



Family Handbook 2011-2012

The future is now.

Letter from the Principal

Dear Scholars and Families,

Welcome to Sci Academy! This will be an exciting journey for all of us. Over the next four years, your child will gain the tools necessary to change the world and succeed in ways she or he may have never imagined. She or he will be prepared to compete with the nation's most talented scholars in colleges and universities across the country. The faculty and staff here at Sci Academy are dedicated to our scholars' academic and personal growth; we are here to challenge them to be their very best. We are happy you are members of our community!

This **Family Handbook** is a guide to our school's rules and policies. Throughout the year, we reserve the authority to change policies reflected in the handbook to better meet the needs of scholars. Updates will be posted on our Web site if and when this happens; please do not hesitate to contact the school or me with any concerns.

We are partners in our children's education, and we look forward to working closely with you. We want and need you to be a part of our school. We look forward to your attendance at school functions ranging from parents' nights to sporting events. The more you are here, the better we serve our children.

I look forward to a powerful and positive year. Please use the information contained within this handbook as a resource throughout the year. Please feel free to contact me if you have any questions or concerns.

With a continuous commitment to our future,

Benjamin Marcovitz
Founder and Principal
(504) 287-5400

The Future is Now.

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The Sci Academy Vision

Our School Vision

New Orleans Charter Science and Math Academy (Sci Academy) will prepare all scholars for college success, equipped with the passion and tools to begin innovative and world-changing pursuits.

Our Core Values

Sci Academy was founded on the belief that all scholars can develop the skills, motivation and perseverance required to complete college and pursue the careers and lives of their choosing. Excellent teaching, challenging course material, and a positive school culture allow all scholars to become college-ready. Above all else, we value:

Achievement
<i>We focus on results and do whatever it takes to accomplish our goals.</i>
Respect
<i>We treat every person and every thing as we want to be treated.</i>
Responsibility
<i>We look to ourselves to do what needs to be done.</i>
Perseverance
<i>We never give up.</i>
Teamwork
<i>Helping a member of our team is helping ourselves. When one succeeds, we all succeed.</i>
Enthusiasm
<i>We remain positive. We show our positivity. The positivity we show gives us strength.</i>

Attendance – Absences

Scholars can only be successful if they are present and prepared in school every day. Our curriculum is an ambitious one; every day is essential for students to keep pace. At Sci Academy, excessive absences will not be tolerated. **If a scholar is absent without excuse for more than 10 days of the semester, that scholar will be required to repeat his/her current grade.**

While each scholar is ultimately responsible for her/his own attendance, families are expected to ensure that their children are in school. Excessive absences will be considered a violation of the parent/guardian commitment. Attendance helps to foster an attitude of responsibility and is essential to the instructional program at New Orleans Charter Science and Math Academy. Attendance is the first step in ensuring academic achievement. Every day is essential for our scholars to keep pace; every instructional minute counts. A scholar is considered to be in attendance when he/she is physically present at school or is participating in an authorized school activity and is under the supervision of authorized school personnel.

COMPULSORY ATTENDANCE LAW

Scholars who have attained the age of seven years shall attend a public or private day school or participate in a home study program until they reach the age of 18 years. Scholars between the ages of 17 and 18 may withdraw from school prior to graduation with the written consent of their parents, tutors or legal guardian. Any child below the age of seven who legally enrolls in school, shall be subject to compulsory attendance. LRS 17:221-223

The compulsory attendance law does not prohibit a scholar who is at least 16 years of age and who meets the criteria in Bulletin 741 from attending an adult education program approved by Board of Elementary and Secondary Education (BESE). Therefore, a scholar that has reached the age of 16 may participate in an adult education program or a career or technical program to obtain a GED.

A scholar is considered habitually absent or tardy(truant) when either condition continues to exist after all reasonable attempts have been made by the school personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within in the school semester.

LRS 17:233

ATTENDANCE GUIDELINES

A scholar is considered to be in attendance based on the following percentage of attendance during a school day: 25% or less = absent, more than 25% but less than or equal to 50% (26%-50%) = ½ day attendance; more than 50% (51% to 100%) = full day attendance.

In order to be eligible to receive grades, high school scholars must be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days) per semester or 60,120

minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis.

All absences whether “excused” or “unexcused” are still considered absences. Any day a scholar does not attend school is considered an absence. The types of absences are as follows:

Non-exempted, excused- absences incurred due to a personal illness or serious illness in the family, this absence is considered when determining whether or not a scholar is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the scholar from truancy.

Exempted, Excused absences - absences which are not considered for purposes of truancy and which are not considered when determining whether or not a scholar is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

Unexcused absences - any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, scholars shall be given a failing grade and shall **not** be given the opportunity to make up work. Excessive unexcused absences will be considered as TRUANCY.

Suspensions - this is a non-exempted absence in which a scholar is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a scholar may or may not be promoted, but is not considered for the purposes of truancy. Scholars absent from school as a result of any suspension shall be counted as absent.

Exceptions to the attendance policy are considered as Extenuating Circumstances. Extenuating circumstances below are verified by the **Supervisor of Child Welfare and Attendance**. These are absences that can be considered for excusal. Documentation must be submitted upon the scholar’s return to school:

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor’s note)
- Extended hospital stay as verified by physician or dentist (original doctor’s note)
- Extended recuperation from an accident as verified by a physician or dentist in the state
- Observation of special, recognized holidays of the scholar’s own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as, prior school system – approved travel for education, death in the immediate family (not to exceed one week) or natural catastrophe and/or disaster

For any other circumstances (i.e. legal matters, legal issues) parents must make a formal appeal in writing to the Supervisor of Child Welfare and Attendance.

The following reasons for absenteeism are **NOT EXCUSABLE**:

- Truancy
- Missing the school bus
- Trips not approved by the principal
- Vacations during the school year
- Birthdays or other celebrations
- Shopping
- Caring for a young child or elderly adult
- To work on a job
- Skipping or cutting class
- Other personal appointments

Never miss school for appointments: parents/guardians are responsible for scheduling medical appointments outside of school time. In the rare case when a scholar has a medical appointment during school, he or she should not be absent for the entire school day.

Parents/Guardians should call the school as early as possible if the scholar will not be attending school for any reason. Calls should be made as far in advance if possible and can be left on the school's voice mail.

UPON RETURN TO SCHOOL, THE SCHOLAR MUST BRING A WRITTEN EXCUSE TO THE PRINCIPAL. ALL EXCUSES SHALL BE WRITTEN BY A PARENT/GUARDIAN OR PHYSICIAN AND SUBMITTED TO THE SCHOOL WITHIN (5) DAYS OF THE SCHOLAR'S RETURN. EXCUSES RETURNED AFTER (5) DAYS WILL BE CONSIDERED UNEXCUSED.

TARDINESS

Late scholars miss academics and every instructional minute counts. Scholars are expected to be in attendance every minute of the day. Scholars that are late miss essential instruction. Parents are expected to cooperate with school personnel throughout the school year. Tardy shall include but not be limited to leaving or checking out of school prior to the regularly scheduled dismissal time or arriving late after school officially begins, but shall not include reporting late to class when transferring from one class to another during the school day. Tardies are only excused with a note from a parent/guardian or a medical professional. **Habitual tardiness will be considered as truancy and will be referred to the Supervisor of Child Welfare and Attendance.**

CONSEQUENCES FOR ABSENCES AND/OR TARDIES

# of Absences	Consequences
No absences in Quarter	Scholar will receive recognition for their dedication and hard work to their education by receiving incentives

1-2 absences Semester	Scholar's parent/guardian will be contacted by teacher/advisor of record by phone; contact will be documented by 10:00am to obtain reason for scholar's absence.
3 rd absence Semester	School Social Worker will send letter to parent/guardian requesting a parental conference with the school principal for a face to face contact to develop an attendance plan LRS 17:233.
5 th absence Semester	The scholar is considered as truant as pursuant to LRS 17:233 and will be referred to the Supervisor of Child Welfare and Attendance. A letter will be sent to the home of the scholar informing parent/guardian of violation of compulsory attendance law.
6 th absence Semester	Supervisor of Child Welfare and Attendance will conduct home visit, review attendance plan, enforce compulsory attendance law, and make recommendations to improve attendance.
10 th absence Semester	Supervisor of Child Welfare and Attendance will file report(s) to Municipal Court for Truancy.
12 th absence Semester	A SBLC/SAT meeting will be held at the school and the scholar will be considered for (retention) non-promotion to the next grade due to excessive absences.

Ongoing contact will be maintained with the family/parent/guardian by the school once an attendance plan has been developed. Our Supervisor of Child Welfare and Attendance services are contracted with 1Bridge attendance intervention services.

Attendance – Tardiness

Getting to school on time is a key to your child's success. At Sci Academy, the learning begins from the moment a scholar walks in the door. Students who are late miss essential instruction, disrupt the learning of other children, and risk falling behind on our ambitious curriculum.

Tardiness in general is a bad habit. One of the most common reasons that people lose their jobs is persistent tardiness to work. We want our students to succeed in school, college, and in the workplace.

The only choice for a scholar at Sci Academy is to attend class. If a scholar is in the office without a scheduled appointment with a teacher or a pass, they will be immediately sent to class and considered tardy.

Definition of Tardiness

Our doors open to scholars at 8:10 A.M. each morning. Students must arrive between 8:10 A.M. and 8:30 A.M. Scholars arriving after 8:30 A.M. are considered tardy and receive two demerits. Scholars must report to the office before heading to class. In cases in which a school bus arrives late, those students riding the bus are not considered tardy.

Importance Attendance Notes

- Tardies are only excused with a note from a parent/guardian or a medical professional.
- Scholars who do not report to the office to sign in will be marked absent.
- *Scholars with more than one tardy* are accumulating absences. Three tardies are equivalent to one absence. The scholar's family will be phoned. Additional consequences for these absences are described in the previous section.

Arrival and Dismissal Policy

Arrival and Dismissal

The school officially opens to students at 8:10am each day and the school day officially ends at 5:00pm, except for Friday, when it ends at 1:00pm. Unless scholars depart on school buses, families are responsible for picking up scholars at 5:00pm, Monday through Thursday, and at 1:00pm on Friday.

Detention:

Families are responsible for their child's transportation if and when that child is required for academic or behavioral reasons to stay late at school and/or not ride the bus. This includes after school detention.

Staff responsibility for student transportation:

It is not Sci Academy's policy, or an advisor's responsibility, to provide rides for scholars either to or from school.

Scholar responsibility:

If a scholar misses the bus for any reason, it is her/his responsibility to find a way to school.

Early dismissal:

Early pickups are disruptive to the learning environment and are strongly discouraged. Families must notify the school before they arrive to dismiss their child early from school.

Please note that departures that occur before 12:00pm on regular days and before 10:00 am on Fridays and other early release days will result in the student being marked absent for that entire day.

In order for a scholar to be dismissed early, a parent/guardian must sign that scholar out in the office in order for him or her to leave campus. The office reserves the right to check identification of any person checking a scholar out of school as well as contact parents/guardians to confirm the dismissal.

A scholar who would like to leave because he or she is not feeling well must get the approval of a Sci Academy Staff member **before calling home**. It will be at the discretion of Sci Academy staff to determine if a scholar is allowed to leave early.

Homework

Not completing homework is the *number one* reason why students fail in high school. Typically, students who do not complete homework will also not do well on tests and quizzes.

- Scholars may earn demerits for not completing or submitting all homework assignments and may be required to attend homework club or detention in lieu of participation in co-curricular and elective activities.
- Parents/guardians may be required to sign off on homework nightly. Scholars are ultimately responsible for completing their homework every night.
- Homework will be checked for completion by freshmen and sophomore advisors by 8:30 AM.
- Parents/guardians are encouraged to inquire about homework completion during bi-weekly phone calls and will receive a phone call from the advisor regarding incomplete homework.

Independent Reading

For the 2011-2012 school year and our first year of operation, Sci Academy received the highest literacy scores of open enrollment schools in the entire district. In addition, scholars who participated in at least 30 minutes of independent reading a day and an additional 30 at night improved their reading by an average of three grade levels.

- ***Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ.*** The students who read a lot outside of school are the students who are the best readers and who score highest on reading tests.
- ***Supporting your child's independent reading at home is the #1 way to help him or her improve the speed, accuracy, vocabulary, and comprehension of his or her reading and to handle easily the large amount of reading assigned in college.***
- *Although Sci Academy students have high-quality reading time during school, they must READ, READ, READ at home every night and weekend and during any vacations from school. Parents/guardians should make sure their child is reading at least 30 minutes every night as well as on the weekends.*

- *It would be especially helpful to ask your child about her/his reading and occasionally to have the child summarize what he or she has just read (ex. “What’s it about? Do you recommend it? Why or why not? How do you predict it will end?”).*
- *Please monitor your scholar’s independent reading habits.* Students may be tempted to cut corners; skipping this important reading requirement will only hurt your child in the long run. **READ, READ, READ.** There are no short cuts.

SMAC Bucks

The “SMAC” in SMAC Bucks stands for **S**cience and **M**ath **A**cademy. The SMAC Bucks program reflects our desire always to reward students for excellent behavior. At Sci Academy, “being good” is not just something that keeps you from punishment—it earns you rewards.

Each Sci Academy student can earn **10 SMAC Bucks for each day** in which s/he upholds our core values without receiving any disciplinary notes. The average number of SMAC Bucks a student receives in a week or a day will also determine her or his eligibility for school trips, prizes, and weekly awards.

Scholars may also use SMAC Bucks to purchase items in the school store, earn privileges, and participate in weekly auctions.

There will be opportunities throughout the year for students to earn bonus SMAC Bucks for behavior that exemplifies our core values of achievement, respect, responsibility, perseverance, teamwork, and enthusiasm (for example – shout-outs at Value Village, awards at Friday Celebrations, receiving the fewest demerits each quarter, acts of kindness).

However, students can lose SMAC Bucks each day by acquiring demerits and other disciplinary notes (see next section, “Discipline” for how scholars acquire these).

For each day:

- 0 demerits = Keep all 10 SMAC Bucks
- 1 demerit = Lose 2 SMAC Bucks
- 2 demerits = Lose 4 SMAC Bucks
- 3 demerits = Lose 6 SMAC Bucks
- 4 demerits = Lose 8 SMAC Bucks
- 5 demerits or more = Lose all SMAC Bucks

Discipline

Our approach to discipline is rooted in a belief that the learning environment is sacred. At Sci Academy, we will do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to

learn without needless disruptions. We have tremendously high expectations for student behavior, and we “sweat the small stuff” to create and preserve a focused learning environment.

Our faculty uses a variety of strategies to promote positive behavior and to correct problem behaviors. We use positive reinforcement whenever possible, doing our best to “catch students doing the RIGHT thing.” We recognize and celebrate student successes in between classes in brief hallway shout-out meetings and weekly at our Friday Celebrations. Students are honored for positive behavior and good character at every opportunity and families will always be made aware of these triumphs.

We also use consequences and a problem-solving approach to help scholars fix behavior problems. If scholars misbehave, they will lose certain privileges (i.e. socializing at lunch, or participation in school trips or extracurricular activities). Scholars may also receive specific consequences, including:

1. Demerits
2. Detention
3. Growth Plans
4. Safety Violations (for major behavior incidents that threaten student or staff safety or well-being)
5. Recommendation for Suspension (*Scholars may have to participate in a suspension hearing for serious safety violations or repeated incidents that prevent learning in the community to continue*).

A more detailed description of unacceptable behaviors and consequences is as follows:

CODE OF CONDUCT

The Sci Academy Code of Conduct contains eight parts. They are:

- I. Behavioral Standards
- II. Non-Negotiables
- III. Demerits
- IV. Detention
- V. Growth Plans
- VI. Safety Violations
- VII. Suspension
- VIII. Expulsion
- IX. Cheating Violations
- X. Additional Consequences from Faculty and Staff

I. Behavioral Standards

In order to maintain our high standards and foster an effective learning environment, Sci Academy scholars must:

1. Attend school daily. Arrive on time and remain at school for the entire day.
2. Respect all members of the Sci Academy community.
3. Take responsibility for the safety and well being of yourself, your peers, and your

teachers.

4. Be focused on learning and take active notes throughout every class.
5. Arrive on time to each class and be seated and silently working immediately.
6. Follow the Sci Academy school dress code.
7. Be prepared for every class by arriving with the necessary tools to effectively participate.
8. Respect the building and all community property.
9. Turn off and put away all electronic devices before entering school.
10. Complete all assignments with academic honesty and integrity.

II. Non-Negotiables

Sci Academy has high expectations for all of our scholars in and out of the classroom. In order to have an effective and safe learning environment, we will not negotiate with certain behaviors. The following is a list of core non-negotiables for each grade level. If a scholar violates one of these expectations, he or she will immediately receive a consequence.

Chamber 9	Chamber 10	Chamber 11	Chamber 12
1. In uniform 2. No gum 3. On time for class 4. Head up, eyes open 5. Correct transition	1. In uniform 2. No gum 3. On time for class 4. Head up, eyes open	1. In uniform 2. No gum 3. On time for class	1. In uniform 2. No gum 3. On time for class

III. Demerits

In order to ensure a high level of consistency, the following consequences will apply when the behavioral standards are not upheld. Keep in mind that we reward good behavior through the SMAc Buck system and penalize poor choices through demerits described below. (Please note that these are examples and that staff and faculty discretion will be used as needed.)

Demerits are given for misbehaviors that diminish the culture and community of Sci Academy. While some of these behaviors may seem minor, we must prevent them because their combined effects would reduce the overall quality of education at Sci Academy.

Behavior that will result in one demerit (and loss of two SMAc bucks):

- **Dress Code Violations:** Please note that scholars must be in proper dress code while on campus at Sci Academy.
- **Bags:** Bags must be removed upon entering class and placed on the back or underneath chair.
- **Cell phone or other electronic device audible or visible** – Staff will confiscate the item for seven days for the 1st offense, 30 days for the 2nd offense and until the end of the school year for the 3rd offense. Parents or guardians will **not** be able to retrieve confiscated phones or other devices before the required number of days has

passed.

- **Unprepared; incomplete homework** – Not having a pencil, paper, notebook, textbook, novel or other materials required by teachers and not returning forms on time or not having report card/progress reports/assessments signed.
- **Not transitioning properly in the hallway** – Failing to follow guidelines pertaining to class transitions, transitions to lunch, and/or arrival and dismissal transitions.
- **Talking during a silent time (level zero) or disregarding teacher request for level volume**– talking out loud during direct instruction or independent practice when the class or environment requires silence for learning.
- **Poor SPARK-ing** – Not sitting up straight and attentive in class, lack of eye contact with speakers, individual instances of head down or leaning back in chair, distracting gestures, non-responsive participation.
- **Food, drinks or gum** – Eating/drinking or chewing gum in class or non-designated areas. Clear water in bottles is allowed. Gum is never allowed.
- **Head down on desk.**
- **Not cleaning; littering** – Not cleaning tables (applies to in the classroom or after any off or on campus lunch).
- **Use of inappropriate language** that is not intended to insult or degrade others.
- **Inappropriate touching** or public displays of affection between couples.
- **Inattentive or wasting time** – Not working on class work or taking notes, uncooperative or disengaged in groups; not following directions, not paying attention to assignment or teacher/tutor, etc.

Behavior that will result in two demerits (and loss of four SMAC bucks):

- **Tardy** (to school, to class, etc.) – This includes not seated doing “Do Now” when the bell rings.
- **Not using pass correctly** – In the hallway without a pass, wandering or taking too long with pass; not filling out pass correctly or completely.
- **Disrespecting property** – This may include, but is not limited to, unauthorized touching or use of computers or other school equipment, touching thermostats, lights, or light switches, writing on tables in pencil, writing non-academic words on white boards, misusing paper or writing implements, and general inattentiveness to others’ property or one’s own school supplies.
- **Refusing to follow teachers directions** – This may include, but is not limited to, walking away from a direct command and refusing to participate in classroom activities.
- **Use of inappropriate language** – This may include, but is not limited to racial, gender, or intelligence slurs.
- **Potentially dangerous behavior** – This may include horsing around, yelling or running in the halls, throwing paper, play fighting, pushing, etc.
- **Visible or audible display of negative attitude for staff or students** – This may include, but is not limited to, eye-rolling, teeth-sucking, laughing at inappropriate times, groaning, etc.
- **Refusing to participate** in classroom, whole school-activities or sleeping in class.
- **Inappropriate or unsafe behavior when entering or leaving school** – Unsafe or inappropriate behavior in parking lot or on the street, on or off school grounds, putting pedestrians/vehicles at risk.

- **Disrespectful actions toward any member of the school community.** “Talking back to,” ignoring or walking away from staff or faculty members. Rude comments, profane language, calling another member of the community by an inappropriate name, disrespectful comments to others, or speaking negatively about community members behind their backs.
- **Lying to or intentionally deceiving** a staff or faculty member.

IV. Detentions

All demerits lead to detention: scholars who accumulate 4 or more demerits will have to serve detention. When a scholar serves a unit of detention, his or her demerits that earned the detention will be erased and the SMAc Bucks will be reinstated. One unit of successfully served detention will erase 4 demerits from the scholar’s record and add 8 SMAc Bucks.

Detention is served Monday through Thursday during lunch and during the last hour of the school day (when others are participating in cocurriculars between 4pm and 5pm). Detention is also served on Friday’s after school from 1pm and 4pm (parents are responsible for picking scholars up from any detention assigned after school).

Number of demerits: Consequence:

4 demerits	1 unit of detention
8 demerits	2 units of detention
12 demerits	3 units of detention

Scholars may not select which detention to attend. If a scholar does not serve detention after notified that he/she owes detention, the unit will be doubled. If a scholar finishes the week with detention hours owed, he/she will be assigned a growth plan that will result in lost privileges until scholar has demonstrated improved behavior.

Daily Detention:

- Runs at lunch during the school day, from 4 pm to 5 pm Monday through Thursday and 1pm and 4 pm on Friday.
- Scholars must serve detention in **Sci Academy school dress code**.
- The Code of Conduct applies during detention and if a scholar misbehaves he/she will be given one warning and then the scholar’s time served may not count.
- Scholars **must** be seated with something to read or do as homework in the detention room within five minutes of the detention start time.
- If a scholar is more than ten minutes late, the time the scholar serves will not be counted and he/she will earn tardy demerits.

Expectations for Detention: All scholars must serve their assigned hours of detention.

- Scholars serve detention in silence unless otherwise specified.
- Scholars are expected to read and/or do schoolwork and/or do community service around the school, such as cleaning or other chores.
- Scholars must refrain from any communication, including passing notes.
- Scholars may not sleep.
- Scholars must bring all necessary work materials to detention.

- Laptops or any electric devices may not be used in detention.
- Tutoring cannot replace detention.
- Failure to observe any of the detention rules will result in time not counting.

Consequences for scholars who do not serve detention:

- Scholars may not select which detention to attend. Scholars who do not serve or “skip” detention will receive additional hours of detention.
- Detention hours reset each week. If a scholar finishes the week with hours of detention owed on Friday, he or she will be put on a growth plan the following week.

How scholars know if they have detention:

- Scholars will receive a notice of detention every morning on the daily conduct report. Scholars may also be notified during the school day if units of detention accrue and he/she must serve the next available time. For example, a scholar may be notified he/she has lunch detention during or before lunch and be required to serve immediately.
- Family members will be notified if their child has detention after school on Friday through a phone call made by the office or advisor.

Please note: if a scholar is asked to leave detention on Friday for not following expectations and rules, s/he must leave campus immediately upon dismissal and will receive a growth plan.

It is the scholar and family’s responsibility to ensure transportation to and from Friday detention.

If a scholar has a religious obligation, the administration must be notified by the second week of school. If there is a family obligation or emergency, a parent must call the Assistant Principal or the Culture Dean, to ask permission to reschedule their child’s detention, prior to when the scholar is scheduled to serve detention.

V. Growth Plan

Scholars may be separated from the general community of Sci Academy while remaining on campus for the following reasons:

- Not serving required detention hours
- Participating in a physical altercation
- Committing a safety violation (see safety violations below for a detailed list)

A growth plan may include, but is not limited to, the following: scholar shadows advisor or designated staff member, completes independent study assignments in his/her classroom, eats lunch with teacher, and is escorted to all locations on campus; scholar sits in designated seat in each class but is not allowed to speak to other scholars, must transition at separate time than other scholars, eats lunch with teacher or in a separate room, practices correct behavior that the scholar originally earned demerits for displaying. Scholars may earn back privileges meeting specific behavioral goals during this time. All or portions of time back in community may be awarded until scholar demonstrates desired behaviors. A parent will be contacted by phone if a child has been placed on a growth plan and the scholar will receive a paper that outlines his/her expectations when assigned a penalty.

If a scholar is unable to fulfill the requirements of his/her growth plan or is placed on a growth plan for consecutive weeks, additional steps will be taken that may include: a required parent meeting, a referral to the mental health team, a referral to Scholar Assistance Team (SAT), and/or an out-of-school suspension hearing.

VI. Safety Violations

Sci Academy is a place of learning. Therefore, acts of violence are unacceptable. Acts of violence include, but are not limited to:

- Fighting or unwanted physical contact
- Using or possessing a weapon
- Arson
- Setting off false fire alarms or safety shower
- Threats
- Sexual/racial harassment
- Verbal harassment, including but not limited to bullying, defamation of character, and any hint of hate speech towards someone because of gender, sexual orientation, race, creed, or exceptionality.
- Theft
- Graffiti, defacement, or damage to the building or community or its contents
- Smoking or possession of tobacco
- Possessing, using, selling or transferring drugs/alcohol
- Verbally or physically inciting violence

Violations in this category threaten the safety of anyone in the Sci Academy community, making it difficult for anyone's learning to proceed as successfully as it did before the violation occurred.

Safety violations result in immediate separation from the community and they are the only type of violations that may lead immediately to a recommendation for an out of school suspension. Police may also be notified when the situation warrants.

Important Notes on Violence

- Sci Academy believes that when presented with a potential altercation with another scholar a scholar should: 1) walk away, or 2) seek adult assistance.
- Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded; "fighting back" is *not* an option and may carry the same penalties as those for any other individual involved in the violence.
- Sci Academy takes seriously the actions of those who stand by to watch a fight or "egg it on" with words or gestures. Such actions are labeled "inciting violence." The acceptable actions in the vicinity of a fight are 1) telling the participants to stop and/or 2) getting an adult to intervene.

Possible Consequences of Safety Violations: Not limited to one and may include a combination of items listed below or additional items

- Suspension

- Growth plan
- Loss of SMAc bucks
- Community service
- Letter of apology and presentation
- Parent meeting
- Student discipline committee hearing
- Conflict resolution/mediation
- Contract for reentrance to community
- Expulsion

VII. Suspensions from Sci Academy

Sci Academy is a college prep high school. We believe that every scholar has the right to learn in a safe and respectful environment. Suspensions serve as a *permanent* reminder that the scholar's behavior is in direct conflict with the values and goals of the school.

Out-of-School Suspension

Out-of-School Suspension is a penalty for extraordinary misbehavior, used specifically in situations where it is deemed that a scholar's behavior poses a threat to the community and/or the culture of Sci Academy, and that it is worth that child's missing school to protect this community and culture.

Procedures for Suspensions Due to Extreme Circumstances and Safety Violations

- The scholar will be immediately removed from class and sent to a designated location.
- A hearing or meeting will occur between the Assistant Principal or the Grade Dean and the scholar (advisor will be present if available).
- The parent or guardian will be contacted immediately about the offense. In extreme cases, the scholar may be sent home via public transportation with a letter describing his or her dismissal from school property.
- The advisor will set a meeting date with the parent/guardian and scholar as soon as possible to follow up on the incident. The scholar and his/her parent or guardian will be notified over the phone of the date, time, and place of the meeting.
- At the conference, the family will consult with the deans, the advisor, the scholar, and his or her family to determine the appropriate course of action, including consequences and a written contract of necessary conditions for the scholar's success at school.

Important Notes on Suspension

- Suspension must be approved by the Principal, Assistant Principal and/or Grade Dean.
- Scholars who are suspended will have the right to appeal the school's decision in writing to the school's Principal or Assistant Principal within seven days of that decision and will have the right to counsel at that appeal. A binding decision will be provided orally and in writing shortly thereafter. Suspension will stand until appeal. Every effort will be made to hear the appeal within 48 hours. If the scholar's appeal is granted, the scholar's record will be expunged of any reference to suspension.
- Scholars, who participate in conflict resolution/mediation following suspension, *may* have the suspension removed from their permanent record (based on the discretion of the Assistant Principal, Grade Deans, and Mental Health Services).

VIII. Expulsion

One of the main goals of Sci Academy is to serve all scholars and maintain a safe learning environment. For this reason, Sci Academy will only issue an expulsion for behavior that poses an extreme or repeated threat to the safety of others on school grounds, the bus or a school sponsored function.

A scholar may be recommended to an expulsion hearing for:

- possessing a firearm, knife, or other dangerous weapon
- possessing, selling, or distributing any controlled or dangerous substance
- inflicting premeditated and/or serious bodily injury on another member of the community

IX. Cheating Violations

Violations in this category threaten our ability to successfully fulfill our vision of college success. Cheating violations represent actions in which scholars receive *or give* unauthorized help on any assignment. Committing a cheating violation represents an act of academic dishonesty; essentially, scholars are lying about the work that they or others are completing. Without academic honesty, we cannot be sure if scholars are making actual academic progress towards our learning goals.

Examples of cheating include:

- Any indication of copying another person's work during an exam, during any other assessment, or while completing an assignment, including homework;
- Allowing someone to copy work on an exam, quiz, assessment or assignment;
- Using any unauthorized materials not specifically approved by the instructor during any exam or for any academic assignment; including but not limited to the use of Spark Notes, Cliff Notes, and other unapproved electronic sources.
- Collaborating on any group or individual assignment without the direct permission of the instructor;
- Altering graded work after it has been returned, then submitting the work for re-grading;
- Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor;
- Intentionally continuing work on an exam or assignment after the allocated time has elapsed;
- Citing a source that does not exist, attributing to source ideas and information that are not included in the source, or citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper;
- Inventing data or statistical results to support conclusions.

Examples of plagiarism include:

- Copying another scholar's work and submitting it as one's own work;
- Using any other person or organization to prepare work and then submitting it as one's own;
- Quoting or paraphrasing the thoughts of another writer without acknowledgement;
- Copying and using information from websites or other sources without properly citing

the source;

- Copying and using significant amounts of information from websites or other sources with the intent it be considered one's own work;

Procedure for cheating violations:

- The staff member will initially meet with scholar regarding the potential cheating violation.
- If the staff member deems necessary, the Assistant Principal will meet with the scholar(s) and the staff member to discuss the circumstances.
- Parents will be contacted as soon as possible about the violation to let them know the process and to allow them an opportunity to come in to meet and discuss the situation.
- The consequence and violation will be recorded and the scholar's advisor, teachers and family will be informed.
- Scholars who have 2 or more cheating violations will be referred to the Sci Academy Scholar Assistance Team. Parents/guardians will be invited to participate in that meeting.

Consequences for cheating or plagiarizing: Final consequences are at the discretion of the Assistant Principal. The history of a scholar's cheating violations, the circumstances surrounding the cheating violation and whether the scholar was forthright and honest about the violation will be taken into consideration.

Note: Cheating violations accrue school wide.

Any offense will result in all of the following consequences:

- Zero for the assignment
- Three units of detention
- Parent phone call made by classroom instructor

A second offense will result in the following additional consequences:

- Scholar will be immediately recommended to the Scholar Assistance Team, with a parent invitation.

A third or subsequent offense will result in the following additional consequences:

- F (Grade of 59) for the course the offense was committed in for the quarter (only if grade earned is above a 59).

A fourth offense may result in the following additional consequences:

- Recommendation for summer school and retention.

VII. Additional Consequences from Faculty and Staff

At Sci Academy, faculty and staff actions determine the climate of the classroom and hence of the school. As good educators have different disciplinary styles, the exact nature of an educator's consequence may vary, but will be in compliance with the discipline code you see above. Possible consequences include time-outs in the hall, moving scholars' location within the classroom, one-on-one conferences with scholars, community service, restorative justice circles, peer mediations, and phone calls home to scholars and their parents/guardians.

The Assistant Principal and Grade Deans are the point persons on discipline issues, working closely with teachers, families, and students to help them learn and grow. The Assistant Principal and Principal have the authority to decide on the appropriate consequences for

student behavior.

Important Note on External Issues:

Bullying, disrespect, violence, or inappropriate behavior is unacceptable at all times. An issue between scholars that originated outside of the school will be treated as an internal situation if the issue manifests itself in a negative fashion. For example, if a scholar is disrespectful to another scholar through the use of a social networking site and the issue arises at school, Sci Academy reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to Sci Academy regulations.

Internet Bullying:

Any negative or dispiriting expressions about members of the Sci Academy community, or that negatively impacts the community, found on the Internet (including any and all social networking sites) will result in standard penalties for bullying and disrespect. We emphasize excellent behavior on searchable databases not only because public forums increase the impact of negative behavior, but also because it is now common for potential employers, internships, and college representatives to use the Internet to research applicants. It is unacceptable for Sci Academy scholars to jeopardize future opportunities in this fashion.

Additional On-Campus Expectations

Scholars are expected to have efficient and respectful transitions between classes during the school day. All freshmen are required to walk to the right and within the black lines while going from one class to another. We believe that we have no time to waste between classes and hallways should be a safe place where scholars are preparing for their next class.

- **Gang Affiliation:** in recognition of the fact that gang activities at school impose a threat to the welfare and safety of scholars and others in the school community, any gestures, signals, or graffiti, which denote gang membership or activities, are prohibited in the school building, on school grounds, and at school-sanctioned activities and events.

Important Notes on Cell Phones

Sci Academy recognizes that we live in a time period in which our senses are raised to safety and security, especially in travel situations. Some parents may desire to send their children to school accompanied with a cell phone to facilitate communication between home and school and during transit. Parents must recognize that Sci Academy strives to build an environment that is free of distraction. Cell phones must be powered off and placed out of sight and out of use during the school day. At no time during the school day may scholars use their phones and **they may not even be visible or audible anywhere on campus unless permitted and supervised by a staff member.** Parents wishing to communicate with their child during the school day may leave a message with the Office and Operations Manager who will in turn pass it on to the scholar. If a scholar wishes to go home, he or she must have permission to use a school phone and is not allowed to use a personal cell phone. Scholars not in compliance with this policy will have their phones confiscated:

- *7 days for the 1st offense*
- *30 days for the 2nd offense*
- *Until the end of the school year for the 3rd offense*

Phones will be returned to the scholar only after the confiscation period is over. It is extremely important that we have parents' support on this issue and therefore we encourage parents to voice as many concerns about the issue as possible upfront.

Advisory at Sci Academy

All scholars are placed with an advisory during the first week of school. Advisory is a small group of scholars that work with an advisor for all four years of high school and is identified as that staff member's alma mater. The four key priorities of the advisory system are: college readiness, academic counseling, cultural alignment, and logistical tasks.

Advisors will provide lessons that help provide scholars with the social and emotional skills needed to be successful in college and life. The purpose of advisory is to ensure that scholars are academically, socially, and behaviorally prepared for college success.

Advisors are the primary point of contact between the scholar and the family. Each scholar's advisor will know all information regarding their progress at Sci Academy and it is their responsibility to contact families at least once every two weeks.

School Uniforms

All students must come to school in the Sci Academy uniform every day. **If a student arrives to school out of uniform, parents/guardians will be called and asked to bring in a uniform before the student is sent to class.** If a parent is unwilling or unable to do so, the scholar will be on a community separation schedule until he or she is in proper uniform. Even an item as small as a missing belt will count as being out of uniform and result in a parent call. We have a required school uniform for several very important reasons:

- 1) Uniforms unite us as a community.** When you look at a group of students in the Sci Academy uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on the Sci Academy uniform: they are agreeing to live up to the school's high expectations.
- 2) Uniforms reduce distractions and clothing competition.** Students often spend more time discussing and evaluating what others are wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
- 3) Uniforms make us all equal.** Whether families have high incomes or low incomes, scholars come to school dressed the same way. No one feels embarrassed or uncomfortable about his or her clothes.
- 4) Uniforms look professional.** Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and "dressed for work."

Students may not change out of the Sci Academy uniform at any point during the school day. Students must wear the Sci Academy uniform at all school events, including trips and activities outside of school hours.

Sci Academy Uniform Requirements for 2011-2012

Uniform Requirements for Ninth Grade

Black, Sci Academy-issued polo shirt

- *Shirts must be tucked in at all times. Collars must be turned down at all times.*
- *Scholars on honor roll can wear the red Sci Academy honor roll shirt if they have received one.*
- *Scholars wearing the Sci Academy sweatshirt must wear it over the Sci Academy polo shirt.*
- *Scholars can wear white or black undershirts underneath their polos; these undershirts cannot extend beyond the sleeves of the polos.*
- *Scholars can also wear white or black long-sleeve shirts that are worn full-length. No logos, designs, and/or patterns are permitted on their long-sleeve shirts.*

Black leather belt

- *Ninth grade scholars must purchase a black leather belt specifically designated by Sci Academy. Belt must be solid black and solid leather with no extra holes, rivets or logos.*

Full length, Sci-Academy-issued khaki pants

- *Ninth graders are only allowed to wear the Sci-Academy issued khaki pants.*

Shoes and shoes

For the young ladies:

- **School-selected Saddleback shoe**
 - *Nothing else is permitted.*
- **Black solid-colored black socks or solid-colored white socks**

For the young gentlemen:

- **School-selected solid black canvas shoes**
 - *Nothing else is permitted.*
- **Black solid-colored black socks**
 - *(White socks look funny with black shoes)*

Optional/Additional Clothing

- *Sci Academy issued sweatshirt: Sweatshirt must be worn over the Sci Academy polo. Scholars without a Sci Academy polo shirt on underneath the sweatshirt will be considered out of uniform.*
- *No other outerwear is permitted within classrooms and buildings.*
- *Privileges earned: Scholars can earn other Sci Academy gear and dress down passes. Sci Academy will communicate these privileges to the parents/guardians.*
- *Sci Academy reserves the right to alter dress code due to inclement weather.*

Uniform Requirements for Tenth Grade

Black or blue Sci Academy-issued polo shirt

- *Shirts must be tucked in at all times. Collars must be turned down at all times.*
- *Scholars on honor roll can wear the red Sci Academy honor roll shirt if they have received one.*
- *Scholars wearing the Sci Academy sweatshirt must wear it over the Sci Academy polo shirt.*
- *Scholars can wear white or black undershirts underneath their polos; these undershirts cannot extend beyond the sleeves of the polos.*
- *Scholars can also wear white or black long-sleeve shirts that are worn full-length. No logos, designs, and/or patterns are permitted on their long-sleeve shirts.*

Black or brown leather belt

- *Belts must be worn through belt loops and must be without braids, patterns, designs, or excessive holes. No prints, sparkles, or rivets are allowed.*
- *Buckles must be black, gold, or silver. No logos or designs are permitted.*
- *Buckles cannot exceed the width of the belt (note: If you ever find yourself asking the following questions, then the answer is that the buckle is in violation of the uniform: “Is my buckle fancy? Large? Flashy perhaps?”)*

Full length khaki pants

- *Pants must be worn at the waist or hip level. Pants must have two pockets in the front and two in the back. Pants may have no additional pockets (cell phone, cargo), frays, tears, or holes. Pants may not be made of corduroy or jean material.*
- *Labels cannot be visible.*
- *Pants must have belt loops.*
- *Sci Academy reserves the right to determine if a scholar’s pants are too tight or too loose. If deemed so, the pants are in violation of the uniform.*

Shoes and socks

For the young ladies:

- **School-selected Saddleback shoe**
 - *Nothing else is permitted.*
- **Black solid-colored black socks or solid-colored white socks**

For the young gentlemen:

- **School-selected solid black cavas shoes**
 - *Nothing else is permitted.*
- **Black solid-colored black socks**
 - *(White socks look funny with black shoes)*

Optional/Additional Clothing

- *Sci Academy issued sweatshirt: Sweatshirt must be worn over the Sci Academy polo. Scholars without a Sci Academy polo shirt on underneath the sweatshirt will be considered out of uniform.*
- *No other outerwear is permitted within classrooms and buildings.*
- *Privileges earned: Scholars can earn other Sci Academy gear and dress down passes. Sci Academy will communicate these privileges to the parents/guardians.*

- *Sci Academy reserves the right to alter dress code due to inclement weather.*

Uniform Requirements 11th and 12th Grade

Juniors: White Sci Academy-issued polo shirt or white Sci Academy-issued oxford button down shirt

Seniors: Grey Sci Academy-issued polo shirt or white Sci Academy-issued oxford button down shirt

- *Shirts must be tucked in at all times. Collars must be turned down at all times.*
- *White button down shirts and black sweaters with the Sci Academy logo (purchased at authorized uniform shop(s) are allowed. A maximum of two buttons may be undone from the top of button down shirts.*
- *Scholars on honor roll can wear the red Sci Academy honor roll shirt if they have received one.*
- *Scholars wearing the Sci Academy sweatshirt must wear it over the Sci Academy polo shirt.*
- *Upperclassmen may also wear the black or blue Sci Academy polos.*
- *Scholars can wear white or black undershirts underneath their polos; these undershirts cannot extend beyond the sleeves of the polos. White short-sleeved undershirts are only allowed under the button down shirts.*
- *Scholars can also wear white or black long-sleeve shirts that are worn full-length. No logos, designs, and/or patterns are permitted on their long-sleeve shirts.*

Black or brown leather belt

- *Belts must be worn through belt loops and must be without braids, patterns, designs, or excessive holes. No prints, sparkles, or rivets are allowed.*
- *Buckles must be black, gold, or silver. No logos or designs are permitted.*
- *Buckles cannot exceed the width of the belt (note: If you ever find yourself asking the following questions, then the answer is that the buckle is in violation of the uniform: “Is my buckle fancy? Large? Flashy perhaps?”)*

Full length khaki pants

- *Pants must be worn at the waist or hip level. Pants must have two pockets in the front and a maximum of two pockets in the back. Pants may have no additional pockets (cell phone, cargo), frays, tears, or holes. Pants may not be made of corduroy or jean material.*
- *Labels cannot be visible.*
- *Pants must have belt loops.*
- *Sci Academy reserves the right to determine if a scholar’s pants are too tight or too loose. If deemed so, the pants are in violation of the uniform.*

Shoes and shoes

For the young ladies:

- **School-selected Saddleback shoe**
 - *Nothing else is permitted.*
- **Black solid-colored black socks or solid-colored white socks**

For the young gentlemen:

- **School-selected solid black canvas shoes**

- *Nothing else is permitted.*
- **Black solid-colored black socks**
 - (White socks look funny with black shoes)

Optional/Additional Clothing for Outer Chamber Scholars

- *Sci Academy issued sweatshirt: Sweatshirt must be worn over the Sci Academy polo. Scholars without a Sci Academy polo shirt on underneath the sweatshirt will be considered out of uniform.*
- *Outer Chamber scholars are allowed to wear college sweatshirts.*
- *No other outerwear is permitted within classrooms and buildings.*
- *Outer Chamber scholars are permitted to wear Sci Academy t-shirts or college t-shirts on Fridays.*
- *Clothing **may not** be altered, torn, or ripped (this includes Sci Academy t-shirts).*
- *Shirts **must** be tucked in at all times and pants **must** be worn at the waist.*
- *Privileges earned: Scholars can earn other Sci Academy gear and dress down passes. Sci Academy will communicate these privileges to the parents/guardians.*
- *Sci Academy reserves the right to alter dress code due to inclement weather.*

Uniform requirements for all grade levels

Important notes

- Outerwear other than the Sci Academy sweatshirt is not permitted in school. Jackets, sweaters, other sweatshirts, hoodies, etc. are not allowed.
- Any offensive expressions in a student's attire will not be allowed.
- Any exceptions to school dress code based on religious observances must be presented to the Assistant Principal or Grade Dean by a parent/guardian.
- Scholars must adhere to policies outlined for dress down occasions as mandated by the occasion.

Accessory limits (for both male and female students)

- Hats and sunglasses are not allowed during the school day. Scholars may not clip items to their pants. Any items that dangle from the waist (like wallet chains) are not allowed.
- Baseball hats will be confiscated; after the first offense, baseball hats will be returned after one week; after the second offense, hats will be returned after a month; after the third offense, hats will be returned at the end of the year.
- Earrings must be no bigger than (and no longer than) a nickel and are only permitted in black or white, silver/gold, metallic, or diamond.
- No visible neckwear.
- No more than one bracelet per wrist (includes wristwatches); bracelets are only permitted in black or white, or silver/gold metallic.
- Bags must be large enough to hold *all* school materials, including but not limited to books, binders, paper, and supplies. Please bear in mind that our campus has no lockers and books and materials must travel with scholars all day.
- No hats, scarves, or bandanas.
- Headbands and hair ties are permitted only if white or black in color and no thicker than two inches.

- *The school reserves the right to disallow any large or otherwise inappropriate jewelry.*

Technology

Scholars may not:

1. Use any Internet chat program (Instant Messenger, MySpace, Yahoo Messenger, etc.), unless specifically granted permission by a supervising staff member.
2. Have food or drink in the Computer Lab.
3. Download any music files or photos over the Internet unless specifically granted permission by a staff member for a class assignment or project.
4. Play games online.
5. View web sites not directly related to a classroom assignment unless specially granted permission by a staff member for a class assignment or project.
6. Waste or take supplies such as paper, accessories, mice, disks, etc.
7. Use inappropriate language while transmitting a message of any kind or posting material to a web site.
8. Illegally copy documents, software or other materials.
9. Allow others to use their network accounts. Network storage areas should be treated like lockers. Designated school personnel may review files and communications to maintain system integrity and insure that the system is being used responsibly. Users should not expect that files stored on school file servers would always be private.
10. Send hate or harassing or mass e-mail. Receipt of inappropriate mail should be immediately reported to a teacher or administrator. Encryption is not permitted.
11. Post personal information about oneself or another person including residential address, telephone number or certain school information.
12. Use the Sci Academy network and Internet connection for commercial purposes, steal computer hardware components, tamper with a computer or software, pirate software residing on school computers, or attempt to gain unauthorized access to any computer that is a part of the Internet including file and web servers. The act of simply probing another computer to find computer security weaknesses is considered an illegal activity, as is activity such as downloading a virus onto a computer or spreading a virus over a network of computers. Sci Academy students must not attempt to disrupt normal computer operation or network operation in any fashion so that users are limited or stopped from accessing other computers on the network (including the Internet).
13. **No social networking sites (including, but not limited to: MySpace, Facebook and Twitter) are allowed on school computers.**

Family Involvement

Sci Academy asks parents/guardians/families to be partners in the education of their children. The important task of educating a child calls for the school, the student, and the family to all work together to ensure success: we simply cannot do this without supporting each other. We reflect that commitment by choosing to sign the Sci Academy Teacher – Family – Student Commitment (see last three pages of the handbook). We encourage families to participate actively in their children’s education. We strive to cultivate positive and productive relationships with all of our families.

Family Involvement Opportunities

Sci Academy family-school relationships are maintained through:

- After every quarter, *parents/guardians are required to come into school to pick up their scholar’s report card.*
- Conferences between students, families, and teachers (including at least three report card nights per year and one back to school orientation per year)
- Community-wide events, celebrations, and performances, including an open invitation to every Friday Celebration
- Bi-weekly advisor-family Calls
- Homework, independent reading, and behavior logs

Sci Academy is committed to providing families with the best information to help their scholars prepare for college and beyond. As a result, we provide numerous in house trainings that address issues impacting the school community and our scholars. Please look forward to invitations to such events on a bi-monthly basis.

My Academy

Sci Academy is a partnership between the school leadership, teachers, students, and families. Although the job of making decisions about school policy belongs to the Board of Trustees and the Principal, family involvement is not only welcome, but also absolutely necessary for the success of the school. All families are encouraged to participate in “My Academy,” which meets every other month.

“My Academy”

- Provides families with concrete support and concrete ideas for ways to help their children achieve
- Allows families to connect with and support each other
- Supports the school in reaching its goals
- Connects families to volunteer opportunities at the school
- Develops and implements special programs for families
- Sponsors events for the entire school community
- Helps raise money for the school

- Works with the Sci Academy teachers and administrators to examine students' academic and social progress and discuss initiatives to improve student outcomes

Communication with Sci Academy

In order to be effective partners, we must communicate. There are several ways that we can and will communicate with you throughout the year:

- **Regular Updates:** Sci Academy will communicate regularly with families regarding school events, trips, and important information about the schedule/calendar. Letters will be assigned as homework to scholars and we ask that you read and sign all notes sent home from school. We need to ensure that you are receiving all updated information regarding school events.
- **Report Card Conferences:** At the end of every quarter, parents/guardians will be required to come to the school to pick up the Report Card and attend Report Card conferences with their children's teachers.
- **Phone Calls:** Throughout the year, you will receive phone calls and/or notes from your child's advisor, teachers, and school administrators. If the message requires a response, please contact the school either by phone or in writing within 24 hours. Advisors are required to contact their advisees' families with a general update on their progress at least once every two weeks.
- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with teachers or administrators, please contact them directly.
- **Visits** – To arrange a visit to the school, please see the section on *School Visitor Policy*.
- **Messages / Phone Use / Voicemail:** Students and teachers may not receive incoming phone calls or messages during the school day unless it is an emergency that requires immediate attention. Such calls should be very rare. Students are allowed to use the telephone in the office only in the case of emergencies or unexpected events.
- **Parent/Family Concerns:** If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you take some time to reflect on it and then contact the school. We welcome the conversation. We understand that, as parents/guardians/families, you have very strong feelings about issues concerning your children. We ask only that you try to deal with any issue respectfully. We promise to treat you and your concern with respect. If a parent/guardian/family member is disrespectful to Sci Academy teachers or administrators, we will end the conversation and wait to continue it at another time.

We need your support. As you know, *Sci Academy is a very demanding school, with high expectations for academics and behavior. All of us – parents/guardians/families, teachers, and administrators – are working hard to help your child climb the mountain to college. We are all part of your child's team: if you and your child work with us, we can all succeed.*

If you need to get a message to your child's teacher, please do not call the main office number. Instead, leave a message on his or her voicemail. **Our teachers check their messages after school. They will return your call within 24 hours. If they do not, please call the Principal, Assistant Principal or Grade Dean to ensure that your issue is addressed.**

Scholars and families can call advisors and staff members until 9:30 pm.

Please refer to the beginning of this handbook for a list of staff members' contact information.

Promotion to the Next Grade

Sci Academy has tough standards for promotion. It is not automatically assumed that students will pass from one grade to the next: the student must earn promotion by demonstrating mastery of the essential knowledge and skills of each grade level. ***Students may not be promoted if they are performing below grade-level or fail to meet attendance requirements.***

- ***Promotion decisions will be based on*** a student's grades, standardized test scores, attendance, homework completion record and other measures. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.
- ***By law, a student will be retained*** if she or he misses **more than 12 days** in a semester. Because of the strict academic standards of Sci Academy, a student who misses instructional time because of significant behavior problems (suspensions from school) may also be asked to attend summer school in order to be promoted to the next grade.
- ***Students who have IEPs*** will be promoted to the next grade based on successful completion of the goals of the IEP. However, students with IEPs, who have significant absences unrelated to their IEPs, may be retained for these reasons.
- Efforts will be made by Sci Academy staff members and advisors to assist scholars in meeting our increased academic and behavioral standards; however, it is the responsibility of families and scholars to meet and commit to the standards put forth by the school.

School Bus Transportation

Sci Academy buses are still considered a part of our campus and community. Scholars are expected to conduct themselves as if they were at school. The same rules of Sci Academy apply to Sci Academy busses. Any Safety Violation or extreme behavior will be treated the same as if it occurred on school grounds.

- ***Eligibility*** – Students are eligible for free transportation to and from school if they a) reside in Orleans Parish, and b) reside more than one mile away from school campus.

Bus Expectations

1. Remain in assigned seat.
2. Talk quietly.
3. Follow all directions given by bus driver.
4. Exhibit respectful language and behavior towards persons in and out of the bus.
5. Keep all body parts in the bus.
6. No rough housing/play fighting.

Failure to follow bus expectations will accrue the following consequences:

First Offense – 1 week bus suspension.

Second Offense – Two weeks bus suspension.

Third Offense – Minimum of one month bus suspension.

Fourth Offense – Scholar will not be allowed to ride the bus for the remainder of the school year.

Arrange Transportation Before Your Child Leaves Home – If you need to pick up your child (and your child usually rides the bus) or otherwise change your child's transportation for that day, your options are as follows:

Send in a Note/ Call your Child's Advisor – Send a note to school with your child explaining the situation and telling who will pick your child up. You may also call your child's advisor or the Office Director.

In an Emergency, Call the Office Director Before Noon – You may call the Office Director by 12:00 P.M. to change your child's transportation arrangements for that day.

Unfortunately, we will not be able to deliver last minute notes/messages or changes after 12:00pm.

School Lunch Program

Both breakfast and lunch and snack will be available at Sci Academy. All families will need to complete a form that enables the school to participate in the free or reduced-price meal program.

Academic Assessments

Sci Academy uses multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Staff work to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. The assessments, which include the diagnostic exams in reading and mathematics, preparation exams for the ACT, internally developed assessments, and the iLEAP/GEE assessments, are administered throughout the year. Teachers analyze the results to plan their instruction, identify students in need of extra help, and to assess the overall effectiveness of the

school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

Nursing Services and Medication

- ***Being physically healthy helps children learn more effectively.*** For this reason, it is important to have your doctor or health center look into any problem that your child may have.
- ***Students may not carry their own medication.*** All medication must be handed into and administered by the Office Manager or school nurse.
- ***If your child requires medication during school hours, we will assist by administering medication.*** However, medication may not be given without the completion of the "Administration of Medication" form, which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.
- ***All student medicines will be kept in a locked cabinet.*** The school will keep a detailed log of all medicines that are administered.

School Visitor Policy

Visitors, especially parents/guardians/families, are a vital part of the Sci Academy community. We welcome them as volunteers, observers, and partners in the education of our students. If you plan on visiting school, please call the Office Director in advance.

- ***Upon arriving, all visitors must sign in within the Main Office.*** Sci Academy reserves the right to request identification of any visitors to the school.
- ***Unfortunately, unannounced visits can be disruptive to our educational program.***
- ***Parents/guardians who would like to visit*** should attempt to notify the office or advisor one day in advance. If they have made an appointment directly through a teacher or other staff member, that staff member is responsible for notifying the office of the visit.
- ***Visitors may not talk to a child or a teacher during class,*** although they may call the teacher after school to discuss what they observed.
- ***If a visitor is coming to school to drop something off for a student or to leave a message, we*** still require that the visitor come first to the main office to sign in.

Other Information and Policies

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, toys, portable electronic devices, and cell phones are not allowed in school. Students who violate this rule will have their item(s) confiscated for a period of time. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Skateboards, roller blades, skates, or scooters are not to be ridden on school property. If so, they will be confiscated.

Lost and Found

The school will keep a small lost and found box near the main office.

Parents/guardians/families may come in any day between 7:50 A.M. and 5:30 P.M. to search the Lost and Found. At the end of every Quarter, items left in the box may be donated to a local charity.

School Supplies:

Sci Academy will provide the **initial** set of school supplies needed for the classroom. At the beginning of the year, the only supplies you will need to purchase for your student are those supplies that will be used at home. This includes: 1) pencils, glue, scissors, and markers and 2) a book bag to carry their homework in that is big enough to fit a three-inch binder and books.

- No separate bags, bags with wheels, are allowed in the classroom.

Classroom Parties, Birthdays, and Other Events

To maintain the structure and consistency of the school day, Sci Academy does not allow classroom parties. The school will develop alternative ways to celebrate special days in the lives of students. Families should not bring in treats or other food items, unless requested by the school or approved by the advisor. To avoid hurt feelings (and incredibly distracting and hurtful teen drama), private student invitations to parties and other events should be mailed rather than passed out in class, unless the whole class is invited.

Student Entrepreneurs

Scholars may not sell any articles on school property without the permission of the grade level dean or assistant principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission.

Parent Gift-Giving Policy

Parents of Sci Academy students are not allowed to give gifts to any Sci Academy staff member that exceeds a value of \$25.00.

New Orleans Charter Science and Math Academy Board of Directors

The Board of Trustees sets all policy for the school. The Board meets monthly while the school is in session.

Dates of Board Meetings will be posted on the Sci Academy website at www.sciacademy.org.

Meetings are open to family members and other members of the public.

Procedures for Expulsion

Expulsion is defined as “a removal from all regular school settings for a period of not less than 45 school days.”

The school shall immediately suspend and recommend an expulsion hearing for a scholar who is found carrying or possessing:

- A firearm
- A knife the blade
- Another dangerous instrument
- Any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including all illegal drugs), in any form (including any scholar who distributes, sells, gives, or loans one of these substances).

Any scholar who has been suspended on three occasions for committing any of the offenses set forth in R.S. 17:416, during the same school year may, on committing the fourth such offense be expelled from all public schools within the Recovery School District until the beginning of the next regular school year. The scholar’s reinstatement shall be subject to the review and approval of the RSD Superintendent.

The RSD Superintendent or his/her designee shall hear any appeal of the school’s expulsion.

Any scholar who has been expelled will be not be readmitted to a public school within the Recovery School District without the express approval of the RSD Superintendent.

Note: No scholar who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

Due Process Procedures for Expulsions

The due process procedures for recommendations for expulsion and expulsion hearings are as follows:

1. The school must conduct a scholar conference and initiate school-level investigation within a 24-hour period.
2. The school must hold a school-level conference conducted with the Principal/Assistant Principal, parent/guardian, and social worker within reasonable time.
3. The Principal or Assistant Principal shall conduct an investigation to determine whether an expulsion hearing should take place. Statements taken from students who may have witnessed any event for which disciplinary action is being considered should be in the student’s handwriting and signed and dated by the student. If a student is willing only to give an anonymous handwritten statement, the principal should certify at the end of the student’s statement that it was given under the condition of anonymity. If a student will only give an oral anonymous statement or if the student is not capable of writing, a brief summary of the statement should be included with the individual taking the statement certifying that the version of the statement given is accurate and the student

would only give the statement if s/he could remain anonymous or that the student cannot write. Recorded statements may be taken with the student identifying him/herself on the recording. If a student will only give a recorded statement by remaining anonymous, the principal or designee will so state at the beginning of the recording. A brief written report should be prepared which would include the following:

- a) The principal's or designee's conclusions as to how/when/where/why the incident occurred, who was involved, who was at fault, in whole or in part, and the penalty imposed or recommended; and,
 - b) The evidence on which the conclusions were based, e.g., signed statements taken, unsigned statements taken, verbal only statements taken, recorded statements taken, and physical or circumstantial evidence. Copies of all written materials must be attached to the report with identification of the names of any student witnesses removed before release to parents or used at any hearing.
4. After a principal or a designee has made every reasonable effort to investigate all aspects of the discipline problem and is satisfied that the nature and seriousness of the offense could result in a recommended expulsion, the principal must then decide whether or not to recommend expulsion to the School Discipline Committee. The principal shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
 5. Prior to any suspension or recommendation for expulsion, the school must inform the scholar of the "particular misconduct of which he/she is accused" and the basis for the accusation.
 6. If the Principal makes a recommendation for expulsion, the principal shall mail a copy of the Recommendation for Expulsion Form, including specific reasons for the expulsion to the student's parent, or guardian when student is suspended with a recommendation of expulsion. The recommendation will be sent by certified mail, return receipt requested, or hand delivered to the parent, or guardian on the day of the student's removal from school, if possible, but no later than the following school day. If hand delivered, the principal will document the date of delivery and to whom the letter was delivered. The letter shall contain the specific reasons for the suspension and recommended expulsion, shall set forth the time, date and place of the Expulsion Hearing, and shall contain a notification of the right to view and to request, in writing, a copy of any information to be presented by the school at the Expulsion Hearing. For a student with disabilities, a Parent Notice of Discipline meeting date and information on the rights of exceptional children should also be included with the Recommendation for Expulsion Form. The principal or designee shall document any referral to Child Welfare and Attendance, Families in Need of Services, Parent Liaison and/or the District Attorney's Office.

School Calendar and Closings

August 8th: First day of Orientation for freshmen

August 15th: First day of Orientation for sophomores, juniors and seniors

September 2nd-5th: Labor Day Break, No School

September 10th: ACT date (Saturday)

October 7th-10th: Fall Break; No School

October 14th: Last day of Quarter 1

October 22nd: ACT date (Saturday)

November 14th: Veteran's Day; No School

November 21st-25th: Thanksgiving Break

December 11th: ACT date

December 19th-Jan 2nd: Winter Break

January 13th: Last day of Quarter 2

January 16th: Martin Luther King Jr. Day; No School

February 20th-24th: Mardi Gras Break

March 20th: GEE Phase 1

March 30th: Last day of Quarter 3

April 2nd-6th: Spring Break, No School

April 26th-May 18th: End of Course (EOC) testing for 9th-11th grades

April 30th-May 10th: Advanced Placement (AP) testing

May 24th-25th: Senior Finals

May 28th: Memorial Day, No School

May 31st: June 1st Final Exams for 9th-11th grades; Last day of Quarter 4

June 1st: Senior Graduation

June 8th: End of Year Celebration; Last day of school

Please note that we do not follow the Recovery School District or Orleans Parish Public School calendar.

Sci Academy will only close school in cases of extreme weather conditions. In such situations, we will follow the Recovery School District school closings. Please listen to local radio and television stations. If the Recovery School District announces a delayed opening or a closing, Sci Academy will also be delayed or closed. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

There will be other scheduled events throughout the year, including “Back to School” nights, report cards pick up nights, celebrations, teacher development days, and more. Invitations, closing, or early dismissals in association with these events will be communicated in advance!

Discipline Policy & Procedures for Students with Disabilities

I. Overview of Procedural Safeguards

A. General. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is “thought to have a disability.”

While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency circumstances (drugs, weapons, significant bodily injury)*. See Section II for more information about emergency circumstances.

B. Determining Change in Placement. A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in a LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

2A. More than 10 Total Days of Suspension in One School Year. Option 1

A series of suspensions with days that total more than 10 total school days in a school year is a change in placement.¹ The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

2B. More than 10 Total Days of Suspension in One School Year. Option 2

A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement.² The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

Factors for Determining Pattern of Suspensions

Substantially Similar Behavior. Is the student’s behavior substantially similar to the behavior for which the student has previously been suspended? (Factors may include same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is **yes**, continue with the following analysis:

Other Pattern Considerations. Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.

¹ In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student’s IEP. See additional information on the next page.

² In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student’s IEP. See additional information on the next page.

- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

Consistent Decision-Making. Determining whether a pattern exists is very subjective. Thus, school staff should consult with a Department of Education Representative (Office of Federal Programs Support) when considering this issue to ensure that factors are considered consistently across schools.

The **Determining a Pattern of Suspensions Worksheet**, Appendix A, should be used to document consideration of this issue whenever a student's suspension has surpassed 10 cumulative days for the year.

3. **Additional Considerations.** The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
 - a. **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
 - b. **Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon is considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.³
 - c. **Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP:
 - 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student's removal from the bus is considered to be a suspension **unless** transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
 - 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

C. Determining Manifestation Determination & Services.

³ Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

1. **Manifestation Determination.** Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

- 1) **Review Relevant Information.** The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
- 2) **Observe Behavior.** The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
- 3) **Information from Parents.** The team reviews any relevant information provided by the parents.
- 4) **Ask Two Questions to Determine Manifestation.** The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
 - a) **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability?

Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
- **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.

- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

- d. Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:

- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
- 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.

e. Behavior is NOT Manifestation of Disability

- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.⁴
- 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
 - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
 - b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
 - c) **Considers Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

II. Weapons, Drugs or Serious Bodily Injury: Emergency Procedures

In circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days by following the procedures below.

A. Criteria for Emergency Removal.

1. **Weapons.** A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.

A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.

2. **Drugs.** A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction;

A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional.

- ✓ Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.

3. **Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.⁵

⁴ If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal

- 1. General.** The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.

The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

- C. Action during Removal.** During the 45 school day period, the school must convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. Behavior IS Manifestation of Disability

- a. FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
- b. Reevaluation.** The student may be referred for a reevaluation.
- c. More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

2. Behavior is NOT Manifestation of Disability

- a. Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
- b. FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

- 1. Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
- 2. School Considers Student to be Dangerous.** If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does **not** allow for an immediate 45 school day removal.*

B. Authority of Hearing Officer

1. A hearing officer may:

⁵ To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

- a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
 - b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
 - a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.

Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. **Behavior Not Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
3. **Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

IV. Students Without IEPs or Section 504 Plans "Deemed to Have a Disability"

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below.

A. Knowledge of suspected disability (Thought to be a student with a disability)

There are certain circumstances that would indicate a school had knowledge that a student might (or is thought to) have a disability prior to the violation of the disciplinary violation. The following three situations give rise to such legal evidence:

1. **Evaluation Requested.** The parent requested an evaluation.
2. **Written Concern.** The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services

- 3. Specific Concerns by Staff about Pattern of Behavior.** The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.

If any of the three factors above are present, then school officials consider disciplinary action as if the student has a disability.

B. NOT Deemed To Have Knowledge. This provision does not apply if:

1. Parent did not consent to an initial evaluation of the student
2. Parent refused special education and related services for the student **or**
3. The student was evaluated and was determined not to have disability.

If any of these three circumstances exist, the student may be subjected to the same disciplinary measures applied to those without disabilities engaging in similar behaviors.

The US Department of Education's comments to the IDEA states: a public agency will **not** be considered to have a basis of knowledge merely because a child receives services under the coordinated, early intervening services of the IDEA law UNLESS a parent or teacher of a child receiving early intervening services expresses a concern, in writing, to appropriate agency personnel that the child may need special education and related services.

C. School Personnel Have No Knowledge and Parent Subsequently Requests an Evaluation

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a **manifestation determination**. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information

V. Referral to and Action by Law Enforcement and Judicial Authorities

- A. Reporting Crimes.** Nothing in this part prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
- B. Transmittal of Records.** School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

VI. Application of Section 504 and ADA

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

Appendix A. Determining Pattern of Suspensions Worksheet

Student Name _____ ID _____

School _____ Disability _____ Grade _____ Date _____

Determining if Pattern of Suspensions Exists For Students Suspended for More than 10 Cumulative School Days in School Year and NO Special Circumstances Apply (i.e., weapons, drugs or severe bodily injury)

Description of behavior related to disciplinary action:

Description of prior behavior:

Was behavior in question substantially similar to the student's behavior in previous incidents?

Yes No If "yes," continue to determine if there's a pattern. If "no" the behavior is not part of a pattern.

For all suspensions, attach dates of suspensions and number of days for each suspension & determine:

1. What is the cumulative number of days for all suspensions combined? _____ days
2. How many days of suspension were ordered for each separate incident?

3. What period of time separated each period of suspension? (days, weeks, months)

CONCLUSION: Pattern of Suspensions Exists NO Pattern of Suspensions Exists

Basis for Decision:

Individual Completing Review: _____ Title: _____

Consultation with: _____ Title: _____

Teacher - Scholar - Parent/Guardian Commitment

As a teacher at Sci Academy, I fully commit to the vision and values of the school and the college preparation of the scholars as my highest priority in the following ways:

ACHIEVEMENT

- I will always work with the end in mind, focusing on college success, knowing exactly where I want the scholars to go, and doing whatever it takes to get them there. I will be aware that many of our scholars come to us with academic deficits and, despite this challenge, will constantly visualize and work tirelessly for their college success.
- I will use data to drive and guide my classroom instruction, constantly pushing our scholars towards college success.
- I will seek out and be receptive to feedback as well as implement it. I will be reflective and always strive to increase the quality of my teaching and my growth as an educator. I will actively seek ways to improve my interactions with all school programs and activities.

RESPECT

- I will respect and support the culture of the school.
- I will respect the confidentiality of scholars.
- I will not shirk from any conversation with a colleague or a scholar that will help improve the school, no matter how difficult, and will communicate my concerns to others in a respectful, timely manner.

RESPONSIBILITY

- I will model the world that I want to see in both action and speech.
- I will remember that the education of all Sci Academy scholars is *my* responsibility, and that their future is within the circle of my influence. I will know that I am responsible for scholars' learning, and that there are *no excuses* for why I cannot teach an objective.
- I will fulfill all of my commitments as an advisor, because my advisees need this from me and look to me as a model.
- I will follow protocol before recommending a scholar for disciplinary action, taking every measure to ensure the least invasive form of intervention is utilized.
- I will read and recommit to the staff accountability checklist on a regular basis. I will meet deadlines; to fail to do so means that I am failing my team. I will be on time to school and all school-related events.
- I will read and commit to the standards set forth in the Family and Staff Handbooks.
- I will complete my grading in a timely and consistent manner; to fail to do so is detrimental to the scholars I am sending to college.

PERSEVERANCE

- I will never, ever give up on a scholar.
- I will exhibit the Stockdale Paradox, understanding the daily challenges we face and still embracing the knowledge that college success for all scholars can and must be achieved.
- I will do whatever it takes to help a scholar learn.
- I will embrace the imperfections and ambiguities of our young school, and will be willing to shift my practices and make adjustments for the good of the school and the vision.

TEAMWORK

- I will always be willing to help a teammate, knowing that when one rises, we all rise.
- I know that no individual interest is more important than the overall success of the school and our scholars. I will remain flexible, even when that flexibility is personally challenging. Furthermore, I know that I will sometimes disagree with a decision, but commit for the good of the team and school.
- I know that every scholar is my scholar at every moment, and every trial is one that is shared.
- I understand the effect of a butterfly's wings, and that everything counts.

ENTHUSIASM

- I will bring a positive attitude to important and difficult tasks.
- I will withhold complaints, which are dispiriting to the team, and be solution-oriented in all conversations. I will remain positive about all scholars and the school environment, even during challenging times.
- I will be willing to admit, and to laugh at, my mistakes.
- I know that a positive attitude is connected to high performance, and that negativity is potentially harmful to the achievement of those around me.
- I know, work for, and love my scholars without the promise or expectation of reward. My love and giving of my time are unconditional, and I do this work because it and the scholars are important.

I understand that failure to adhere to these commitments can lead to my dismissal from Sci Academy.

Teacher Name (printed) _____

Teacher Signature: _____

Date: _____

Sci Academy Scholar Commitment

As a scholar at Sci Academy, I fully commit to the vision and values of the school and preparation for college success as my highest priority in the following ways:

ACHIEVEMENT

- I will remain focused on COLLEGE as my ultimate goal, and will prioritize my academic achievement over extracurricular activities.
- I will be committed to learning for the entire school day; we cannot waste a second, because every moment counts.
- I will treat all assessments and exams with seriousness and focus. I will prepare for all assessments at Sci Academy, knowing that to achieve on these exams shows off my abilities as a scholar and determines future college success.
- I will call my teachers with questions concerning my academic work, knowing that this will ensure my mastery of the material.

RESPECT

- I will treat school as a place of extraordinary importance. I will know that school is a sacred place that should be treated with the same care as a church or museum.
- I will speak respectfully to my peers, educators, guests, and others at all times. I will be courteous, saying please and thank you, and speaking with appropriate language and tone. I will choose the correct time and place to have a discussion, and choose my words carefully when I am speaking.
- I will respect school property, including what the school has given to me.
- I will always respect the rights of my peers to an education. There are many paths to achievement and I will respect my peers' process towards college success.

RESPONSIBILITY

- I will take responsibility for all of my actions, which means no misbehavior is anyone's fault but mine, no matter who 'started it.' I will walk away from situations of disrespect or violence because it is for the good of my future, and to do so takes me one step closer to success.
- I will immediately follow instructions given to me by any member of the Sci Academy staff.
- I will arrive at school by 8:30am and leave no earlier than 5pm Monday through Thursday, and 1pm on Friday. As a high school scholar, I recognize that this responsibility is my own, not my family's.
- I will serve any detention that I accrue, accepting it as a lesson learned rather than a punishment.
- I will complete my daily classwork, as well as my homework for all classes every night. I will come to school prepared with all of the materials I need to learn, including my homework and school supplies.
- I will read every day, because to do so improves all aspects of my education.
- I will make the right choices for my education, even if it means giving up social events. I will never allow my personal struggles to affect the learning environment; complaining will neither change the situation nor will it improve me as a scholar.

PERSEVERANCE

- I will never say, "I can't." I will never allow failure to be an option.
- I will be willing to 'do it again' until it's right, because I know that without struggle, there is no progress.
- I will acknowledge that our school day and year is longer, knowing that this extra time is necessary for me to tower above the rest. I will follow the rules of Sci Academy, even when it is hard, including keeping to the lines in transitions and speaking at the appropriate volume.
- I know that we "sweat the small stuff" here, and will constantly look for ways to improve my surroundings and myself. I go beyond the habits of ordinary students because I choose to have an extraordinary commitment to my future, including SPARK-ing, and wearing a correct uniform.

TEAMWORK

- I will demonstrate my commitment to my team, working hard for its success, especially when the situation is challenging. I will celebrate and congratulate my teammates on their success, even when I am struggling.
- I will leave a place cleaner than I found it, knowing that others will come there after me.
- I will look for ways to prevent my own mistakes, and the mistakes of others, because when one rises, we all rise. There are always opportunities to help teammates succeed, and I will actively seek these opportunities out!
- I will trust the decisions of the team leader, whether that person is a peer or an instructor.

ENTHUSIASM

- I will bring an attitude of joy and enthusiasm to class and learning, because I know that positivity gives me and my teammates strength. I will also receive strength from the enthusiasm of others.
- I will show enthusiasm for others' successes as well as my own.
- I will greet members of our team and guests with a smile, and welcome them to our community.
- I will be curious about the world around me, because open-minded curiosity is the first step to knowledge and achievement.

I understand that failure to adhere to these commitments may cause me to lose Sci Academy privileges and can ultimately lead to my dismissal from Sci Academy.

Scholar Name (printed) _____

Scholar Signature: _____

Date: _____ Parent/Guardian Signature: _____

Sci Academy Parent/Guardian Commitment

As a parent or guardian of a Sci Academy scholar, I fully commit to the vision and values of the school and to the college preparation of my scholar as my highest priority in the following ways:

ACHIEVEMENT

- I will stay focused on the goal of college success for my scholar. I will expect high academic achievement from my scholar, and will not be satisfied with mediocre work.
- I will check my scholar's homework and ask my scholar questions about her/his reading progress, because I know that incomplete homework is the largest reason for failure and reading is the greatest factor in determining academic success.
- I will inquire about my scholar's improvements and celebrate her/his progress.

RESPECT

- I will keep conversations with the school respectful, even in times of disagreement, because I know that members of the Sci Academy team choose to be here and are only here to serve the best interests of my scholar.
- I will uphold the rules of the school, knowing that Sci Academy "sweats the small stuff" and focuses on results. I understand that, like many private or parochial, Sci Academy has demanding rules about uniform, cell-phones, and behavior in class and hallways.
- I will respect the school's disciplinary decisions. I understand that, like the colleges and careers for which my scholar is headed, Sci Academy treats every scholar's choice as her/his own responsibility, no matter the actions of other scholars.

RESPONSIBILITY

- I will call the school when my scholar is going to be absent or tardy.
- I will read and adhere to the Family Handbook, and expect my scholar to do the same.
- I will stress the importance of attendance with my scholar, and will not remove her/him from school before the end of the school day, or allow her/him to miss school days.
- I will supply the materials needed by my scholar for her/his academic achievement.
- I will check my scholar's uniform for correctness, knowing that the uniform is an important, unifying part of the Sci Academy community.
- I will never hesitate to call my scholar's advisor or teachers with questions concerning the school or its practices, because I know that a respectful conversation can solve most issues effectively. I will likewise return phone calls from advisors and teachers in a timely manner.
- I realize that I am a valuable asset to the school, and will therefore play an active role in my scholar's education through volunteering and other opportunities to be a part of the community.

PERSEVERANCE

- I will understand that our school is different, performs higher than other schools, and therefore places more demands on scholars and families, but that the payoff in success is worth the struggle.
- I will never stop working with the Sci Academy team to ensure the success of my scholar.

TEAMWORK

- I will discuss and act upon the academic and behavioral progress of my scholar with advisors and teachers.
- I will uphold the rules and expectations of Sci Academy. I know that consistent messages from home and school are important and will have a stronger impact on my scholar's academics and behavior.

ENTHUSIASM

- I will be proud that my scholar attends a school with rigorous expectations and a consistent record of achievement. I will remind my scholar of this when school becomes challenging.
- I will support my scholar by remaining positive during challenging moments at school.
- I will take an active interest in the education my scholar is receiving.

I understand that failure to adhere to these commitments can cause our scholar to lose Sci Academy privileges and can ultimately lead to my scholar's dismissal from school.

Parent/Guardian Name (printed) _____

Parent/Guardian Signature: _____

Date: _____