



STAR

Academy

2011-2012

Parent / Student Handbook

&

Code of Conduct

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Letter from the Chief Administrative Officer

August 2011

Dear Parents:

Thank you for choosing Star Academy for your child! The School's leadership team, managers, faculty, and staff are eager to build on the success and challenges of our opening, and we have been busily preparing for the months ahead. *The 2011-2012 Parent and Student Handbook* and *Code of Conduct* are designed to guide you and your child through this exciting time. We encourage you to read all sections of this booklet thoroughly and discuss them with your child.

The Parent and Student Handbook includes contact information for the School's leadership team, general information about our proven curriculum and instructional design, and specific school policies and procedures which, if followed consistently, will contribute to the development of our community and the success of Star Academy. The *Code of Conduct* describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the School's leadership team, or your child's teacher.

At Star Academy, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in public education.

Sincerely,

Joe D. Torrez
Chief Administrative Officer

School Overview

Statement of Diversity

The STAR Academy admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

NONDISCRIMINATION STATEMENT

School District 11 is committed to a policy of nondiscrimination in relation to race, creed, color, sex (gender), ancestry, sexual orientation, religion, national origin, age and/or disability. Discrimination and/or harassment based on the aforementioned areas will not be tolerated and must be brought to the immediate attention of the school principal or D11 nondiscrimination compliance coordinator: Marvin R. Adams, Office of Equal Opportunity Programs and Ombudservices, 1115 N. El Paso Street, Colorado Springs, CO 80903, Phone: 520-2271, FAX: 520-2442, EMAIL: adamsmr@d11.org

Vision

The Space, Technology, and Arts (STAR) Academy of Colorado Springs serves as an example of how a school's parents, students, and teachers can reach their goal of achieving an excellent education through the effective use of technology. In concept, design, and delivery, STAR Academy will be a model of innovation and excellence. The STAR Academy envisions a school in which the administration, faculty, staff, and parents together will:

- Provide a complete education foundation based on proven methods of instruction and rich, challenging content
- Have high academic, social, and moral expectations for all students
- Foster mastery of both knowledge and skills between teachers and parents, combining forces to ensure our students receive individual attention and achieve academic excellence

Mission

STAR Academy prepares students for success in a global culture through rigorous core academics, art and technology.

GOAL

STAR Academy was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the School are to:

- ❑ Demonstrate the heights of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards
- ❑ Offer area families rich new choices in public education
- ❑ Create new professional settings for teachers that permit them to succeed, free from debilitating work rules, financial constraints, and excess regulation.

Leadership

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions or concerns at the following numbers:

- Joe Torrez, Chief Administrative Officer
719-638-6554
- Ying Wang, Curriculum Implementation Specialist, Airport Campus
719-638-6554
- Perla Castro, Administrative Assistant
719-638-6554
- Melissa Blair, Registrar
719-638-6554
- Alice Mosher, SPED Coordinator
719-638-6554
- Martha Kasper, Curriculum Implementation Specialist, Adams Campus
719-328-2510
- Marie Pizzolatto, Secretary, Adams Campus
719-328-2510

Other important phone numbers include:

- School Attendance Line
Main Building (K-3rd) 719-638-6554
Adams Building (4th-8th) 719-328-2510
Leave a message before 7:45 a.m. (K-3rd) or 8:00 a.m. (4th-8th) to let the School know if your child is going to be absent for the day.

Management

STAR Academy is part of a national network of schools managed by Mosaica Education. As such, it offers students and families the proven strength of the Mosaica School Design, which includes Paragon and Mosaica's rigorous curricula in other subjects, a character education program, second-language instruction, school uniforms, art and music instruction, and an extended school day and year.

Mosaica's corporate office may be contacted at: www.mosaicaeducation.com

Mosaica Education
42 Broadway, Suite 1039
New York, NY 10004

Hours of Operation

Airport Campus: Instruction begins promptly at **7:45 a.m. and end at 3:15 p.m.**, Monday through Friday. *No student will be admitted into the school building before 7:30 a.m. There is no adult supervision for children until 7:30 a.m.* Please review rules for late arrival and tardies on page 15.

Adams Campus: Instruction begins promptly at **8:00 a.m. and end at 3:30 p.m.**, Monday through Friday. *No student will be admitted into the school building before 7:45 a.m. There is no adult supervision for children until 7:45 a.m.* Please review rules for late arrival and tardies on page 15.

STAR Academy History

**Prepared by: J. Charles Chisholm, President, STAR Academy Board of Directors
April 15, 2008**

Service to others is what it's all about, see a need, fill it and move on – Anonymous

Need for a solution

After attending a conference on education in Philadelphia, Pa., in 2001 and verifying facts we learned that a perpetual recycling of poorly educated children grow to become poorly educated adults that populate the rolls of Americans living in poverty. Those children born into that environment tend to repeat their parents' problems of poverty, including high unemployment, high rates of incarceration, anti-education culture and hopelessness. We learned that positive solutions are required to break this cycle of poverty, and at its core is a solid foundation in educational preparation.

Taking Responsibility

Many of those who attended that conference and other interested Colorado Springs residents decided to work together and take ownership of the solution to break the cycle of poverty and anti-education culture. This group brainstormed how to go about making the correction. It established a Charter School Working Group, later to become known as the Space, Technology and Arts (STAR) Academy of Colorado Springs, Inc., a charter school for elementary education.

Selecting an educational partner for our model

We met Dr. Ken Campbell of Mosaica Education who explained that Mosaica had a successful background in charter school startup, and had a great track record in turning around not only the low education scores of students but in helping those students become better citizens in the urban environments of Washington, DC, Denver and six other urban centers. The founders voted to partner with Mosaica.

Board of Directors and Mosaica Education, Inc.

The STAR Academy Board of Directors works in partnership with Mosaica Education, Inc, our educational management organization, to bring a quality education to your children and to the community. Board members are appointed or elected volunteers who serve without compensation. STAR Board members have over all responsibility for the quality of education at STAR Academy. Board meetings are normally held the 4th Tuesday of each month.

Any member of the board may be contacted by writing to: STAR Academy of Colorado Springs, Inc. 2520 Airport Road, Colorado Springs, CO 80910. You may also call 719-638-6554.

STAR Board of Directors:

- Willie H. Brezell Sr., President, Brezell1@comcast.net
- Toby Norton, Vice President, mamatoby1@gmail.com
- Samuel Otero, Secretary, samotero40@gmail.com
- Eddie Macklin, Treasurer, emacklin@comcast.net
- J. Charles "Chuck" Chisholm, Board member, cchisholm2@comcast.net
- Shirley V. Brown, Board member, shirleyb5@juno.com
- Rev. Al Loma Jr., Board member, revloma@vocalorado.org

General Office Policies

Admission

STAR Academy is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

Placement tests are required to ensure proper grade level and determine group placement. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

Re-enrollment

To secure your child's place at **STAR Academy** for the next school year, you must officially re-enroll him or her. In January/February, re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

Transfers

The school asks that parents provide at least two weeks' notice if a student must transfer from STAR Academy for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

Student Records and Confidentiality

All student information is protected by the Family Educational Rights to Privacy Act for the purpose of protecting student confidentiality

Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- Application for Enrollment
- Admissions Profile
- Birth Certificate
- Copy of Social Security Card
- Copy of Immunization Records
- Physical
- Proof of Residency
- Parent Request for Transfer of Records
- Educational Testing
- IEP (if applicable)
- Transportation Information (if applicable)
- Free and Reduced Lunch Form- copy to STAR and D11
- Signed Home/School Compact or Code of Conduct
- Permission to Photograph
- Internet Use Acknowledgement and Agreement
- Standardized Testing Results
- Attendance Record
- Home Language Survey
- Parent Identification Photo (optional)
- Student Identification Photo (optional)

- ❖ Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.

- ❖ For children entering kindergarten, evidence of current immunizations must be provided before students can attend the school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Administrative Assistant.

STAR Academy is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, appropriate staff at Mosaica Education, and any professional consultants retained for the purpose of measuring and/or improving instructional quality.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at **STAR Academy**. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

STAR Academy's strong academic offerings have generated significant public interest and some media coverage. If for any reason you do not wish to have your child photographed, videotaped, or otherwise contacted by the media, immediately inform the school.

Telephone

Telephones in the offices and classrooms are for business purposes. Except for emergencies, students may not use the office phones.

Messages

A message system will take messages before and after school or during times of high volume use in the school office. Messages are important to the STAR Academy staff and call will be returned as soon as possible.

Textbooks and Supplies

STAR Academy furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Students are asked to furnish some of their own supplies.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **The School assumes no responsibility for the loss or theft of such articles.**

Toys and Electronics

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, cell phones or any electronic devices are allowed and will be confiscated and only returned to a parent. **The School assumes no responsibility for the loss or theft of such articles.**

Lost and Found

The school cannot be responsible for lost or stolen property, but an effort will be made to assist students in the recovery of their missing property. A "lost and found" will be maintained by the school. Any found items should be turned in at the office. Unclaimed items will be turned over to benevolent organizations at the end of each quarter. Students are strongly encouraged to leave valuable items, including cash, at home.

Parent Involvement and Communications

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. A log of volunteer hours is kept in the school office. A recognition night for volunteers is held at the end of the year.

All volunteers must complete an Application for Employment and a Character Questionnaire, and each must be fingerprinted (for federal and state clearance). Volunteers receive structured training, and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the Chief Administrative Officer (CAO) reserves the right to relieve the volunteer of his or her responsibilities.

Parent Teacher Organization

The STAR Academy Parent Teacher Organization (PTO) was founded by a group of parents dedicated to supporting student learning and the overall success of the School. The PTO provides School leaders with ongoing input on the operation of the School and serves as a vital link between the School and you—its customers. All parents are encouraged to join the PTO. For more information, contact the School office at **719-638-6554**.

Parent Conferences

Formal parent/teacher conferences are scheduled twice a year at the end of the First and Third Quarters to facilitate open communication between parents and teachers regarding students' progress. Refer to the School calendar for specific dates.

STAR Academy maintains an open door, welcoming parents to visit their children's classrooms to see them in action. We do ask that parents notify the office upon arriving to the school for a visit to a classroom so as to keep disruptions to a minimum. Pre-arranged observations are preferred so that there are no conflicts in the schedule or disrupting a testing session. Informal conferences or conversations are encouraged and may also be scheduled with teachers or School leaders at any time throughout the year.

Parent communications

Parents will receive newsletters from the Chief Administrative Officer with announcements of upcoming events and School-wide activities. These will always be sent home on **Fridays**. *It will be sent by email, posted on STAR webpage and given to students to take home. Friday folders are also provided by teachers.*

Progress Reports and Report Cards

At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress. Quarters normally end October 7, December 16, March 16 and June 7.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Chief Administrative Officer is strictly prohibited.

Curriculum and Instructional Design

At the heart of STAR Academy is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. STAR Academy provides a strong academic foundation for students that will prepare them for demanding academic studies of senior high school and college.

THE PARAGON CURRICULUM *A World of Ideas That Make A World of Difference*

Across Eras, Continents and Disciplines

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills which will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others. Studying history across continents depicts for older students the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

The Paragon Curriculum is designed around ten ages of history or **Human Eras**, which constitute the monthly conceptual themes:

The Ancient World 40,000 B.C. to 500 B.C.
The Classical World 499 B.C. to A.D. 500
Trading Goods and Communicating Ideas 501 to 1100
The Middle Ages 1101 to 1460
The Renaissance 1461 to 1600
Adventurers and Colonists 1601 to 1707
Slavery and Revolution 1708 to 1835
Empire and Industry 1836 to 1914
The World at War 1915 to 1950
The Global Village 1951 to Present Day

Aligning Paragon with Local and State Standards

Although all Paragon students will immerse themselves in the historical, cultural and scientific worldview of the **Human Era** they are studying simultaneously with other grade levels, each grade will focus on a unique **Global Understanding**. The monthly conceptual theme or **Global Understanding** allows teachers to foreground one unifying principle over others and to render reading, writing and academic content far more focused. This also enables Paragon to satisfy various local and state curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the overarching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Step-by-step Daily Lesson Plans are organized around **Essential Questions**, the kind that have no easy answers and that have captivated thinkers for millennia.

Homework

Homework will be given on an as needed basis, or if your child does not complete the required amount of work during class instruction. Each student is responsible for completing his or her assignments and for turning them in on time. If homework is turned in late, it will affect your student's grade.

When homework is sent home with your student, please initial the assignment prior to sending it back to school with your child to verify that you have seen the homework.

Following are some suggestions for ways you can help your child gain the most from his or her homework experience.

- ❑ Make homework rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- ❑ Provide a quiet place for your child to do homework, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- ❑ Show an interest in your child's homework and ask him or her about it each night.
- ❑ Give your child a healthy snack before he or she begins homework. This should help with concentration.
- ❑ Give your child a short break from his or her work if needed.
- ❑ Encourage your child to work independently. Assist him or her if needed.
- ❑ Give your child positive words of encouragement, such as, "I'm proud of you," or "I knew you could do this all by yourself!"
- ❑ Segment or break apart assignments into smaller parts for completion.

Attendance

Regular school attendance is essential. A teacher cannot teach a student who is not present. As a general rule, absences should occur only as a result of illness or injury. Doctor's appointments should be scheduled outside of the school day. When an absence is planned, it is helpful if the teacher is informed as far in advance as possible. Tardiness has the same impact as an absence. It is a loss of instructional time. IF A STUDENT IS ABSENT, we ask that the parent call the school before the session begins. A written excuse giving the date of the absence and the reason is required after any absence or tardiness if no phone call is received. Absences must be excused within 48 hours or they are considered unexcused.

Tardiness

Instruction at **STAR Academy** begins promptly at **7:45 AM (K-3rd)** and **8:00 AM (4th-8th)**, and it is critical that all students be prepared to begin instruction on time. Therefore, students must arrive at school before **7:45 AM (K-3rd)** and **8:00 AM (4th-8th)**. A student who is late misses valuable instructional time and conveys an unacceptable lack of regard for the school.

The parent must accompany any student who arrives after 7:45 AM (K-3rd) and 8:00 AM (4th-8th) to the office before proceeding to the classroom. The student will be considered tardy and the incident will be recorded. If a student is tardy four times, the problem will be regarded as chronic, and it will be reported. In addition, no child will be dismissed early, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. If a child is picked up early more than four times, this will be regarded as chronic and will be handled in the same manner as chronic tardiness.

Absences

Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the teacher when the child returns to school. The school has a dedicated phone line for all calls related to attendance: 719-638-6554

The following reasons are sufficient cause for an excused absence: a.) illness, b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child, d.) legal quarantine, e.) emergency conditions as determined by the Chief Administrative Officer and f.) prior permission from the Chief Administrative Officer and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan may be developed jointly by the teacher, the Chief Administrative Officer, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the Chief Administrative Officer and the parent/guardian prior to the student's absence.

If a student returns to school after an absence without a note of explanation from the parent, the teacher will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a notice from the school.

Make-Up Work

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be 2 days allowed for make-up work for each day of absence up to 10 days. Any exceptions for these guidelines would need to come from a school administrator prior to the excused absence.

Make-up work shall be allowed following an unexcused absence with the goal of providing the student an opportunity to keep up with the class and as an incentive to attend school. However, this work will receive only partial credit, which is the consequence for an unexcused absence.

Early Dismissal

If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office **by 2:30 p.m. the day before the early dismissal**. In such cases, parents must inform the school of the specific time that the child will be picked-up and the person who will come for the child. **Only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.**

Student Arrival and Departure

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students.

Students will be dropped off and picked up at the main entrance to the school. **Students arriving after 7:45 AM (Airport Campus) or 8:00 AM (Adams Campus) must be accompanied into the school by a parent or guardian that will need to sign them in.** At the Airport Campus, parents are asked to park in the parking lot to the south of the school and come into the school to pick up their students.

Note: A legal document is required to support any questions of custody between divorced or separated parents. Unless the Chief Administrative Officer is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

Before and After-School Program

YMCA currently provides an after-school child care service Monday through Friday from 3:15 p.m. - 6:00 p.m., for a per week fee due on Wednesdays in advance of the upcoming week's service. The program includes arts and crafts, games, organized sports, personal self-management lessons, and a snack. Interested parents may pick-up an application at the school office. The Before School Program hours are from 6:30 a.m. to 7:30 am at the Airport Campus.

Health and Safety

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. Please inform the school of any specific health, safety, or security needs, so that appropriate accommodations can be made. STAR Academy is regulated by the State Department of Health Services. All facility inspection reports are available upon request.

Immunizations

Colorado's immunization law for school-aged children requires the following:

- Diphtheria-Tetanus-Pertussis (DTaP) – 5 doses (K-5 or 5 to 10 years)
- Polio (OPV) – 4 doses
- Measles-Mumps-Rubella (MMR) – 2 doses
- Chickenpox (Varicella) – 2 doses
- Hepatitis B series (Hep B) – 3 doses
- Tetanus-Diphtheria-Pertussis (TdaP) shot (1 dose required; beginning 6th grade students or age 11-18 years)

Contact the El Paso County Health Department for any questions with immunizations. State law requires parents to show evidence of immunization prior to or on the first day of the school year. Students who have not been vaccinated or whose parents have not signed a waiver will be denied admittance in accordance with Colorado Revised Statute 25-4-902. Parents wishing to waive immunization requirements may do so for personal, medical or religious reasons. In order to waive Colorado Revised Statute 25-4-902, parents must sign a card and submit a statement to the school office prior to the beginning of the school year. This is required under Colorado Law (CRS 35-4-903).

Health Room

If a student becomes ill during the school day, he/she should obtain permission from the teacher to report the office/health room. Illnesses will be dealt with on a case-by-case basis. The parents may be called to pick up the student. The student must wait in the school office/health room and may not visit with friends.

Health Plan for Chronic Medical Conditions

A health plan must be coordinated with the school nurse when student has a chronic medical condition such as asthma, diabetes, or severe allergies.

Although STAR Academy cannot guarantee an allergen free environment, reasonable precautions are taken to minimize the risk of developing a severe reaction to allergens occurring in the school environment for both students and staff. Parent/guardians are encouraged to discuss severe food allergies with their student and stress the importance of not sharing food at school. No snacks brought to school will be served to students unless they are in an unopened, store-bought container that has all ingredients clearly labeled. Parent/guardians of students with severe food allergies need to provide alternative safe snacks for their students when snacks will be brought to the classroom. Homeroom teachers will be notified by the school nurse of any severe allergies.

Responsible students with asthma may be allowed to carry their inhaler with them when a signed, revocable authorization is on file with the school nurse.

Medication Policy

Colorado State Law mandates the Medication Policy. If your student must take medication during school hours, you must provide the following information before it can be administered to the student.

1. Written health care provider's order (including drug name, dose, time to be given, route, duration of time to be given, and a doctor's signature. The physician may fax this order to the school.

- a. NOTE: The pharmacy label applied to the medication will NOT suffice for a health care provider's order.
 - b. Cough drops need only written permission from the parent.
2. Written permission from a parent or legal guardian. A form that may be completed by both the health care provider and parent is available in the health room.
3. All medication must be in the original pharmacy container, complete with the pharmacy label. The medication cannot be given if it comes in a plastic bag, envelope, unmarked bottle, etc.
 - a. All medication must be kept in a locked cabinet in the health room during school hours.
 - b. Medications include prescription (inhaler, antibiotics, etc.) and over-the-counter (acetaminophen, ibuprofen, cough drops, etc.).

Communicable Diseases / Extended Illness

Any student having a communicable disease will be dealt with on a case-by-case basis in accordance with guidelines for that disease by both state and local health departments, including the Center for Disease Control, Colorado Department of Health, and El Paso County Health Department.

In such cases as **chicken pox, measles, mumps, conjunctivitis (pink eye), lice, and scabies**, students will not be allowed to return to school until the school receives a doctor's notification that there is no risk of infecting others. Students who miss school for more than 2 consecutive school days due to illness must provide medical documentation to excuse the absence.

Symptoms

Students should stay home (or will be sent home) if they have the following symptoms:

- A temperature over 100 degrees Fahrenheit in the past 24 hours.
- Experienced vomiting or diarrhea in the past 24 hours
- Cold symptoms, such constant runny nose, congestion, coughing, or sneezing (unless allergy related)
- A sore throat lasting longer than 3 days (a student diagnosed with Strep Throat must stay at home at least 24 hours AFTER antibiotic treatment has been started)
- Red inflamed, swollen, or discharge from the eyes (not related to allergies)
- Weeping cold sores or other lesions (such as impetigo) until under treatment
- Rashes that have not been diagnosed

Accidents

A trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone and email whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for student's parents and for alternate contacts in the event that a parent is unavailable. Please be diligent in keeping the school's records for your child up-to-date.

Injuries

Medical documentation is required for any injury or condition, occurring on or off school grounds, which requires the use of a cane, crutches, splint, brace, cast, sling, or bandages. Documentation must include the date of injury, any restrictions or limitations, and the date the student may return to normal activity.

Visitor Identification

To ensure a safe and secure learning environment for your children, all visitors to STAR Academy need to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

Fire Drills/Evacuations

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills and safety areas have been designated. Teachers are equipped with instructions and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

School Uniforms

To help create an environment conducive to learning, students at STAR Academy are required to wear simple uniforms. To provide an atmosphere for learning, it is our belief that students should be dressed appropriately and in good taste. Students' dress and appearance, along with conduct, have a definite influence on class discipline and achievement. This policy is designed to permit students to focus their attentions on academics and on those aspects of their personalities that are truly important.

STAR Academy's dress code adopted by the Board of Directors includes:

TOPS

Light blue, Navy blue, Red or White collared shirts or polo. Shirts or tops must cover the shoulders and midriff and must be tucked in.

UNDER UNIFORM SHIRT

Solid White or matching uniform shirt color tank, short or long sleeved crew or turtleneck.

OVER UNIFORM SHIRT

Solid Red or Navy blue pullover, button, or zippered vest or sweater. Navy blue blazers are allowed. No hoodies, No hats, No coats, No jackets are allowed to be worn inside the building.

BOTTOMS

Navy blue or Tan trousers or Bermuda shorts: Girls may wear jumpers or skirts with bicycle shorts underneath. Trousers, shorts and skirts must be waist-fitted. Shorts, jumpers and skirts should reach the top of the kneecap when standing and worn at the waist. No denim jeans (unless a designated day) or "five-pocket pants", No cargo pockets, No capris, No knits, No sagging or baggy pants or shorts, No low-rise/hip-fitted pants or shorts.

BELTS

Solid Black, Brown or Navy blue belts must be worn with pants, shorts, or skirts that have belt loops. Buckles should be plain. Belts are optional for kindergarteners. Studding is not allowed.

SHOES AND SHOELACES

Black, Brown, Navy blue or White, same color on both feet and conservative in style. Shoelaces must be tied at all times. No wheels or flashing lights on shoes. Boots, open-toed shoes, "heelies," mules, and "cros" are not permitted. Snow boots may be worn to school, but uniform approved shoes must be worn once inside the classroom.

SOCKS

Solid White, Navy blue, or Tan crew or tube socks, tights or leggings. Socks should not have patterns, polka dots or stripes. No nylon stockings, No lace are allowed.

HAIR/ACCESSORIES/JEWELRY

Only naturally occurring hair colors allowed. Shaved hair patterns are not allowed. Students are allowed a maximum of one earring per ear. Hoops must be smaller than a quarter. No dangling earrings. No other piercing jewelry will be allowed. Hair accessories, necklaces, bracelets, or rings should not be a distraction and may need to be removed for safety during some activities. The school is not liable for any losses. Students may not wear makeup or artificial nails.

OTHER DETAILS

Students are to present a neat appearance. Clothing must be clean and may not have holes or tears. All uniform items should be an appropriate size for the individual. No other colors than those listed for each item may be worn, No patterns, No prints, No emblems, No imprints, No trim, No decorations, No words printed or written are allowed. Logos must be smaller than 1"x1".

DRESS DOWN DAYS

Blue jeans must meet the standards for uniform pants. All other aspects of the uniform code remain in effect for uniform shirt, belt, socks and shoes unless otherwise noted.

Items not covered above, but considered inappropriate, unsafe, or a distraction from the learning environment are subject to review by the administration and teachers. Cheerful, consistent compliance is expected. The CAO will determine if a student's dress is distracting or not in compliance with the dress code.

Enforcement and Consequences

1. Classroom teachers will be the first line of enforcement. Teachers will look for uniform policy violations at the beginning of the day and report them to the office staff.
2. Any staff member may report a uniform violation to the student's teacher.
3. After the first violation, all further violations will be reported to parents and require a parental response.
4. The office staff will track all violations.
5. The administration is provided latitude in assigning consequences. The administration need not employ all the consequences in a given group before selecting one from another group in disciplining any student.

Consequences for Non-Compliance, per School Semester

(Steps 1-3 apply to Kindergarten-3rd grade)

1. First violation- Verbal warning. Student remains in classroom.
2. Second violation – Student is pulled from the classroom. Office staff notifies parents of violation. Student returns to the classroom.
3. Third violation – Student is pulled from the classroom. Office notifies parents of violation and asks them to bring appropriate uniform attire to school immediately. Parent and student meet with the administrator; or his designee, and sign a Uniform Violation Report and a Uniform Agreement as part of the student's Uniform Remediation Program. Student returns to the classroom properly attired if possible but will serve a lunch detention for the uniform violation.
4. Fourth Violation – Student is pulled from the classroom. Office staff notifies parents of violation and asks them to bring appropriate uniform attire to school immediately. Parent and student meet with the administrator, or his designee, and sign a Uniform Violation Report. Student returns to the classroom properly attired if possible but will serve an after school detention for the uniform violation. If parent is unavailable, parent must accompany student to school the following day to complete the UVR.
5. Fifth Violation – Student is pulled from the classroom. Office staff notifies parents of violation and asks them to bring appropriate uniform attire to school immediately. Parents are informed that the student will serve the rest of the day in an in school suspension for the uniform violation. Parent and student meet with the administrator, or his designee, and sign a Uniform Violation Report. If parent is unavailable, parent must accompany student to school the following day to complete the UVR.
6. Sixth violation – Student is pulled from the classroom. Office staff notifies parents of the violation and asks them to pick up student who is being sent home for an out of school suspension for the uniform violation. Parent and student meet with the administrator, or his designee, and sign a UVR.

Suggestions for retail options/brand are:

Target (French Toast seasonal and Cherokee)

Kohl's (Sonoma)

Walmart

Breakfast and Lunch

STAR Academy's commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

Note that breakfast will not be served on the first day of school; it will be offered starting the following day. Breakfast and lunch will NOT be served on the last day of school. Teachers will poll students to determine who will be taking school breakfast and/or lunch the following week, and this information will be used to order an appropriate number of meals. **All students must submit a Free and Reduced Priced Meals Application so that payment status may be established. While these forms are being processed, all students who desire meals provided through the school will receive them.**

Parents are asked to make breakfast/lunch payments by check, **made payable to STAR Academy Cafeteria** and delivered to the school office. When it is necessary for a student to pay in cash, parents are encouraged to seal the money in an envelope with the student's name printed on the outside. The envelope should be delivered to the office at the beginning of the school day to reduce the risk of loss or theft. **All student meals MUST be paid for in advance.**

Students with an outstanding meal balance will not be allowed to participate in any extra-curricular activities. This will include field trips and end of the year promotion ceremonies and celebrations. Student meal accounts are the responsibility of the parent to maintain. Continuous communication with the school is advised.

If the parent does not want the child to ever purchase a meal from the school, the parent must provide a written statement to the Administrative Assistant.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction. **All food must stay in and be disposed of in the cafeteria.**

Students will practice etiquette and clean-up skills during mealtimes.

CANDY AND GUM

Students may not bring candy or gum to school. Gum is **NEVER** allowed in school. Students caught with gum will be asked to throw it out. Repeated violations will result in an office referral. This may lead to an in-school suspension. Please help us keep our school beautiful.

Extracurricular Activities

FIELD TRIPS

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will remain at the school in another class or will be excused from attendance that day.** Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

Code of Conduct

Space Technology and Arts Academy (STAR) behavior standards ensure a safe and secure school setting for your children. For a society, community, or school to function, certain processes and procedures need to be set that establish limits of acceptable behavior. These behavioral standards allow each student the opportunity to thrive and grow. Violators of acceptable behavioral standards disrupt and interfere with the rights of the student population, and must be immediately addressed to curb further infractions.

Definition of Discipline

Discipline is the positive enforcement of behavior as established by the code of conduct, fully understood and based upon reason, judgment, and consideration of the rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

The charter school has established rules and procedures to guide students through constructive growth and into mature adulthood. Parent, teachers, and others responsible for the welfare and education of these students will cooperate to interpret and enforce these rules.

Behaviors Warranting Disciplinary Action

Below is a list of behaviors and offenses that would warrant appropriate disciplinary action, in alphabetical order, including suspension and expulsion:

- Absenteeism (including cutting class), unexcused or excessive
- Aggressive behaviors, including but not limited to hitting, pushing, shoving
- Assault or attempted assault
- Cheating and/or plagiarism
- Dangerous articles
- Defacing or destruction of school property (includes writing on walls, etc)
- Detention, failure to report to
- Detention, refusal of
- Disobedience to teacher or other staff member
- Disrespectful behavior toward teacher or other staff member
- Disruption of class, study or instruction
- Dress Code violations
- Failure to report to office as directed
- Fighting
- Forgery of notes or passes, etc.
- Leaving class without teacher's permission
- Leaving school grounds without proper authorization
- Loitering on school property, including halls and classrooms
- Lying /falsehood
- Misuse of school property or property of others
- Misuse of electronic communication devices
- Obscene and/or profane language or gestures, use of
- Obscene and/or profane writing, pictures, or articles, or possession of
- Refusal to follow directions of teacher or other staff member

- Removal of food from cafeteria
- Rude behavior to others
- Sexual harassment
- Sleeping in class
- Tardiness, unexcused or excessive
- Theft or attempted theft
- Threatening bodily harm or property damage
- Threatening language or gestures, use of
- Truancy from school
- Violence, acts of
- Any violation of this code, policies of the Board of Trustees, or local, state or federal law
- Any other conduct considered by the CAO or Administration to be disruptive, disrespectful or disobedient

The following five situations will result in immediate discipline referral to the office (including but not limited to):

- Fighting
- Abusive language directed toward a teacher or another student
- Student actions that disrupt the class to the extent that a teacher's authority is being challenged
- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws

Positive Consequences for Appropriate Behavior

Students may be recognized for appropriate behavior on a daily or weekly basis. Some examples of positive reinforcements that will be practiced include:

- Phone calls; notes in portfolio or folders
- Praise
- Certificates
- Free-time / Special outings
- Wall of Fame

Routine discipline infractions will be followed by a series of steps to produce more appropriate behavior.

Parents will be notified concerning behavior incidents where consequences were given. **Recess is an important part of the day, but it is not mandated by the state of Colorado.** Students may be required to spend recess time for late work, behavior issues, or occasionally for academic remediation. Extended loss of recess will only occur in instances where severe consequences are called for (see Severe Clause). Parents will receive notification when applicable.

Severe Clause

The following behavior is unacceptable and is cause for severe consequences.

- Defiant behavior (including disrespectful tone of voice and attitude)
- Fighting or other acts of aggression including physical or sexual harassment
- Intentional destruction or marring of equipment, materials, or property
- Stealing
- Cheating

- Lying
- Habitually Disruptive

Consequences Possible for Severe Discipline (A note home and / or a phone call attempt will be made)

- Lunch Detention (Call Parents)
- Parent shadowing
- After-school suspension
- Out-of-school suspension - 3 in semester will result in expulsion

Discipline Procedures and Definitions

A community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly and positive atmosphere in the school and on the school grounds, any teacher's authority extends to all students, whether or not the student is in that teacher's class.

In-School Disciplinary Actions

Disruptive student behavior is subject to disciplinary actions by the teacher or the administration. Action taken by teachers toward students who are disruptive may include but is not limited to:

- Time out in the classroom or other secure, supervised area
- A conference with the student
- A reprimand
- Detention
- A conference with the parent/guardian

A discipline referral will be sent to the administration office when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- A conference with the student and/or parent/guardian
- A reprimand
- Entering into a behavioral contract between student, parent, and administrator
- In-school suspension (ISS: up to three days)
- Out-of-school suspension (OSS: up to ten days)
- Recommendation for long-term suspension (more than 10 days)
- Recommendation for expulsion

For a student who has been suspended for three or more days, the school requires the parent to meet with the administration, teacher, parent, and student to develop a corrective action plan for re-admission.

Out-of-School suspensions are classified as:

- Short-term: student may be suspended up to 10 days
- Long-term: student can be suspended for more than 10 days
- Expulsion: student can be expelled based on appropriate recommendations.
(Expulsion hearing with the Board of Directors will be scheduled for appeal process)
- Expulsion excludes the student from regular school attendance until re-admitted by the school

SECRET SOCIETY/GANG ACTIVITY

The school administrative and the Board desires to keep the school and students free from the threats of harmful influence of any groups of gangs which advocate drug use, violence, or disruptive behavior. The CAO or designee shall maintain continual, visible supervision of school

premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

STAR Academy shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort. STAR Academy administration shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestation of disruptive activities, and respond appropriately to gang behavior.

Gang Symbols

STAR Academy school board prohibits the presence on school premises, in school vehicles, and at school-related activities of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes memberships in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the school board as the need for it arises.

VANDALISM

In cases where students willfully destroy school property, it shall be the responsibility of the parent and student to pay for the damages. The school shall either contract for repairs and bill the parents for the amount of the repairs, or repairs shall be made by school staff with a record of time and materials used and parents billed accordingly. When an item must be replaced, the school shall secure the item and bill the parents for the cost. Payments shall be made to STAR Academy. A receipt shall be issued at the time payment is received in the central office.

Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities. Vandalism includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program, or computerized data. Students who are caught vandalizing school property may be suspended and/or expelled.

VIOLENT AND AGGRESSIVE BEHAVIOR

STAR recognized there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the school are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall in immediate action taken by the school administration.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate attention before a crisis occurs and shall be subject to disciplinary action when appropriate.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the administration when appropriate. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

The following behaviors are defined as violent and aggressive:

- Possession, threat with, or use of weapon on or towards another person.
- Physical assault, The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
- Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gesture, or threats directed orally (including by telephone) or in writing at an individual, his or her family, or a group.
- Intimidation: An act intended to frighten or coerce someone into submission or obedience.
- Extortion: the use of verbal or physical coercion in order to obtain financial or material gains from others.
- Bullying: the use of physical coercion to obtain control over others or to be habitually cruel to others.
- Gang activity: as described in this handbooks section on secret societies/gang activity.
- Sexual harassment; as described in the handbooks section on sexual harassment policy.
- Stalking: The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
- Defiance: A serious act or instance of defying or opposing legitimate authority.
- Discriminatory Slurs: Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or handicap.
- Vandalism: Damaging or defacing property owned by or in the rightful possession of others.
- Terrorism: A threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror. Also, a threat causing serious public inconvenience, such as the evacuation of a building regardless of the perceived or actual ability of the person(s) issuing the threat to commit the act.

BULLYING PREVENTION AND BEHAVIOR

The purpose of this policy is to create a climate in which all types of bullying are regarded as unacceptable.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. For purposes of this policy, the school environment includes buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. The administration and staff address bullying at all school levels and aim toward accomplishing the following goals:

- Send a clear message to students, staff, parents, and community members that bullying will not be tolerated.
- Train staff and students in taking proactive steps to prevent bullying from occurring.
- Implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
- Initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.

- Forster a productive partnership with parents and community members in order to help maintain a bully-free environment.
- Support victims of bullying by means of appropriate counseling.
- Help develop support networks, social skills, and confidence for all students.
- Recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

WEAPONS IN SCHOOL

The possession and/or use of a weapon by students is unacceptable within the school.

Mandatory Expulsion in Accordance with State and Federal Law

Carrying, bringing, using, or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school is prohibited.

If a student discovers that he or she has carried, brought, or is in possession of a dangerous weapon and the student notifies a teacher, administrator, or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate action, if any.

As used in this policy, "dangerous weapon" means:

- A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- A fixed-blade knife with a blade that measures longer than three inches in length or spring-loaded knife or a pocket knife with a blade longer than three and one-half inches.
- Any object, device, instrument, material, or substance, whether animated or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshots, bludgeon, brass knuckles, or artificial knuckles of any kind.

In accordance with federal law, expulsion shall be for no less than 1 full calendar year for a student who is determined to have brought a firearm to school in violation of this policy. The school administration may modify the length of this federal requirement for expulsion on a case-by-case basis.

Local Restrictions

STAR Academy determines that extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using, or possessing of any knife, regardless of the length of the blade, in the school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization is prohibited. Students who violate this policy shall be referred for appropriate disciplinary proceedings. However, if a student discovers that he or she has carried, brought, or is in possession of a knife and the student notifies a teacher, administrator, or other authorized person in the school, and as soon as possible delivers the knife to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

STUDENT INTERROGATION, SEARCHES, AND ARRESTS

STAR seeks to maintain a climate in the school which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school

personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, school personnel may search a student and/or the student's property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Any search conducted by a school official shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student of the suspected infraction.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered grounds for disciplinary action.

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results, and the names of any witnesses. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions

1. "Reasonable suspicion" is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on his own personal experience, that search of a particular person, place, or thing would lead to the discovery of evidence of a violation of school policy or state laws. Reasonable suspicion requires more than a mere hunch.
2. "Contraband" consists of all substances or materials prohibited by school policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices.

Search of School Property

School lockers, desks, and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance, and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage areas and its contents when there are reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Search of Student's Person

The principal or designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband.

Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse or backpack, and/or a "pat down" of the exterior of the student's clothing. Searches of the person shall be conducted out of the presence of other students and as

privately as possible. At least one but not more than three additional persons of the same sex as the student being searched shall witness but not participate in the search. The parent/guardian of any student searched shall be notified of the search as soon as reasonably possible.

Searches of the person which require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer. No strip search shall be carried out by any school employee.

Law Enforcement Officers' Involvement

The principal or designee may request that a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standard rather than under the provision of this policy. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from school authorities to search a student, the student's personal property, or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted, unless;

1. There is un-coerced consent by the student.
2. There are probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search.
3. The search is incident to an arrest and is limited to the person and immediate surrounding.

When law enforcement officials request permission to question student when students are in school or participating in school activities, the principal or designee shall be present. If the student is under 18, the student's parent/guardian also shall be present, unless the juvenile is emancipated as that term is defined in state law.

Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible. When custody and/or arrest by the police are involved, the principal shall request that all procedural safeguards as prescribed by law be observed by the law enforcement officers. This includes all due process procedures, including but not limited to obtaining proper arrest warrants where required.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized. Such material shall be kept in a secure place by the principal until it is presented at the hearing.
2. Returned to the student or the parent/guardian.
3. Turned over to any law enforcement officer in accordance with this policy.

Discipline of Habitually Disruptive Students

Students who have been suspended three times for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events three times during the school year in violation of their individual remedial discipline plans may be declared habitually disruptive students. Expulsion is a possible consequence for habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student and thus, may be eligible for expulsion.

Discipline of Special Education Students

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan, and policy JK-2, Discipline of Students with Disabilities. In order to comply with all state and federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student's IEP or behavior intervention plan.

Distribution of Conduct and Discipline Code

The CAO shall arrange to have the conduct and discipline code distributed once to each student in elementary, and middle school and once to each new student. Copies shall be posted clearly in the school. In addition, any significant change in the code shall be distributed to each student and posted.

DISCIPLINE OF STUDENTS WITH DISABILITIES – Refer to SPED Policies

Students with disabilities are neither immune from a school's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this policy. During any period of disciplinary action, the student shall continue to receive a "free appropriate public education" in accordance with federal law.

Manifestation Determination

When a disciplinary change in placement is being considered related to a disabled student's behavior, the IEP team and qualified school personnel shall review the relationship between the student's disability and the behavior. Such a review must take place immediately, if possible, but not later than 10 business days from the date of the decision to take disciplinary action.

The team will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact and consequences of the behavior.

Disciplinary Action for Behavior that Is Not a Manifestation

Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. If disciplinary action includes suspension for more than 10 school days in a year or expulsion, the school will provide a free appropriate public education in a setting that addresses the student's educational needs.

Disciplinary Action/Alternative Placement for Behavior that Is a Manifestation

A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled or suspended for more than 10 days from the current placement, but will be disciplined in accordance with his or her IEP, any behavioral intervention plan, and this policy.

In addition to any disciplinary action provided for in the IEP or behavioral intervention plan, if school officials believe the student is likely to injure self or others, the disabled student may be placed for up to 45 school days in an appropriate interim alternative education setting.

If a parent/guardian disagrees with the school alternative placement, a hearing officer may order removal to an alternative setting for 45 days where the district demonstrated by substantial

evidence that maintaining the student's current placement is substantially like to result in injury to the student or other.

Either before or within 10 business days after any change in placement related to disciplinary problem, the IEP team must meet to determine an appropriate alternative setting, to develop a behavioral assessment plan, or to review and modify an existing intervention plan, and review and modify the IEP where necessary.

Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

Expedited Hearings

An expedited hearing is available when:

1. The parent/guardian disagrees with the IEP team's determination regarding manifestation with any decision regarding placement.
2. The parent/guardian disagrees with the proposed new placement following an interim alternative placement.
3. The school believes it is dangerous for the student to be **returned** to the previous placement.

During any challenge to placement, the student will stay in the alternative placement.

Student not Identified as Disabled

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have "knowledge" of the disability. The school has knowledge of the disability when:

1. The parent/guardian has expressed concern in writing that the student needs special education.
2. The student's behavior or performance has demonstrated such a need.
3. The parent/guardian has requested an evaluation.
4. The student's teacher or other school personnel have expressed concern about the student's behavior or performance to the director of special education or other administrative personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited.

USE OF PHYSICAL INTERVENTION

In dealing with disruptive students any person employed by the school may, within the scope of his or her employment, use reasonable and appropriate physical intervention or force as necessary for the following purposes:

1. To prevent a student from an act of wrong-doing.
2. To quell a disturbance threatening physical injury to others.
3. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
4. For the purpose of self-defense.
5. For the protection of persons or property.
6. To maintain discipline.

Any such acts are not in conflict with the legal definition of child abuse and shall not be construed to constitute corporal punishment within the meaning and intention of this policy. No corporal punishment shall be administered to students by anyone in any district school.

DISCIPLINARY REMOVAL FROM CLASSROOM

It is the policy of STAR to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by STAR and any other appropriate classroom rules of behavior established by the building CAO and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior;

1. Violates the code of conduct adopted by STAR.
2. Is dangerous, unruly, or disruptive.
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to extent authorized by state and federal laws and regulations.

Removal from class under the policy does not prohibit the administration from pursuing or implementing additional disciplinary measure, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed.

The CAO or BIS is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the school. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

SUSPENSION/EXPULSION OF STUDENTS

STAR shall provide due process of law to students, parents/guardians, and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. As an alternative to suspension, the CAO or Designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specify by the CAO or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulation. This alternative to suspension shall be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Expulsion for Unlawful Sexual Behavior or Crime Violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 or 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled. The CAO or designee will review the information and formulate a recommendation for disciplinary action to the STAR Board. The information shall be used by the school to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel.

STAR should take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies. The school may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the school to provide an alternative educational program for the student as specified in state law.

Information to Parents

Upon expelling a student, School personnel shall provide information to the student's parent or guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of the parent/guardian to request that the school provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, STAR personnel shall assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled for the remainder of the school year and is not receiving educational services through STAR, the school shall contact the expelled student's parent or guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services.

Procedure for Suspension

The following procedures will be followed in suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

1. Notice. The CAO, or designee of the school at the time of contemplated action will give the student and the parent / guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may

be by United States mail addressed to the last known address of the student or student's parent/guardian.

2. Content of notice. The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student and parent / guardian of the basis for the contemplated action.

3. Informal hearing. In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. Timing. The notice and informal should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.
5. If the student's presence in the school presents a danger. Notice and informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. Notification following suspension. If a student is suspended, the administrator will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension
7. Removal from the school grounds. A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. Re-admittance. No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. Make-up work. Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension. Students will receive 50% credit for makeup work which is completed satisfactorily.

Procedure for Expulsion

In the event that STAR contemplates action denying admission to any student or prospective student or expelling any student, the following procedures will be followed:

1. Notice. Not less than 10 days prior to the date of the contemplated action, the CAO or an appropriate administrative officer of STAR will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail to the last known address of the student of the student's parent/guardian.
2. Emergency notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

3. Content of notice. The notice will contain the following basic information:
 - a. A statement of the basic reasons alleged for the contemplated denial or expulsion and period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
 - b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 3 days after the date of the notice.
 - c. A statement of the date, time, and place of the hearing in the event one is requested.
 - d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have the opportunity to present such information as is relevant, and that the student may be accompanied and represented by a parent/guardian and an attorney.
 - e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.
4. Conduct of hearing. A hearing may be requested by the parent/guardian. Such hearing will be conducted by a Hearing Officer designated by the school. Such individual as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.
 Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and STAR may consider and give appropriate weight to such information or evidence if deems appropriate. The student or representative may question individuals presenting information. A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so request. Preparation of the transcript will be at the expense of the party requesting the same.
5. Parental responsibility. Upon expelling a student, school administration will provide information to the student's parent/guardian concerning the educational alternatives to the student during the period of expulsion, including the right to request that the school provide services during the expulsion. If the parent or guardian chooses to provide a home-based educational program for the student, STAR personnel will assist the parent/guardian in obtaining curricula for the student if requested by the parent/guardian. If the student is expelled for the remainder of the school year, the school administration will contact the expelled student's parent/guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services. STAR personnel need not contact the parent/guardian after the student is enrolled in another school or if the student is committed to the department of human services or sentenced to a juvenile or adult detention facility.
6. Re-admittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:
 - a. The expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment, or was placed in a diversion program as a result of committing the offense for which the student was expelled.
 - b. There is an identifiable victim of the expelled student's offense.
 - c. The offense for which the student was expelled does not constitute a crime against property.

If STAR has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family. No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

CUSTODIAL AND NONCUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES – ALLOCATION OF PARENTAL RESPONSIBILITIES (FILE: KBBA AND KBBA-R)

STAR presumes that the person who enrolls a student in school is the student's custodial parent. Unless the school has a copy of a court order that specifies otherwise, said custodial parent shall be the one whom the school holds responsible for the education and welfare of that child.

Parents or guardians shall have the right to receive information contained in school records pertaining to their minor child and to forbid or permit the disclosure of such information to others unless authorized by the custodial parent.

The school, unless informed otherwise, assumes that there are no restrictions regarding either parent's right to be kept informed of the student's school progress and activities.

If restrictions are made relative to the rights of either parent, the custodial parent or the parent to whom parental responsibility for school matters has been allocated shall be requested to submit a certified copy of the court order which curtails specific rights of the other parent.

Unless there are specific court-imposed restrictions, either parent, upon request, shall be given access to all the student's educational records including, but not limited to the student's cumulative file and the student's special education file, if applicable. The student shall not be permitted to visit with or be released to anyone without the approval of the custodial parent or the parent to whom parental responsibility for school matters has been allocated by a court order. However, if neither parent has been granted custody or allocated parental responsibility for school matters by a court order and the custodial parent cites emergency circumstances, access to a student by the other parent may be limited on a temporary basis for a reasonable period of time to allow a custodial parent an opportunity to obtain a court order.

Procedure

The following procedures have been developed for situations involving the allocation of parental responsibilities (custody), visitation, and release of records of a child enrolled at STAR Academy.

1. The school registrar will maintain records easily accessible to school administration indicating those students whose parents are divorced or legally separated and have special custody arrangements. Upon receiving the appropriate information, the school will make every attempt to comply with special custody terms.
2. Student will not be released to unauthorized individuals.

Children of Divorced/Separated Parents

1. Both natural parents have the right to view the child's school records and receive school progress reports
2. STAR will presume that both parents have equal access to a child when that student is registered in school unless one parent provides the school with a court order indicating otherwise.
3. A copy of the court order governing a divorce, separation, or delineation of parental rights will be provided by the custodial parent or the parent to whom parental responsibility for school matters has been allocated and kept in the student's cumulative record as a temporary record if situation warrants.
4. If the school is aware that the student's parents are divorced or separated and a parent refuses to provide a copy of the court order to the school, the principal will be advised; and a statement of the refusal will be noted, including the date and situation. This

statement will be filed in the student's cumulative record. The district will provide full access to both parents in this case.

5. A student will not be denied admission to school on the basis of refusing the request for documentation of a divorce, separation, or delineation of parental rights unless students residency is an issue.
6. In some instances, two opposing court orders may be presented to the school. In such event, the most current order will govern.
7. Joint allocation of parental responsibility or joint custody stipulations in a divorce decree will be read carefully in order to understand the rights and privileges allowed each parent. The school will review such a decree for residency and visitation rights purposes. Students may be allowed by such a decree to attend tow school on a rotation basis corresponding to custody arrangements.
8. The student shall not be permitted to visit with or be released to anyone without the approval of the custodial parent or the parent to whom parental responsibility for school matters has been allocated by a court order. However, if neither parent has been granted custody or allocated parental responsibility for school matters by a court order and the custodial parent cites emergency circumstances, access to a student by the other parent may be limited on a temporary basis for a reasonable period of time to allow a custodial parent an opportunity to obtain a court order.
9. If a school official becomes aware of emergency circumstances, the appropriate law enforcement agency will be contacted. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the appropriate officials. The official should request positive identification of any individual making a request for release or visitation of a student.
10. If a parent making an unauthorized request for release or visitation refuses to leave the school premises at the school principal's request, the principal will contact the appropriate law enforcement agency.
11. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

STUDENT USE OF THE INTERNET (FILE: JS)

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

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

STAR believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the school. However, the Internet and electronic communications are fluid environments in which students may access materials and information from any sources including some that may be harmful to students.

STAR acknowledges that while it is impossible to predict with certainty what information students might locate or come into contact with, it desires to take all reasonable steps to protect students from accessing material and information that is obscene, child pornography, or otherwise harmful to minors, as defined by the school. Students shall take responsibility for their own use of district computers and computer systems to avoid contact with material or information that may be harmful to minors.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Services/products that block or filter material and information that is obscene, child pornography, or otherwise harmful to minors, as defined by STAR, shall be installed on all school computers having internet or electronic communication access. Students shall report access to material and information that is obscene, child pornography, harmful to minors, or otherwise in violation to this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No Expectation of Privacy.

STAR computers and computer systems are owned by Space, Technology & Arts Academy and are intended for educational purposes at all times. Student shall have no expectation of privacy when using the Internet or electronic communications. The school reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice, all usage of STAR Academy computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems remain the property of STAR.

Unauthorized and Unacceptable Uses

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

No student shall access, create, transmit, retransmit or forward material or information:

- That promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
- That is related to STAR educational objectives.
- That contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings that are intended to stimulate erotic feeling or appeal to prurient interest in nudity, sex, or excretion.
- That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability, or handicap.
- For personal profit, financial gain, advertising, commercial transaction, or political purposes.
- That plagiarizes the work of another without express consent.
- That uses inappropriate or profane language likely to be offensive to others in the school community.
- That is knowingly false or could be construed as intending to purposely damage another person's reputation
- In violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret.
- That contains personal information about themselves or others, including information protected by confidentiality laws.
- Using another individual's Internet or electronic communications account without written permission from that individual.
- That impersonates another or transmits through any anonymous remailer.
- That accesses fee services without specific permission from the system administrator.

Security

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

1. Use another person's password or any other identifier.
2. Gain or attempt to gain unauthorized access to district computers or computers systems.
3. Read, alter, delete, copy, or attempt to do so, electronic communications of other systems users.

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic devices communications.

Safety

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

Vandalism

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation or any network within the school district or any network connected to the Internet, operations of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by

another user, or STAR-owned software or hardware. This includes, but not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized Software

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

Assigning Student Projects and Monitoring Student Use.

STAR will make every effort to see that the internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor student's use of the internet and electronic communications. Help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their ages and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications. Opportunities shall be made available on a regular basis for parents to observe students use of the Internet and electronic communications in school.

Student Use is a Privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contain in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The school may deny, revoke, or suspend access to technology or close accounts at any time.

Roles and Responsibilities

Each member of the **STAR Academy** community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

Classroom Teachers and Instructional Assistants

The classroom teacher at the school is the center of the school's character education and discipline policy. .

Three basic principles of classroom management and discipline will be implemented by all teachers.

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity, and their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to each correction.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct."

Chief administrative Officer

The role of the Chief Administrative Officer with regard to discipline is to guide staff and students in their efforts to ensure student success—the central mission of **STAR Academy**.

The Chief Administrative Officer will assist staff in implementing classroom and school-wide management procedures. Working with appropriate staff, the Chief Administrative Officer will provide training and continued support to teachers as they strive to teach students the value of following the tenets of the Keys to Success and school rules.

The Chief Administrative Officer will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems.

In certain cases, appropriate staff will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The Chief Administrative Officer may also contact the appropriate law enforcement authorities, depending on the nature of

the infraction. If the Chief Administrative Officer is unavailable to assist with a crisis situation, the school's administrative assistant will direct referrals to another assigned staff member.

The Chief Administrative Officer will lead the school's Leadership Team and will be responsible for ensuring that the Team meets on a regular basis. In addition, the Chief Administrative Officer will assist teachers with the implementation of their classroom management plans, if needed.

Support Staff

The **STAR Academy's** staff includes an Administrative Assistant, CIS, Registrar, Special Education Coordinator/Teacher, Classroom teachers, Specials teacher, Para-professionals, and the custodial staff.

The **Administrative Assistant** for the school serves as the first point of contact for parents, monitors parents' concerns and supports the Chief Administrative Officer and Leadership Team ensuring compliance with corporate, local, state and federal guidelines and procedures.

As a member of the Leadership Team, the **Curriculum Implementation Specialist (CIS)** serves as the catalyst for the academic programs at the school. The CIS offers ongoing and targeted professional development, both formally and informally, to directly support curriculum implementation and instruction ensuring continuous student achievement. The CIS also plays an important role in evaluating the efficiency of current disciplinary procedures and assisting staff in dealing with chronic misbehavior.

The school has a full-time **Special Education Teacher** to address the needs of students requiring services. The Director of Behavior Support and Special Education for Mosaica Education, the school's education management provider, will serve as a resource to the school in assisting with the implementation of Individual Education Plans (IEPs), special education referral processes, student studies, and staff development related to students with special needs.

The school will contract with local providers for speech, language, and psychological services, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

RESPONSE TO Intervention Team (rti)

Even after establishing a positive classroom environment with clear behavioral expectations, a student may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student to be more responsible. The Response to Intervention Team (RTI) may be convened to assist in this effort.

The RTI team will include the student's teacher, the Chief Administrative Officer / BIS or designee, and other appropriate staff members who work with the student. The RTI will help develop creative approaches to discipline problems, targeting the specific needs of individual students.

Encouraging Appropriate Conduct

Classroom Positive Management Systems

At the beginning of each day, teachers will issue all students green cards, indicating a clean slate for student conduct. These cards will be placed in a pocket wall chart in the front of the classroom.

The first time a student violates a classroom rule (see above), the teacher or the student will replace the green card with a yellow card as a warning. Upon the second violation, the student will be issued a blue card, and he or she will lose five minutes of valued time (i.e. recess or non-structured activities). Upon the third violation, the student will receive a red card, and he or she will be referred to the office with an office referral.

Teachers will maintain a wall chart with every student's name on it and a record of who maintains their green cards throughout the day. These students will be recognized as members of the Green Team. When entire classes "stay on green" for the duration of the day, the Chief Administrative Officer will recognize and congratulate them over the P.A. system at the beginning of the following day. After an entire week with no conduct violations, the class may enjoy a special celebration.

Class-wide Goal of the Month

Each class at the School will be encouraged to identify a specific goal toward which it will strive during each month, using the Keys to Success as a guide. As students identify class-wide goals, teachers will help them understand how their objectives relate to school-wide goals. For example, if a class chooses to focus on timely homework completion as its goal of the month, teachers will discuss how that relates to the school-wide goal of always trying one's best. Once the class has determined its monthly objective, teachers will plan to conduct a weekly lesson on how to achieve the goal, including such exercises as role playing, positive practice, related read-aloud stories, writing assignments, or art projects. Students will collectively explore ways to reach their goal, practicing problem solving, planning, and establishing benchmarks for achievement.

At the end of each month, each class will evaluate its progress through discussion or a simple evaluation procedure established by the students. During this process, students may decide to continue striving toward their goal or shift their focus to a new objective. Upon achieving its goal of the month, the class will be presented with a certificate documenting its accomplishments.

Correcting Inappropriate Conduct

Consequences for Minor Misbehavior

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences that are neither amusing nor pleasant. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Chief Administrative Officer and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- Insubordinate behavior
- Physically dangerous behavior
- Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. If the student continues to disregard the staff member's instruction, he or she will be sent to the office and the incident will be reported to the appropriate staff member.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the CAO or designee will arrange a conference between the student, the staff member involved, and possibly the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future.

In cases of physically dangerous behavior—fighting, assault, verbal assault, physical intimidation, sexual intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The Chief Administrative Officer or designee will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the office. The Chief Administrative Officer or designee will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities. Any student who brings a weapon to school or who uses a dangerous item in a way that makes another person feel threatened is subject to immediate expulsion. All incidents involving weapons will be reported to the appropriate law enforcement agencies.

At **STAR Academy**, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a friendly, supportive manner. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

WALL OF FAME

Each year, every student takes the achievement test. We believe in rewarding academic excellence, therefore, we have established the yearly Wall of Fame. The top achiever in each grade-level will be honored with a Wall of Fame. The top two student achievers in each class will receive a special certificate. We hope that you will encourage your child to strive to earn one of these prestigious awards!

Responsibilities in Common Areas

The school's common areas include the playground, hallways, rest rooms, and the multipurpose room. Because students from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with students. Verbal praise will be used to recognize students who exercise courtesy, safety, and respect.

Following are the school's goals for student conduct in each of the common areas.

Playground: Students will play safely in all games and on all equipment, showing consideration and respect for others.

Hallways: The hallways of the school will be a safe and quiet environment where people interact with courtesy and respect.

Restrooms: The restrooms at the school will be clean and safe.

Meals: Breakfasts, lunches, and snacks at the school will be enjoyed in a safe, clean, and friendly environment where people interact with courtesy, manners, and respect.

Assemblies: Students will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

Before and After School: Students will arrive at and depart from the school in a safe and orderly manner.

Contract

The success of **STAR Academy's Code of Conduct and Keys to Success** depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life. On behalf of the administration, management, faculty, and staff of the **STAR Academy**, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Conduct*.

STAR Academy is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Joe Torrez
Chief Administrative Officer

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's primary mission—rigorous academic learning.

As the parent of _____ I pledge:

- to maintain high expectations for my child and the school
- to demonstrate consistent interest in my child's progress at school
- to support my child's best efforts
- to model the ten character virtues described in the *Code of Civility*
- to support and work with school staff to promote my child's learning

I have read the *Code of Conduct and Keys to Success* and support the rules and expectations outlined herein.

Signed: _____ Date: _____ / _____ / _____

As a student at **STAR Academy**, I pledge:

- to be Safe
- to be Truthful
- to be Accountable
- to be Respectful

Signed: _____ Date: _____ / _____ / _____