before going to class.**
- Any scholar who arrives late between 7:25-8:55 will be marked tardy.
- 3 tardies will count as 1 whole day unexcused absence.
- Any scholar who misses more than 90 minutes in a school day will incur a ½ day absence.

Dismissal/End of Day

The school day ends at 3:00 p.m. Monday-Thursday and 1:30 p.m. on Fridays. We believe that staying in school until the end of the school day is critical for maximizing learning time.

Early Departure

Any scholar who misses more than 90 minutes in a school day will incur a ½ day absence.

Absence

Minnesota law states that all scholars are required to attend school from age 7, or when they enter kindergarten (whichever comes first) until they are 18 years old. Schools are required to report attendance. A scholar's failure to attend school may lead to legal action for the parents/guardians and the scholar.

- **Parents/Guardians must call the office (612.987.5688) before 7:45 a.m. on the day a scholar will be absent.**
- Upon returning to school, the scholar must present a note to the office explaining the reason for the absence. The note must be written and signed by the parent/guardian and/or medical provider.

Excused Absences

Absences from school that may be 'Excused' are those due to:

- Scholar illness (See consecutive absence policy)
- Medical/Dental Appointment (with note from provider)
- Family emergency/funeral of a close family member

- Religious Holiday/Observation (with advance notice to office or Principal)
- Pre-approved family activity (with advance approval by Principal – up to 15 days)
- Families requesting leave beyond 15 days may submit a written request for approval by the building Principal and Executive Director.

Unexcused Absences

When a scholar is tardy or absent for reasons not classified as excused, the absence is considered unexcused and the scholar is considered truant. Missing the bus does not excuse late arrival to or absence from school.

Under Minnesota law, children must go to school every day from the time they are enrolled until they are 18 years old, unless they are legally withdrawn at age 16 or 17. Hiawatha Academies is required by law to report scholars as truant to the Hennepin County be@school program when they have accumulated 6 unexcused absences.

Consecutive Absences

- In the event of a situation that will cause your child to miss consecutive days of school, please call the school office immediately to explain the situation.
- Absences of 3 or more consecutive days due to illness will require a note from a medical provider.
- 5 or more days of consecutive unexcused absences can lead to an automatic forfeiture of your child's spot in the school.

Appointments

- Please make attempts to schedule all medical/dental appointments either before or after school hours.
- If a scholar must miss school for an appointment, a note must be provided from a service provider to have missed time marked as excused. Doctors' appointments will not excuse a scholar for missing school for the whole day.
- Parents should call the office or send a note ahead of time so that the teacher can prepare for dismissal of the scholar.
- All scholars leaving for and arriving from appointments must be signed in or out by a parent or guardian in the school office.

Student Recognition Systems

NarPoints

We actively recognize students' positive contributions to the HLA-Northrop community by giving students NarPoints when they engage in behaviors that exemplify our school values beyond our baseline expectations.

Examples of behaviors that would earn a NarPoint:

- Helping another student pick up when they dropped their materials
- Reaching out to a new student to make them feel welcomed
- Supporting a peer who is having a hard day at school
- Gathering and putting away equipment from the playground

NarPoints should not be given to students for meeting basic expectations (i.e. wearing a complete uniform, following hallway expectations, following directions quickly, etc.) or for completing academic work, such as homework, independent work, etc.

Student of the Week

Each week, each grade will select a Student of the Week. Students will be nominated in the GLT meeting, teachers vote and decide weekly honorees. Students of the Week wear a special shirt and have special

lunch provided to them with principal on Friday.

Top Quality Work

Top-Quality Work Standards

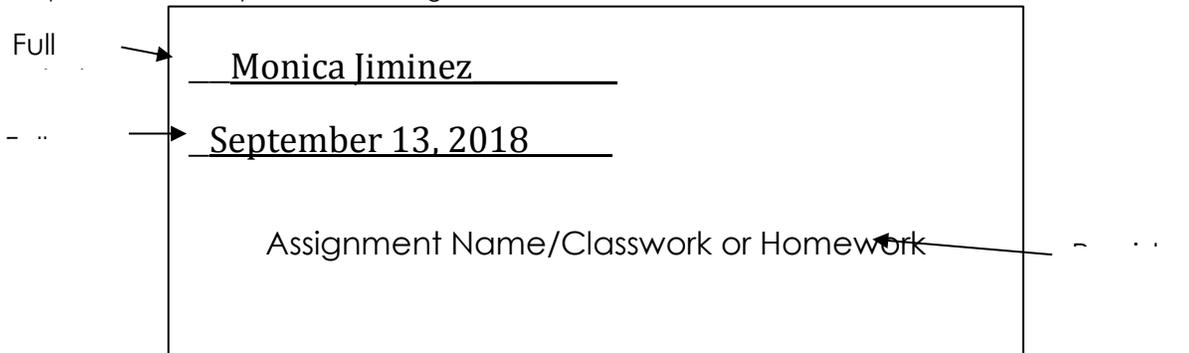
The expectations we communicate to students about the quality of their work reflect the expectations communicate about school and learning. Therefore, we expect that all scholars complete work that align with our Top-Quality Work standards. All homework and classwork must be:

- Unwrinkled and unripped
- Completed legibly in appropriately sized handwriting or an appropriate font
- Using complete sentences

Additionally, the following Top-Quality Standards are grade band specific and intended to scaffold scholar expectations in preparation for college coursework.

	Elementary (K - 4th)
MLA-aligned Headings	Using a left orientation at the top of the page, headings will have: <ul style="list-style-type: none">● First and last name● Full date <p>The teacher will provide the assignment title</p>
Writing Utensil	All work should be completed using a number 2 pencil, unless directed otherwise by the teacher

Example of Elementary School Heading



Make Up Work:

Scholars are expected to make up all classwork due to absences.

- A scholar has 1 day from day of return to make up the missed assignments.
 - If they were absent on Monday, and return on Tuesday, they should turn in Friday's work on Tuesday along with work from Monday and Tuesday on Wednesday morning
- If a scholar has an extended illness, teachers will work with the Homeroom Teacher to determine the most important assignments that need to be completed, along with a timetable for the completion of makeup work and additional tutoring
- Make up work will be kept in a file, organized by the day of the week. Scholars are responsible for going to the file and pulling the work they missed for each day

Core Course Sequence

Grade	Foundational Skills	English Language Arts & Social Studies		Math		Science
k	Groves Academy	EL Module K		Bridges Math K	Number Corner	Learning Labs
1	Groves Academy	EL Module 1		Bridges Math 1	Number Corner	Learning Labs
2	Groves Academy	EL Module 2		Bridges Math 2	Number Corner	Learning Labs
3	Groves Academy	EL Module 3		Bridges Math 3	Number Corner	Amplify 3
4		ALL	EL Module 4	Bridges Math 4	Number Corner	Amplify 4

Homework

Purpose

1. **Cumulative Review:** Homework allows scholars to have additional at bats with cumulative review standards in order to ensure these standards and skills are becoming ingrained in their long term memory.
2. **Responsible Academic Habits:** Homework teaches scholars a sense of accountability in order to learn and develop habits that are required for the independent work they do in middle school, high school, and college.

Key Components

- **Completion** - Students complete every assignment, every day, no exceptions. If they come to school with incomplete homework, missing homework, or homework that does not meet standards, they complete the assignment in "responsibility room" that day.
- **Professionalism** – Teachers set and uphold clear expectations for Professionalism (Including: neatness, handwriting, pen/pen, circling answers, etc)
- **Parent Signature** – Parents/guardians will check all of their child's homework each night to ensure that it is neat and complete. Once they have checked it, the parent/guardian will then sign the homework log. Making sure that their parent checks and signs their homework log is one of every scholar's assignments every night. Therefore, if the log is not signed, homework is incomplete.
- **Homework Check** – Homework is checked for completion and neatness during arrival/ breakfast. Homework checkers will make sure that all homework was written down in the log, that the log is signed, that directions have been followed and all assignments are neat, complete, and top quality.
- **Make Up Work** – It is the responsibility of scholars to make up missing or incomplete work. Teachers will set clear guidelines for makeup work, and full credit will be awarded for homework turned in after a scholar absence.

Assignment Guidelines by Grade

In general, scholars will receive the following homework assignments each night, including Friday, except reading logs:

- **K-1**
 - **Reading Log**– 20 minutes of accountable independent reading with an adult (7 days a week)
 - **Math** – one front/back assignment
 - **Sight Words**- one side assignment
 - **TOTAL**: Approximately 30 minutes
- **2nd grade**
 - **Reading Log**– 20 minutes of accountable independent reading with an adult (7 days a week)
 - **Math** – one front/back assignment
 - **Sight Words**- one front/back assignment
 - **TOTAL**: Approximately 40 minutes
- **3rd and 4th grade**
 - **Reading Log**– 20 minutes of accountable independent reading with an adult + (7 days/week)
 - **EL Homework**- Complete homework practice from EL module. Frequently this Accountable Research Reading.
 - **Math** – one front/back assignment (M-F)
 - **TOTAL**: Approximately 50 minutes

For scholars with disabilities, there can be teacher-approved accommodations on a case-by-case basis

Homework Structure (How to Create Top Quality HW)

Structure

- All homework handouts are neat
- All homework assignments have clear “what to do” directions underneath the title of the homework assignment
- All homework assignments are edited and proofread prior to handing out to scholars
- **Why?** Homework matters. We are not the school that assigns homework because it is expected of us; we assign homework because we understand it is vital to our scholars' success. Because we understand the power of homework and the impact it can have on scholar learning we are professional and purposeful about the work we send home. Lastly, we expect our scholars to hand in top quality complete homework and we must model for them what top quality looks like.

Content

- All homework assignments are designed by teachers with their scholars' needs in mind
- Homework should come directly from the EL and Bridges curriculum
- **Why?** We want scholars to own the skills and strategies they are learning in class that help them master standards. In order to own these strategies they need multiple at bats and practice time with them. We understand that cumulative review allows scholars to own these skills and strategies. We also understand that extensions of the day's lesson should be sent home with a visual anchor so we can set scholars up for success when working independently at home.

Frequency

- Homework is given for all grades
- Homework is given to scholars over all school vacations

Rationale for Frequency

Additional practice with all previously taught standards and newly acquired ones help our scholars climb the mountain to college. We understand that scholars are never done learning and that regular homework teaches both the academic standards they are learning in class but a sense of responsibility and accountability that they will use for the remainder of their academic careers.

Homework Checking

HLA-N homework is checked by teachers every morning during Morning Work in order to assess scholar understanding and academic habits.

Collection – Checking for Neat and Complete

- Homework is checked EVERY DAY.
- Any homework assignment that is given to scholars must be checked.
- In the case of Friday assignments, homework is checked on Monday.
- In the case of Vacation assignments, homework is collected and checked on the first day back to school.
- **Why?** We expect that scholars complete their homework by the deadline and we must model the importance of meeting deadlines by adhering to our own. The practice of completing and handing in homework is a necessary lesson in compliance scholars must master prior entering their high school careers where they are held to high levels of independence and accountability.

Grading and Promotion

Grade and Report Cards

Grades communicate with both scholars and families about the scholar's progress toward meeting the standards of the classroom. All students will receive a grade for all courses they are enrolled in, including advisory/crew. Grades will be shared with families through bi-weekly progress reports and quarterly report cards. We value student effort because it leads to self efficacy and academic achievement. Student assessments should not be curved because it reduces the standard of achievement.

Elementary School Grading

Give letter grades and/or standards based grading.

Retention and Promotion Policy

Hiawatha Academies wants all students to find success over the course of academic program. Promotion recommendations are made by the school principal after significant individual interventions are attempted and based on a holistic set of data points. These recommendations must be approved by the Chief Academic Officer.

At Hiawatha Academies, teachers and leaders make every effort to prepare scholars academically and socially to progress to the next grade each year. Parents will be informed about their child's progress and performance each quarter. Parents will be informed of an initial possibility of retention by the end of the second quarter. Final decisions will be made by the end of June.

Hiawatha's promotion policy may be applied to students with disabilities receiving special education services; however, the student's IEP team must carefully consider whether the student's disability adversely impacts his/her ability to meet the promotion criteria as outlined. It is responsibility of the IEP team, including the child's family, special education teacher/s, general education teacher/s, and school administrators, to ensure the appropriate development, implementation, and systematic revision of the student's IEP to ensure that all of the child's needs are being appropriately addressed before retention is considered.

Students in grades K-4 who do not meet all of the attendance, academic, and social development requirements will be retained if the Building Principal, in consultation with a team of adults consisting of the student's parent/guardian and other professional staff, determines that the student is likely, if allotted the additional learning time that would come with retention, to mature and achieve the academic and/or social proficiencies required to advance to the next grade level.

- **Attendance:** Students who have missed more than 10 days during any school year for any reason, including medical absences, will be considered for retention.¹
- **Academics:** Students who are not meeting academic goals in class and on assessments will be considered for retention. The following are the academic benchmarks that will be considered:
 - Class standards;
 - Grade-level academic benchmarks; and
 - Reading benchmarks.
- **Social Development:** Students' social development, including classroom behavior and participation, will be considered in making recommendations about promotion and retention.

At Hiawatha Academies, teachers and leaders make every effort to prepare students academically and socially to progress to the next grade each year. Parents will be informed about their child's progress and performance each quarter. Parents will be informed of an initial possibility of retention by the end of the third quarter. Final decisions will be made by the end of June.

Athletic and Extracurricular Eligibility

Participation in Extracurricular Activities

Scholars will be allowed to participate in an extra-curricular event/performance/practice only if they have attended school for the entire school day on the day that the event/performance is held. All scholars participating in athletic events must have a physical examination record on file at the school from within three years.

Bus Behavior

Hiawatha Academies is pleased to provide busing to and from school to scholars in our attendance zones. Riding the school bus is a privilege and in order to maintain that privilege all Hiawatha Academies scholars must adhere to all Hiawatha behavioral expectations on the bus as well in school and at school events. This includes, but is not limited to:

- Complying with all rules indicated by the bus driver and bus company
- Arriving to the bus on time
- Observing rules and safety standards when getting onto or off of the bus, and when crossing the street
- Sitting in assigned or appropriate seats
- Staying seated whenever the bus is in motion
- Refraining from eating, drinking, chewing gum, roughhousing, swearing, or other inappropriate behavior while on the school bus

Bullying, discrimination, or inappropriate physical touching will likely result in suspension or termination of bus privileges

Food Service & Cafeteria

- HLA-N scholars will be provided with a complete lunch and breakfast daily at no cost.
- Dietary restrictions or special menus need to be arranged with the school office and may require documentation from a medical provider.
- See "Wellness Policy" below for additional information regarding our school nutrition program

Food from Home:

¹ Students with documented disabilities or chronic medical conditions which affect attendance will not be retained for absences related to their condition.

- Scholars may bring a complete lunch from home (needs to include main entrée – sandwich, etc.) with them to the cafeteria.
- Scholars will not be permitted to bring personal snacks unless included in a complete lunch
- Scholars are NOT permitted to use refrigerators or microwaves to warm.

Drinks

- Scholars will be served milk and sometimes fruit juice during breakfast and lunch each day
- Scholars will be permitted to have a water bottle that can be kept in their classroom with water only.

School-wide Culture-building Practices

Common Practice	Purpose
Morning Meeting	Ground students in purpose and focus for the day. Preview important learning, foster community within homeroom classes, and add psychological safety and belonging to learning environment.
Community Meetings	Connect as an entire school community to celebrate, build alignment, foster values, and promote student leadership
Student Orientation	Clearly onboard students and families to school-wide expectations. Build a sense of community amongst students and staff.
Spirit Weeks	Celebrate school pride and build enthusiasm and belonging amongst students
4th grade matriculation	Recognize students for tremendous contributions to the school and community. Celebrate and acknowledge the important rite of passage involved in moving on to middle school.
D.E.A.R. (Drop Everything And Read)	Increase joy factor and engagement in the process of selecting and reading books. Build a culture of joy and love of reading. Strengthen students stamina and coping skills through the meditative process of reading and reflection. Celebrate progress and growth with reading skills.

School-wide Rules

Every Hiawatha Academies scholar is expected to follow all laws and school requirements at all Hiawatha Academies sponsored events and activities, this includes but is not limited to: on campus during school, after school, and at events hosted on campus, on the school bus to and from school and school sponsored activities, at any school-sponsored activities regardless of location. Failure to comply with Hiawatha Academies code of conduct will likely result in disciplinary action.

All Hiawatha Academies campuses follow required statutory guidelines and comply with Board policies. If any item in this handbook is found to conflict with Board policy, the Board policy carries.

Across the Hiawatha network, we have a consistent set of school-wide expectations for students. The table below contains our 10 common rules. Violations of school rules result in an automatic consequence.

Hiawatha Leadership Academy Elementary School Rules

Keep classroom and hallways free of food, drink and gum (except water)
Tell the truth at all times
Use appropriate language at all time
Treat your school and other people with care
Keep your hands to yourself without permission. No horseplay, play fighting, or running.
Do not bully or threaten others
Protect the safety of yourself and others
Be where you are supposed to be and be on time
Come prepared to class with your homework, reading log, complete uniform and appropriate outdoor clothing
Do not bring electronics, including cell phones, game systems, or tablets to school

Engagement Expectations

F.I.O.W.

Flow is a concept from psychology which describes a mental state where a person is completely immersed and focused on a task or activity. When someone is in a state of flow they can lose track of space and time because they are so absorbed in the work they are doing. A state of flow maximizes work output, learning, and satisfaction in the work. However, not every activity can activate a state of flow. As psychologist Mihaly Csikszentmihalyi explains, "Flow happens when a person's skills are fully involved in overcoming a challenge that is just about manageable, so it acts as a magnet for learning new skills and increasing challenges."

To support our scholars to work in a state of flow, we need to:

1. Provide scholars with meaningfully challenging work that is just manageable.
2. Build the skills and habits to tackle challenging work, including focus, persistence, and resilience.
3. Support scholars in building their own senses of self-efficacy. They must believe that they CAN do the challenging work.

We need to teach explicitly the habits and mindsets necessary for flow. We will use the following acronym with our scholars to support them in building these habits and mindsets.

- **F**ocus on the Speaker & Task- Track teacher/task, follow voice & body expectations
- **L**isten to Directions - Immediately follow teacher directions
- **O**pt in- Never give up, participate in all activities
- **W**ork diligently and purposefully- Do your best work from start to finish

After explicitly modeling and reinforcing the FLOW behaviors, we provide students immediate corrections and feedback.

Tier 2 Behavior Intervention

A tier 2 behavior intervention is triggered when a scholar breaks one of the ten school rules or continues to not meet engagement expectations, after being given a formal warning. We provide clear and consistent consequences to ensure our school culture systems are implemented equitably.

Criteria:

- ❑ *Consequences are consistent-- Two students who engage in the same behavior should receive the same consequence*
- ❑ *Consequences do not remove the scholar from the learning environment. Scholars should only be removed from the learning environment if they are engaging in behaviors that endanger the safety of themselves or others.*
- ❑ *Consequences are administered on a developmentally appropriate timeline. Elementary scholars should receive consequences within a few hours of the behavior, while high school scholars may serve a consequence several days after the behavior.*
- ❑ *Consequences are communicated in a noninvasive and succinct manner that refocuses the scholar on the learning task.*

Yellow Card- Red Card

Regular and immediate student feedback is a key way we support students with the development of F.L.O.W. behaviors and skills. As a school community, we will use consistent language to let students know when they receive a warning (Yellow Card) and when they need to complete a Fix It Form (Red Card).

Yellow Card

When a scholar is engaging in a choice that disrupts F.L.O.W. in the classroom, such as speaking out, not tracking, getting off-task, etc., we use the least invasive intervention to support them to get back on track. This may include a non-verbal or verbal warning, proximity, eye contact, and others. If a scholar continues disrupting F.L.O.W., they earn a Yellow Card or formal warning. Teachers will have Yellow Card that they will show the scholar. Scholars should be informed why they have earned a yellow card in private as quickly as possible without disrupting the flow of the lesson.

This might sound like: "Charlie. You continue to not track the speaker, even after I signaled to you. You have now earned a yellow card. Make sure you 'Focus on the speaker and task'"

Red Card

A Red Card is a term we will use with scholars to inform them that they have earned a Fix It Form during their next recess. Scholars can earn a Red Card in two ways:

1. Engage in behaviors that violate schoolwide expectations, such as horseplay, inappropriate language, inappropriate use of technology.
2. Continue to engage in behaviors that disrupt F.L.O.W. after receiving a Yellow Card in that same class period.

Like Yellow Cards, Red Cards are physical cards, that will be shown to scholars to inform them that they have earned a Fix It Form during their next recess. Scholars should be informed why they received a Red Card in a private conversation.

Each period (i.e. EL Module, Math Workshop, Learning Lab), scholars start with a fresh slate. For example, if a scholar earns a Yellow Card during the first period of the day, but does not have any more behaviors that disrupt F.L.O.W. that period, then there is no further consequence for the Yellow Card.

Scholars will earn Fix It Forms for every Red Card they earn. For example, if a scholar earns a Fix It Form during both the first and second classes of the day, they will complete their Fix It Forms in AM and PM recess. If there are Fix It Forms that have not been completed by the end of the day, students will complete it the next school day.

If a student has earned **3 or more red cards** text out to deans and someone will provide push in support or what is known as a **dean intervention**. Still enter the red cards into Kickboard and deans will also track this information into Infinite Campus.

Dean Referral

A dean referral occurs when a scholar engages in egregious behaviors that jeopardize the safety of the classroom environment. Examples of behaviors that would lead to a dean referral are:

- Physical aggression
- Making threats (physical or verbal)
- Leaving the classroom/play area
- Touching safety equipment (fire extinguisher/ fire alarm)
- Inappropriate touching/display of affection
- Hiding/Refusal to leave an area
- Significant damage to school property

The Discipline Team should be texted in situations where a scholar engages in an behavior that warrants a dean referral. Dean referrals happen when students engage in egregious behaviors that are specifically unsafe such as: physical aggression, verbal or physical threats, leaving class without permission, or significant vandalism to school property.

The responding D&C team member will respond to let the teacher know they are on their way. When the D&C team member arrives, they will gather additional information about the incident. Staff will be responsible for completing a hard copy Dean Referral form. In order for the staff member to complete the form, the Discipline and Culture Team member will support with an adult switch, as needed. Then the student will be removed from class. Prior to determining an appropriate consequence, the follow up may include talking to the teacher and students involved. Depending on the severity of the behavior, the removal may range from one class period to a suspension.

Restorative Practices

Restorative practices is a response to violations of school rules and disruptions to the school community that asks those involved to reflect on the impact of their actions and take intentional steps to repair the harm caused to the school community. Using restorative practices does not prevent the school from following the traditional behavior response systems. Below are some examples of restorative practices ranging from informal to formal

Restorative Practice	Description/ Example
Affective Statements	A clear statement to a student explaining the impact of their actions on you specifically. Example: "I spent a lot of time putting together this bulletin board. When you tore it down, I felt sad because my time and work was not valued."
Logical Consequence	A consequence or action that relates directly to behavior. For example, if a scholar throws food in the lunchroom, they will help clean the lunchroom.
Restorative Circle	A restorative circle invites all individuals involved in a conflict to meet in a facilitated conversation, where each party has an opportunity to discuss the impact of the action on them, as well as what they need to repair harm to the community.

Family Engagement & Communication

Conferences

We have conferences with families twice each year. These conferences serve as open lines of communication between family and teacher to share transparent progress about students academic proficiency and behavior. Additionally, during conferences we celebrate student success and opportunities for growth

Data Shared at Conferences:

- grades for each course
- attendance and tardy data for the interval
- K-4 MAP/STEP levels for reading and math

Family surveys happen at conferences:

- Increases likelihood of survey responses
- Allows us to do them online and gather immediate data
- Allows us to read/interpret survey information for families who need it

Student Commitment to Excellence