

**People Involved in Education, Inc.
Sand Ridge Charter School
Sweet Home Charter School**

2025 - 2026

**STUDENT/PARENT HANDBOOK
For
ACADEMIC & BEHAVIOR
STANDARDS**

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Note: In this handbook the terms, “parent” or “parents” are used for simplified writing purposes, but also include the application of legal guardians.

The Charter School Student/Parent Handbook is revised by and approved by the PIE Board. All students and parents of students enrolled in the Charter School must abide by all the procedures, requirements, and policies outlined therein. The PIE board may amend the Handbook as warranted.

SECTION I

Educational Administrative Goals and Guidelines

Mission Statement

“Back to Basics Through Personalized Education and Parental Involvement.”

Educational Goals

The Charter School is a parent-teacher operated school intent on developing and implementing programs that meet the needs of each child. The academic success of the students is our primary goal. We endeavor to provide necessary assistance to every student to ensure that “no child is left behind” and are willing to advance students according to their individual capacity to higher academic achievement. Our goal is to produce elementary students who are fluent readers and writers with a solid base of mathematical concepts and a continually expanding general knowledge in the other disciplines. Furthermore, our goal is to graduate eighth graders who are proficient in reading, writing, math, and also fundamental background knowledge of history, geography, science, literature, and art that will provide them the necessary foundation to succeed in high school and beyond. Our goal is to graduate students of solid character and integrity, able to excel in the pursuit of higher education, as well as make positive contributions to the world and their community. Finally, our goal is to continually engage all parents in the educational process.

Operational Regulations

People Involved In Education, Inc. (PIE) is the independent non-profit corporation that owns and operates the Charter School. The governing board of the Charter School is the PIE board. The board presides over monthly meetings which provide a forum for all parents to be involved in the growth and development of our Charter School.

SECTION II

Academic Standards & Procedures

Educational Objectives

The Charter School has high standards regarding behavioral policies and a rigorous academic curriculum combined with a quality teaching staff expertise, ongoing curriculum development, and indispensable parental involvement. The success of our educational approach is based on the following three elements working together in harmony.

1. **Self-Disciplined Students:** Self-discipline and respect are fundamental factors in the development of each student's character. Students learn social skills as they interact in the classroom and on the playground in our safe, secure, and monitored environment. Self-discipline is defined as learning to control one's own behavior, emotions, and being respectful, kind, and considerate at all times. Self-discipline also includes developing a strong work ethic that will serve students their entire life. Our goal is to challenge each student to achieve their maximum potential, but we must all work together to achieve this worthwhile end result. Students should maintain a respectful attitude, toward all staff and fellow students. Staff should strive for consistency and foster open lines of communication and accessibility with all parents. Parents should be fully engaged in the educational process of their child in the home and in the school in order to achieve the maximum potential of each child at the Charter School.

2. **Qualified Staff:** The Charter School endeavors to hire and train teachers of the highest quality who genuinely care about the well-being and educational development of each student. Our classrooms are dedicated to nurture, motivate and support the educational success of each student. We continue to refine and update our curriculum to assist in this task. Our teachers are committed to go the extra mile for academically challenged students who demonstrate a desire to learn. Many students succeed in our school who were struggling elsewhere because of the commitment of our teaching staff and our small class sizes.

3. **Involved Parents:** Parental involvement is one of the cornerstones of the Charter School. Without the support of parents in the past, our school would not exist today, and it continues to progress only because of the support of concerned parents. Support comes in many forms; there is something important for each of you to give.
 - First of all, parents must support their own students by being an active advocate for them. Know your children's teachers. Talk to them. Monitor your children's behavior and learning by keeping a continuous dialogue with the teacher and your children regarding their successes and failures.
 - Secondly, reinforce school policies by communicating with your children at home when they encounter discipline issues at school. Reinforce academic learning by tracking your children's work.
 - Thirdly, volunteer. The Charter School operates on less than half the funding of most public schools. Take the opportunity to assist with major fund-raising projects. Field

trips, art projects, sharing your expertise on a variety of subjects, Willamette pie fundraiser, Jog-a-thon fundraiser, donations, and PIE involvement are just a few of the ways you can make a difference and contribute to the success of your student and the Charter School.

Admissions Policies

The Charter School is open to all students who apply and complete all admission and registration requirements. The Charter School—owned and operated by PIE—does not discriminate on the basis of religion, race, gender, national or ethnic origin, income level, disability, proficiency in the English language or athletic ability. The Charter School awards all students the rights, privileges, programs, and activities generally accorded to or made available to students enrolled in our Charter School.

Admission means that the student has been enrolled through the registration process; successfully completed the lottery process; and has been formally accepted as a student by the Charter School. Enrollment preference shall be given to (1) those students who were enrolled in the Charter School in the prior year, and (2) those students who have siblings who are presently enrolled in the Charter School and who were enrolled in the Charter School in the prior year. Providing the enrollment priorities have been met, if at the deadline for the first enrollment phase, there are more eligible applicants for enrollment at the Charter School than spaces available, successful applicants shall be selected by lottery, which shall be open to all applicants.

Should the Charter School receive fewer applications than the maximum number of students allowed, the Charter School will then set a second application deadline. The admissions process will be the same as with the first phase, but will apply only with respect to the “available spaces.” However, the Charter School may also accept additional applicants in order to create or expand a waiting list. The waiting list does not establish a priority ranking among students on the waiting list. All names on the waiting list are eligible for an additional opening at the Charter School based upon an equitable lottery process.

Admission Procedures:

1. Student applicants must complete a registration form in order to have their name placed into the lottery process. Include your complete name, phone number, and grade in which you desire to place your child. For returning students, registration forms will be sent home in the spring and must be completed for your student to return in the fall. If returning students fail to enroll within the designated time at the school office, they will forfeit their continual enrollment position. Returning students will be promoted or retained according to the policies described later in this section.
2. Newly enrolled students may be pre-tested during the last week previous to the beginning day of school or during the first week of school.
3. If the test results reflect students at the appropriate level, they will be placed in their appropriate grade. If test results show students performing below grade level, a conference will be scheduled between the parents, the classroom teacher, and the principal. Taking into

consideration the unique programs at our school, the children's past educational background and testing, and the results of the tests administered in August, the teacher will make a recommendation for the grade placement of the child. The parents have the choice to accept the recommended placement, offer a differing grade placement, or consider another school to meet their child's educational needs.

Fall Registration

Fall registration will be held the month previous to the day school is scheduled to begin. Each family will be required and notified to participate. If you choose not to participate in registration without making prior arrangements with the office, your enrollment position per child will become an open position and therefore available for other student applicants based on the Charter School's Admission policy. In August you will receive an email that has all our registration information attached. We will ask you to reconfirm that you are planning on having your student attend Sand Ridge or Sweet Home Charter School, and will also include the required paperwork needed filled out by the first day of school.

Please familiarize yourself with the school, its policies, what is expected from you, and what you should expect from your school. As parents, you are presenting to the school a tremendous responsibility in the education of your children; therefore your input is essential for our success. This allows us to start the year with a solid basis of mutual respect and shared expectations.

Fees Per/Child Due at Registration:

- Activities fee \$60.00 (covers field trips, rewards and recognition, and class parties)
- Refundable Textbook (one time fee) Security Deposit \$60 — this deposit will be refundable upon request when the student terminates enrollment at the Charter School and if all textbooks are returned in good, usable condition. The criteria for determining a textbook's condition will consider the life of the book; the amount of damage proportional to the future life of the book; or the book becomes permanently lost.

Elementary—Middle School Curriculum

We continue to update and improve our curriculum. Some of the curriculum listed is in the implementation stage and will be fully integrated into our classroom over the next several years.

Core Knowledge: Literature, Music, Art, Science, Social Studies, and
Geography

Riggs: The Writing & Spelling Road to Reading and Thinking

Saxon Math

Excellence in Writing: Teaching Writing-Structure and Style

McGraw Hill Science, supplement to Core Knowledge (1-6)

Reading Mastery (K-8)

Character Strong-Social and Emotional Learning

Elementary Pace System

The PACE system is a method to ensure every student completes each assignment with understanding. Students are required to complete assignments with a score of 75% or better. The Charter School has established 75% as the minimum-grading standard. We recognize until students understand concepts taught in class at 75% or better, they are not prepared to attempt new concepts or lessons.

If a student receives a score of less than 75% on a daily assignment the teacher will have the discretion as to how recovery is brought about. This may require lesson corrections, oral assessment, re-teaching the lesson, presenting the material in a different format, or a combination of these methods. Recovery will be pursued until the student receives a 75% or better on the assignment. A grade of 75% will then be averaged with the original score and that will be used as the final score for the assignment.

If a class average on any given lesson is below 75% the teacher will re-teach the concept in a new format and presentation style until the class has an average score of 75% or above.

PACE Sheets

PACE sheets will be sent out to parents every week. These reports will include scores earned by the student for each assignment, test scores, the student's current grade for the class, designated late assignments, and any other comments the teacher is obligated to inform. Pace sheets will also include information about absences, tardies, issues with student behavior, and eligibility for Friday Fun. Parents can expect a report from each of their children's teachers. If any information is missing from the report, the parent should contact the teacher as soon as possible. Students are not to write on or modify any of the Pace sheets. Parents must sign the PACE sheet each week, and return it to school the following day.

Elementary Standards Grading Scale

- 4 - Exceeding grade level standards
- 3 - Meets grade level standards
- 2 - Approaching grade level standards
- 1 - Below grade level standards

Middle School Grading Scale

The following is the academic grade scale used in the Charter School classrooms.

<u>letter grade</u>	<u>percentage</u>	<u>gpa value</u>
A	93-100	4.00
A-	90-92	3.67
B+	88-89	3.33
B	83-87	3.00
B-	80-82	2.67
C+	78-79	2.33
C	73-77	2.00
C-	70-72	1.67
D+	68-69	1.33
D	63-67	1.00
D-	60-62	0.67
F	59 or less	0.00

Planners, grades 2-8

The Master Communication Plan for students in grades 2-8, parents, staff and administration, is a program designed to ensure effective daily communication on the current academic status and progress of each student. This program will include the use of a daily planner. Each day the student is responsible for filling out their planner with all the assignments from the day, including homework. The planner is to serve as a communication tool between home and the classroom. Parents are expected to check their child's homework daily ensuring it is finished, and completed correctly. Parents are then required to sign the planner, each day, to assure the teacher all work has been finished and checked.

Definitions:

- **On PACE:** Students are considered On PACE if all assignments have been completed on time by 3:30pm Wednesday of the current week and with a score of 75% or better.
- **Off PACE:** Students are considered Off PACE if they are missing an assignment or a final grade for an assignment by 3:30pm Wednesday of the current week.
- **PACE Sheet:** Every week a PACE sheet will be filled out by the classroom teacher and sent home informing parents if their child is On or Off PACE including how many assignments and in which subjects. This communication needs to be signed by the parent and returned the next day.
- **FF:** Friday Fun
- **RR:** Reward & Recognition

Friday Fun

Friday Fun will consist of a special designated time for students in good academic standing. During this time there will be a variety of teacher/assistant/parent directed projects or school-related activities that students may choose to participate in -- such as music, art, organized games, free time recreation, video viewing, study hall, or community service projects. Activities and time may vary per grade level and/or teacher.

To participate in Friday Fun, students must maintain the following items in order to be eligible.

Friday Fun is a reward for being:

1. ON PACE (see definition above)
2. For having good behavior that meets a SATISFACTORY RATING
3. For maintaining no non-excused tardies or absences for the week.

Participation in FF will be determined by the scores awarded on the weekly notice—CORE QUALITIES Pace Sheet—sent home to parents in the Thursday envelope. The classroom teacher will assign students who do not meet our academic and behavioral standards to the appropriate study hall or community service project.

Reward & Recognition

As the school grading period is completed, there will be a time for reflection and reward for recent achievement. This will consist of an all school assembly to highlight and reward academic achievement, PACE, exemplary behavior, and attendance with prizes, pins, ribbons, or certificates. The assembly may include other educational demonstrations as scheduled. RR related activities will take place at the end of each semester.

All students will participate in the assembly. Also, students can earn both off-campus trips and on-campus special activities by meeting all the standards referred below. Their classroom teacher will assign students, who do not meet the standards below, to the appropriate study hall or community service project with the appropriate additional assignments during RR activities. The following are the standards, which will allow students to participate in RR:

- A. A minimum 2.00 GPA for each quarter
- B. Satisfactory performance, participation, behavior, and work completed for each quarter
- C. No more than two Conduct Marks during the semester
- D. No Office Referral's during the semester
- E. No more than 3 processes during the entire semester
- F. Receive a letter grade of C or above (No D or F) in all classes for each quarter

Elementary-Middle School Academic Review

Students will be placed on academic review if they are missing five assignments on their PACE sheet. (Revisited assignments are counted as missing assignments.) Parents will be notified of their student's academic review status and the new recourse that will be implemented. The following will apply:

- A. Students who are OFF PACE with less than five assignments, will be assigned lunch IN SCHOOL SUSPENSION until they receive an *Official Notification* from their home room teacher indicating they are ON PACE.
- B. Students who are OFF PACE with five or more assignments will be assigned morning break IN SCHOOL SUSPENSION, lunch IN SCHOOL SUSPENSION, until they receive an *Official Notification* from their home room teacher indicating they are ON PACE.
- C. Students, who are OFF PACE more than five assignments for any subsequent consecutive week, will be assigned morning and lunch IN SCHOOL SUSPENSION. The student will remain on this schedule until they receive an *Official Notification* from their home room teacher indicating they are on pace.
- D. Should a student be continually OFF PACE more than 5 assignments each week, a conference including the principal, teacher, parent and student must be scheduled by the teacher no later than Friday to discuss the academic issues, solutions, and outlook for the student. Should the parent fail to attend the conference, the student will be placed in IN SCHOOL SUSPENSION until the conference is completed.

Grading, Report Cards, and Outcomes

- The Charter School grading system is outlined in the discussion of PACE.
- Report Cards will be issued quarterly for all students, grades K-8.

Suspension and Expulsion

- Discipline involving suspension and expulsion shall be administered according to Oregon law. The Charter School will follow the guidelines of expulsion as exercised by District policy.
- The principal has complete authority to issue a suspension based on ORS339.250. In the event of a suspension, the principal shall notify the parents by letter within three days regarding the cause for suspension. A meeting with the parents, student, principal/director, and a board member shall be scheduled within three days of the suspension. The suspension shall not exceed ten days as allowed by Oregon law. The time limitations in this section are based on school days, and do not include weekends or holidays. When a suspension is exercised, the principal will immediately notify the PIE Board through a delivered copy of the suspension letter to the board's secretary.
- Open defiance of a teacher's authority; violent behavior compromising the safety of students or staff; possession or use of dangerous weapons including guns and knives; use or possession of tobacco, alcohol, or drugs; or vandalism and theft are grounds for immediate suspension and subsequent expulsion from the Charter School.
- The civil authorities will be immediately contacted in the event of an attack on another person, the use or possession of illegal substances, possession or use of a dangerous weapon, and vandalism or theft.
- Violation of school policies, individual classroom rules, and universal playground rules as well as other minor offenses will be handled in accordance with our Academic Standards and Behavioral Policies Manual. Since it is an objective of Sand Ridge/Sweet Home Charter School to build strong Character, additional consequences may be implemented depending on the contrition and restitution of the student as well as the severity of the infraction. For example, in-school suspensions and after-school assistance are prospective consequences that may be employed by the classroom teacher's discretion. Participating in field trips is a co-curricular privilege, which may be denied to any student who demonstrates consistent behavioral problems. In this case, students will be assigned in-school suspension rather than participation in the field trip.

Promotion and Retention

Elementary and Middle School: Students will be promoted to the next consecutive grade if they have completed competency and understanding of their academic Grade Level requirements as noted on their report cards and progress reports. If students' report cards indicate that students have been completing Below Grade Level requirements in reading, writing, or math, it is possible that these students may be recommended to revisit their same current grade level. The procedure for retention is as follows:

1. Teachers will indicate on progress reports whether students are performing Below Grade Level, Grade Level, or Above Grade Level. The designation, Below Grade Level, should be viewed as a red flag to parents indicating that radical intervention must occur for students to succeed academically and be promoted to the next grade level.

2. Ongoing documented dialogue will occur between parents and teachers at mandatory conferences and informal conferences throughout the year.
3. Parents will keep teachers informed of additional testing and resources they have discovered that could contribute to their children's success. Teachers will reciprocate with ideas for parents to enact at home that will enhance success at school.
4. If a student has not attained Grade Level status by the March parent/teacher conference, the teacher will implement a Retention Committee, which will include the teacher, the principal, and the classroom teacher in the grade above the current class grade level. The Committee will discuss and recommend promotion, conditional promotion, or retention of the student. This recommendation may include suggestions for additional work over the summer or alternative programs that will enhance recovery of the student's academic grade level requirements.
5. The parent may request a review of the student's status the first week in August. In this case, the Charter School will schedule and provide appropriate testing. The same Retention Committee will review the test results, if possible, and will confirm or amend their original recommendation.

Promotion/Retention

The educational integrity of our programs and the stated mission of the Charter School require that we carefully assess the limits of our adaptations and the inclusiveness of our classrooms. We strive carefully to determine whether our programs provide adequate benefit to the Below Grade Level students, therefore assessing promotion or retention first and foremost on the overall benefits and well-being to the student. Avoiding the compromise of the Charter School's high academic standards, as well as not infringing on the rights of the other students are also of priority in the promotion or retention assessment.

Attendance

Regular attendance is imperative for success at the Charter School. Tardiness is *very disruptive* and will not be tolerated as it shows disrespect for the school, fellow students, and teachers. Discipline action, applying our reward system as an incentive, will be utilized regarding excessive tardies and absences. **IMPORTANT NOTE:** Excessive absences regardless if they are unexcused, excused, or prearranged will be reported for truancy, based upon Oregon law, and may result in removal from enrollment at the Charter School.

- **Absence:** Absences are excused for emergencies. Absences for emergencies are excused if the school has been contacted in person or by phone *by noon* of the day the absence occurred. A reason for the absence must be provided. The school answering machine or an email can also serve as providing notification to the school. Students will be recorded absent if they miss all or a substantial part of the school day. Student absences will be considered excused or unexcused according to the criteria below.
- **Excused absence:** Absences for illness will be excused when accompanied by a phone call or email to the office before noon with an explanation; for purposes of data tracking, specific symptoms must be clearly identified. If there is no phone call or email, the absence is not excused. You may leave a message on the answering machine in the office any time of the day or night as well

For illnesses with a consecutive three-day or more duration, a doctor's note may be required when students return to school. Should the student return to school without a doctor's note, the absence will NOT be excused. In addition, absences may be excused if they are pre-arranged with the teacher and the work is completed by the agreed time. Teachers will require students to complete a pre-arranged absence form and obtain signatures from each of their classroom teachers. Again, the absence will be excused IF the work is completed according to the prearranged schedule. If students are absent less than an entire day, the teacher must be contacted by phone, in person, or by note prior to the absence.

- **Non-excused absence:** All absences are unexcused except for documented illness. All other absences including family trips, hunting and fishing, and any other outings are unexcused unless the Pre-arranged Absence form is used and schoolwork is completed on time according to each individual plan.

Punctuality

A student will be marked tardy if they are not sitting at their desks and ready at the start of the school day.

- **Excused tardy:** Tardies are only excused for emergencies and the student should be accompanied by an adult to the school office at the time of the tardy. A tardy is excused if caused by extenuating circumstances out of the one's control (e.g., flat tire but not oversleeping) and documented by the adult in the office on the tardy slip the morning the tardy occurs. NOTE: The tardy is unexcused unless **AN ADULT** accompanies the student to the office the morning of the tardy occurrence. Tardies and absences will only be excused by the Administrator in communication with the teachers.
- **Non-excused tardy:** All tardies are non-excused without proper documentation or excusable explanation.

Tardy Procedure:

1. Both student and adult must go immediately to the office, not the classroom!
2. Adult will sign the student in and the secretary will sign a tardy slip and check "excused" or "non-excused."
3. Student will take the tardy slip to the classroom and give it to the teacher or assistant.

Discipline Guidelines for Non-excused Absenteeism and Tardies:

1. Students with non-excused tardies or absences for the week will be assigned study hall during Friday Fun.
2. Students with more than two unexcused tardies or absences for the grading period may NOT participate in RR.
3. A student with continued, unresolved, excessive tardies and absences will meet with the teacher, principal, and a PIE Board member.
4. Ten consecutive absences result in automatic dismissal from the Charter School, and the student must reapply for admission.

PLEASE NOTE: It is NOT the office secretary's responsibility to insure the student's attendance status for the day.

Homework

Students can expect anywhere from twenty to sixty minutes of homework each evening consisting of reading, spelling, math activities, and unfinished daily work. The type and quantity of the homework will be determined by the age of the students and the goals of the classroom teacher. Additional time may be needed for individual students to complete class assignments or to revisit assignments. Elementary teachers structure their classes so that there is adequate time for the on-task student to complete their class work in school. If the student consistently has additional homework besides the regularly assigned work, you should contact the classroom teacher and discuss the reasons for the extra work. It may be that the student is a more deliberative worker and needs extra time at home to keep up with the class, or it may be that the student is not maximizing class time wisely, or there may be other circumstances that should be discussed. Middle school students will have assigned homework, and will be expected to complete any class assignments at home that are not completed at school. They should plan time each evening for completing homework. Completion of homework and class assignments will be enforced through the PACE system.

Standards of Performance

All assignments are due on the date scheduled. Teachers will administer extensions on the basis of extenuating circumstances. Should the majority of assignments in any class for a given week not be submitted, the student will be immediately placed on academic review. In addition, a parent conference will be scheduled as soon as possible.

Neat work should be submitted. Large scratched-out answers are unacceptable. Additional writings, (notes to other students, cartoons, drawings; etc.) other than what the assignment requires, will be returned to the student to be redone. A grade reduction will be applied for any assignment that has to be redone based on this category. Commitment to improved writing, at the very least legible writing, is possible, especially if the standard is established in advance.

Misspelled words can and should be corrected. Students should have access to dictionaries and therefore can avoid this problem. If there is a learning difficulty in this area, assistance at home will help remedy this issue. If this issue is prevalent throughout the particular assignment, the student will be asked to redo the assignment.

Academic Records

All student academic records will remain confidential and stored in a locked fireproof safe. Requests for transfer of records will be processed within ten working days.

SECTION III

General Policies and Schedules

School Hours

The Charter School will be in session from Monday through Friday for all grades except when otherwise noted on the calendar. Students must promptly arrive and depart; the school will not be held responsible for students prior to the start, or after the end, of the school day.

Students should not be dropped off prior to and will not be permitted to enter the school building until the posted entry time. Teachers will be available for conferences **by appointment** before or after the school day. The office will be open at 7:30 am. If you need to speak with someone, leave a message on the answering machine or email, and we will return your call as soon as possible.

School Closures

Closures due to weather will follow Lebanon/Sweet Home School District announcements, posted on their website or parents can sign up for REMIND alert(flash alert); please ask the office for details.

School Calendar

In general, the school calendar for the Charter School follows the District calendar with some modifications.

Lost and Found

Articles that do not belong to the school that are left at school will be placed in the lost and found. Items left in the lost and found at the end of each quarter will be added to the costume collection, taken to the Goodwill, or thrown away.

SECTION IV

Health and Safety Policies

Immunizations

Immunizations as prescribed by the state of Oregon **are mandatory** for Sand Ridge/Sweet Home Charter School students. A copy of the student's immunization record will be kept on file.

Illness and Communicable Disease Guidelines

To ensure a healthy environment at the Charter School a child should be excluded from school and not come to school if he or she has any of the following signs or symptoms (Promptly notify the office when symptoms are present):

- Fever over 99.5

- Vomiting
- Diarrhea (more than one abnormally loose stool in one day, with or without fever)
- Severe or sustained cough (if your child has continued, uncontrolled coughing that is disruptive to the classroom learning environment, you may be asked to come pick your child up)
- Difficulty breathing or shortness of breath
- Skin lesions, eye lesions, or rashes that are “weepy” (fluid or pus filled)
- Colored drainage from eyes or ears
- Jaundice (yellow color of skin or eyes)
- Complaint of stiff neck or headache with any of the above symptoms
- COVID-19: diagnosis and/or potential exposure

When a child has been excluded from school due to health reasons, the following are guidelines for re-admittance:

- **Fever** – 24 hours after temperature returns to normal
- **Vomiting** – when vomiting has stopped for 24 hours
- **Diarrhea** – when diarrhea has stopped for 24 hours or with doctor’s written statement that the diarrhea is due to a non-communicable cause
- **Severe cough** – when cough has stopped for 24 hours or with doctor’s written statement that the cough is due to a non-communicable cause
- **Eye infection** – when infection is gone or after appropriate treatment, with doctor’s written consent
- **Rash** - when rash is gone or with doctor’s written statement that the rash is non-communicable or after appropriate treatment, with doctor’s written consent
- **Chicken pox** – when all pox are scabbed over (no new or open blisters are present) and other symptoms of illness are gone (usually 5-7 days)
- At any time, a note from a health provider may be requested prior to the return to school.
- Review the Communicable Disease Management Plan for further guidance and policy clarifications.

Head Lice

When a case of head lice is confirmed, parents will be called and asked to take the infected child home. Proof of treatment and a head check will be necessary before the child can come back to school.

Several notes on clearing up head lice: Pharmacies carry various lice killing shampoo such as NIX and RID. Follow the product directions completely. The Oregon State Health Division advises complete nit removal, and because of the possibility of self-infestation from hatching eggs missed during the first treatment, recommends a follow up treatment seven days after the first. Also check and sanitize infected articles including furniture, clothes, bedding, combs, brushes, and other personal items to help eliminate re-infestation.

Student Medication Administration

- The school does not supply any drugs including aspirin or Tylenol.
- Band-Aids and ice will be available in the office for injuries.
- Any over the counter drugs or prescription drugs for students must be stored in the office and dispensed by the secretary. A medication form must be filled out for each applicable student and each individual medication. Prescriptions must be in their original containers and marked properly with the student's name, type of medication, and dosage.

Fire and Earthquake Drills

Emergency evacuation plans will be posted in each classroom. According to the law, fire drills will occur monthly and earthquake drills biannually.

1. When the siren's sound, students quickly and orderly form a line and walk through the nearest outside exit. The last person from the room should turn off the lights and shut the door.
2. Teachers will take their roll book and walk with the class; assistants and/or administrative staff will check bathrooms and workrooms for children.
3. Students should form a line outside so teachers can easily take roll.
4. When released, students should walk back to the building in an orderly fashion.

Background Checks

The Charter School requires volunteers to have background checks to help ensure the safety of all students. Any person wishing to volunteer at the Charter School (classroom, gym/lunch duties, field trips—essentially anything where there is/might be student contact) must have a completed and approved background check.

Please note that background checks are good for three years. Check with the office to pick up a form, or see what your current volunteer status is.

Sand Ridge Nutrition-Local Wellness Program

Sand Ridge Nutrition realizes that obesity has become a problem here in Oregon, as well as the rest of the nation. We believe that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong healthy choices, Sand Ridge Nutrition shall prepare and implement a comprehensive nutrition program consistent with state and federal requirements for sponsoring the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The program will reflect our commitment to providing time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at our schools, and developing food-use guidelines for staff.

Nutrition Guidelines - Sand Ridge Nutrition schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served on school grounds or at school-sponsored events shall meet minimum guidelines and standards as set forth in state law.

Physical Activity - Sand Ridge Nutrition realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity has been included in all of Sand Ridge’s daily education programs from kindergarten through 8th grade. Sand Ridge will follow a 150 minute per week of PE for K-5, and 250 minutes per week of PE for 6-8.

Water Availability - Water is available for all students and staff throughout the day from our drinking fountains and bottle refill stations on all three campuses.

Reimbursable School Meals - Sand Ridge Nutrition may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The director will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law.

Other School-Based Activities - Sand Ridge Nutrition will promote district and community-based activities that promote activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide healthy food choices in all situations where food is served.

Evaluation of the Local Wellness Policy - Sand Ridge Nutrition will review this policy with input from parents, students, representatives of the school food authority, school administrators and the public.

End of Policy

Legal Reference(s)

<u>ORS332.107</u>	<u>OAR 581-051-0100</u>	<u>OAR581-051-0310</u>
<u>ORS336.423</u>	<u>OAR581-051-0305</u>	<u>OAR581-051-0400</u>

NOTE: Students are not allowed to have or consume energy drinks while on school property.

SECTION V

Parental Guidelines

Conferences

- **Progress Report conferences:** Mandatory parent/teacher conferences will be scheduled after completion of the first and third quarter grading periods. The conferences will include the classroom teacher, the parents, and any other staff member at the request of either party.
- **Additional conferences:** Conferences called regarding suspension, excessive unexcused absences or tardies are mandatory and must be scheduled within three days of the suspension

or infraction.

Contacting Students During School Hours

Please do not call the office to contact students unless it is an emergency. Students will not be called to the phone during school hours, and ONLY messages of an urgent nature will be relayed to students. Students will ONLY be allowed to use the phone for emergencies.

Campus Visitation Guidelines

Visitors and volunteers must submit and have a preapproved background check completed for visitation. When visiting, go immediately to the office, sign in, and pick up a Visitor's Badge. For security reasons, all visitors and volunteers on campus must be documented on the sign-in sheet and easily identifiable by wearing a distinguishing name badge. Staff will question non-staff members without a badge and redirect them to the office.

NOTE: Parents cannot just walk-in to meet with teachers. Parents must sign-up or arrange for teacher/staff meeting times.

NOTE: Parents and custodial persons must have prearranged and pre-approved visits to the classroom with the teacher during school hours.

Fund-raising

Parents are vitally important to our fund-raising efforts. Everyone does not need to be involved in everything, but we strongly encourage everyone to be involved in something. A subcommittee who also reports to PIE, coordinates fund-raising. We welcome new ideas for fund-raisers. All fund-raisers must be approved by the PIE Board.

NOTE: Students are not allowed to sell items on campus for their own personal gain or for a fund raiser that has not been approved by the PIE Board.

Transportation

Parents are responsible for transportation to and from school. Please employ caution when dropping off and picking up children. If prior transportation arrangements change and children will be picked up by someone not listed on your registration form, you must contact the office before your child will be released into their care.

Lunch Program

Hot lunch and breakfast is available to all students at no charge. If you bring lunch from home your child can purchase milk. A monthly menu schedule will be available.

SECTION VI

Student Appearance, Classroom and Social Conduct

DISCIPLINE

Discipline Policy

It is the position of the Charter School that each student has the right to an education based on the concept of individual human dignity which includes individual choice and the responsibility of accepting the consequences of that choice.

The orderly operation of school requires the respectful cooperation of students, parents/guardians, and staff. Teachers and administrators have the responsibility to preserve a learning environment for all students. Whenever that environment is disrupted by a student or a group of students, school officials may find it necessary to take appropriate action by removing disruptive students from the formal learning environment. Careful attention will be given to procedures and methods whereby fairness and consistency in discipline shall be assured for each student.

Various disciplinary measures are used by school personnel to “informally” correct behavioral problems. For purposes of the handbook, this policy addresses more formal procedures.

Discipline Procedures

All students shall be informed of the rules, procedures, and processes by which discipline is administered at our school. All discipline decisions affecting the students shall be based on careful and reasoned investigation of the facts and the consistent application of rules and regulations.

This procedure explains the major and minor disciplinary problem areas and the actions that may result for those students who do not follow these rules. All students are entitled to due process. This means that no action will be taken against a student until the facts have been presented by everyone involved and a judgment has been made.

*For purposes of handling discipline, the Charter School will consider infractions of rules as either *Minor or Major*.

Examples of Minor infractions include, but are not limited to the following:

Yelling, slamming, kicking, throwing, running in halls, causing minor damage to personal property (**without** intent to injure others); losing school property, disobeying school and classroom rules, clowning around in class or halls, continual patterns of misbehavior in or out of class; three unexcused late arrivals per trimester; continual late arrivals to classes.

*Fines will be levied to parents for vandalism or theft. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or

repair of damaged property.

Examples of Major infractions include, but are not limited to the following:

Any minor infraction or pattern of activity that is detrimental to the welfare or safety of other students or repeatedly interferes with the school's ability to provide educational opportunities to other students; any intentional unauthorized physical contact with another person which causes physical injury or would be reasonably expected to cause physical injury including but not limited to, hitting, shoving, biting, or physically assaulting another student; verbal abuse, intimidation or threats, physical intimidation, or sexual intimidation or harassment; ridiculing others or using profane language or gestures; showing disrespect to an adult through face, body, or action; possession of matches or cigarette lighter (or other dangerous items); willful destruction or defacing of school property*; theft; actions of continual willful disobedience or open persistent defiance of proper authority; cheating on a test; plagiarism; tampering with any document; providing false statements of any kind; leaving school property without permission; truancy; or cutting class, arson, alcohol or drugs, computer/internet misuse, drug paraphernalia, extortion, fighting, forgery, gambling, mischief, reckless endangering, and possession or use of tobacco or tobacco products.

Minor infractions are generally handled by a student's classroom teacher, but may also involve the principal. Anytime a student is required to see the principal/director a learning opportunity arises. Every student is encouraged to be responsible for his or her own actions, and students are instructed to share the incident with their parents. If and when necessary, the interaction between the principal will be followed up with a phone call or written communication to the parents as soon as possible after the incident. The principal/director or faculty member may assign consequences. Depending on the nature of the offense, damages to others, and continued patterns of offenses, consequences may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. Should a situation become more severe, a parent conference will be required immediately. For major infractions, suspension procedures will be followed.

All detentions for discipline will be served soon after the infraction. If the discipline situation warrants notification of the parents, an attempt will be made to notify them the day the detention is given. Students serving a detention or suspension on the same day as an after school activity will not be allowed to participate in the activity until the detention is served. Any change in the detention or suspension date(s) will be at the discretion of the principal.

Major infractions may require an immediate parent conference prior to suspension, during which time appropriate follow-up actions are discussed. These actions may include activity restrictions, creation of remedial discipline plans, and requirement of parent to attend class with student for a specified time or other plans. Discipline referrals and suspensions become part of a student's permanent record.

If a student has been given an In-School Detention or an Out-of-School suspension two or more times during the year, or if the student has received more than 8 unexcused late arrivals in a trimester, the principal/director reserves the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the

principal.

Formal Discipline Proceedings

Suspensions can be administered only by the principal. Prior to suspension, the student's parent(s) will be notified of the suspension when possible. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days, by the principal. A parent conference involving the principal/director, student, and student's parent(s) or guardian(s) may be required before a student will be readmitted following a suspension. Any proposed expulsion will be given a formal hearing.

Levels of Suspension

If the student continues to be disruptive or exhibits inappropriate behavior or actions, the student will be placed on levels. A level 1 is an indication that the student is exhibiting behavior or actions that are not acceptable. A level 2 status indicates that the student is continuing with the inappropriate actions or behavior.

A level 3 will result in expulsion from the school. The Charter School reserves the right to place the student at any level at any point according to the severity of the offense. Sweet Home Charter School and Sand Ridge Charter School are schools of choice.

Step1: Initial Suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Step one, initial suspension, will include a minimum of one day and a maximum of a ten day suspension. A remedial student discipline plan may be created during the conference between the parent or guardian, student and principal/director depending on the severity of the infraction. An additional parent-student-principal conference may be required before a student is readmitted to the classroom. Depending on the severity of the infraction, the student may or may not be placed on a level 1 at this point.

Step 2: Secondary Suspension with remedial discipline plan review and revision

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, dependent on offense severity, and/or as a result of the student's violation of his or her remedial discipline plan. Step 2 suspensions will include a minimum of two days and a maximum of no more than ten days total suspension. A required parent-student-principal/director conference will be held before the student is allowed to return to school. If a remedial student discipline plan already exists, it will be reviewed and revised. If a remedial student discipline plan has not been created as yet, one will be created for the student at this point. Depending on the severity of the infraction a student may be on level 2 or 3 at this point.

Step 3: *Final suspension and move for expulsion*

A final suspension from the Charter School is the third and final step of formal discipline proceeding. After a final suspension, and prior to the expulsion proceedings, a student may appeal the decision and obtain a hearing from the PIE Board. The PIE Board may authorize the discipline, suspension or expulsion of any refractory student and may suspend or expel any student who assaults or menaces a school employee or another student. The age of a student and the past pattern of behavior of a student may be considered prior to the suspension or expulsion of a student. As used in this subsection “menace” means by word or conduct the student intentionally attempts to place a school employee or another student in fear of imminent serious physical injury.

Expulsion from the Charter School shall be mandatory for the following violations:

1. Weapon is defined as follows: The possession, use, or threat of use, of any instrument, article or substance specifically designed for and presently capable of causing death or physical injury; or any weapon, device, or look-a-like device, instrument, material or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury (See Section 921 of Title 18 of the US Weapon Policy JFCJ).
2. Death threats to other students or administration;
3. The commission of an act, which if committed by an adult would be robbery or assault other than third degree assault.

Expulsion of a student shall not extend beyond one calendar year, however, expulsion for not *less* than one year is required for any student who is determined to have:

- A. Brought a weapon to a school, to school property under the jurisdiction of the school or to an activity under the jurisdiction of the school.
- B. Possessed, concealed or used a weapon in a school or on school property or at an activity under the jurisdiction of the school, or
- C. Brought to or possessed, concealed or used a weapon at an interscholastic activity administered by a voluntary organization approved by the State Board of Education under ORS 339.430.

Please contact administration if you need clarification of any part of the discipline policy.

Code of Conduct

Students are expected to observe good order; be diligent in study; respect themselves, their classmates, and those in authority; obey universal playground rules, individual classroom rules, and all school regulations; and make positive contributions to the school community. Teachers, staff, parents, visitors, and volunteers are also expected to maintain the highest level of moral integrity, uphold and promote the goals of the school, and provide positive role models for the students. If visitors to the classrooms and school cannot be respectful and observe the Charter School Code of Conduct, they may be asked to leave the school premises.

Classroom Behavior

Students are expected to follow all classroom rules with a good attitude. Rules will differ slightly from classroom to classroom, but all expect universal respect, on task behavior, and compliance to all rules and regulations articulated in this handbook. Students are expected to clean up their desks and classrooms at the end of each day. Teachers will plan this into the afternoon schedule so classes can be dismissed on time. Gum is not allowed on campus-except when given out by a teacher.

School-Wide Discipline System

We believe in positive recognition for all students. We also know it works in preventing negative behaviors. We will be recognizing students school wide, as a class, and individuals for positives.

School Wide Rules

- Be Responsible
- Be Respectful
- Be Safe

Positive “School Wide Recognition”

Daily, staff rewards students who are self-managing and following school rules with “Caught Being Good” awards. These awards are collected in the office and a drawing is held monthly.

Randomly throughout the year, the staff will reward a class for positive behavior within their community. Quiet lines, cleaning up, or good manners on a field trip are just a few examples. A class reward such as a popcorn party or other whole-class celebration will be awarded after collecting a predetermined number (ten or more) awards on their community board.

Reward and Recognition assemblies will occur at the end of each semester, in which students will be recognized for positive behaviors noticed by staff. Parents are invited to

attend these recognition assemblies. (Please keep in mind that these awards are often a surprise for the students.) Discipline starts with prevention; we all agree that a relationship built on trust and respect is the most important part of prevention.

Lines of Communication

Communication with parents is very important to the success of our students. Email, Remind messages, notes homes (PACE, homework folders, planners), and telephone will be our base-line for communication. Parents should let their child's teacher know the best way to contact each parent for immediate notification. Meetings with teachers must be pre-arranged with the office or with the teacher.

Discipline Protocol

All teachers will follow the same protocol when dealing with discipline issues. Here are the steps they will take when disciplinary action is necessary:

□ **Reminder**

The word reminder will be used to calmly bring to the student's attention that they are breaking the rules. Disruptive behavior tends to be contagious in a classroom.

□ **Warning**

If inappropriate behavior, of any kind, continues a warning will be given. Students will be advised that the word warning means they are moving towards being processed.

□ **Process**

Processing involves the student being removed from the classroom to another area to fill out an age appropriate problem solving form. This is where we are asking the child to think about their behavior. Students are expected to put thought into their answers; if they do not they will be asked to fill out the form again. The processing form will be sent home for a parent signature and needs to be returned the following day. Please use this as a tool for communicating with your child. **If a student receives 2 or more processes in a week it will be considered the equivalent of a Conduct Mark** (see Conduct Mark section for discipline outcomes).

Lunch/Recess Assistance

After two processes within one school day students will receive either lunch or recess assistance * (at teacher's discretion). Lunch assistance will take place in a separated area monitored by a staff member, students will be expected to be completely quiet while eating their lunch.

Students may also be issued immediate lunch assistance for more serious, offensive behavior; these expectations will be made at the teacher's discretion. Parents will be notified by the teacher in a timely fashion of any offensive behavior leading to immediate lunch assistance or conduct marks.

If lunch assistance is not an immediate option and a student needs to be removed from the classroom, the office or another teacher's classroom are viable options while the teacher notifies the parents/guardians.

**We use the term assistance rather than detention because we are assisting the student in making good behavioral choices.*

Conduct Mark, Office Referral, Suspension & Expulsion

We use reminder, warning, and process as a teaching tool and a precursor to more serious consequences. The conduct mark, office referral, and suspension will be assigned on an individual basis in accordance with the school handbook.

Pace

All reminders, warnings, processes, conduct marks, and office referrals will be recorded on the weekly Pace sheet. Two or more processes in a week will result in a N (needs improvement), which is the equivalent of a conduct mark, and causes the student to be ineligible for Friday Fun. The student will work on classroom assignments or perform community service for the school during Friday Fun activities.

Tardiness

Again, school starts promptly according to entry time. Students who arrive after the specified time will be marked tardy. Tardies will affect students weekly eligibility for Friday Fun and Rewards and Recognition. When the office or teacher is notified ahead of time pre-scheduled appointments will be considered an excused tardy.

During lunch and/or recess students will be expected to make up any missed work due to a tardy. Excessive tardiness will be reported to the truancy officer based upon Oregon law.

Dress Code Infractions

The dress code is thoroughly explained in the Student/Parent Handbook, and students are expected to abide by its rules. After three dress code infractions students will be processed **or** a parent meeting will be arranged. If there are extenuating circumstances please notify the office and your child's teacher.

Behavioral Discipline Guidelines

A student's conduct is compiled by individual classroom methods and monitored school-wide by processes and conduct marks for minor offenses and Office Referrals for major offense categories (see list below). Students will receive a weekly behavior grade on their pace sheet. Students who receive an Office Referral, one or more Conduct Marks, or 2 or more processes during the week will receive a score of N (Needs Improvement). Students who receive no more than two processes or no Conduct Marks during the week, but had small infractions limited to the classroom, will

receive a score of S (Satisfactory). Students who demonstrate exemplary behavior in all classes will receive a score of E (Excellent).

To participate in FF, the student must receive at least a score of S for the week. However, if a student has Satisfactory Behavior for the week, but has a Conduct Mark on their record for the grading period from the previous week, students may still participate in FF at the teacher's discretion. To participate in RR, the student must not have had more than seven processes or two Conduct Marks, and no Office Referrals for the grading period.

Disciplinary Outcomes

When students receive a **Conduct Mark**:

1. Students will be sent to the office with directions to return to class after a time-out interval, report to IN SCHOOL SUSPENSION until the teacher contacts them, meet with the principal, or any combination of these.
2. The teacher will contact the parent immediately to discuss the issue and determine the outcome.
3. For each Conduct Mark received, the student must perform a 45 minute Community Service Project during FF, AFTER SCHOOL ASSISTANCE, or lunch/recess times. The Community Service Project must be performed within five days of the Conduct Mark issuance. If the student fails to complete the Community Service Project in accordance with the designated time frame, the student will be placed in IN SCHOOL SUSPENSION until the Community Service Project has been completed.
4. Depending on circumstances, the teacher may have the option of removing the student from the class and assigning the student to IN SCHOOL SUSPENSION for the remainder of the class, day, or week. Students will be given their assignments and be required to complete all class assignments by PACE day.
5. Students may or may not lose field trip privileges depending upon the type of infraction.

NOTE: Three Conduct Marks per grading period result in an automatic **In-School Suspension (ISS)**. **ISS'** are cumulative for the year; Conduct Marks are cumulative for the grading period.

When students receive an **ISS**:

1. The teacher and/or principal/director will contact the parents immediately to discuss the issue and to set up a conference within 24 hours between the student, parent, teacher, and the principal/director.
2. A student will be immediately placed in IN SCHOOL SUSPENSION from the date of the **ISS** issuance for the duration of five consecutive days. The student will be given their assignments by their classroom teachers and will be expected to complete them for PACE. Teachers may determine to have IN SCHOOL SUSPENSION students in the classroom for small parts of the day for class activities or may assign alternative activities to the students to be completed at home or in IN SCHOOL SUSPENSION. The majority of a student's day and most likely the entire day will be spent in IN SCHOOL SUSPENSION.
3. Students who have received an **ISS** will automatically lose the opportunity to participate in the next FF and RR. A student may lose additional FF and field trip privileges depending on the nature of the violation.

4. A student shall be assigned IN SCHOOL SUSPENSION, with the teacher, for those same five days to complete assignments regarding an outcome change in behavior. The principal/director and/or classroom teacher will assign appropriate activities which must be completed for PACE.
5. In addition, the student will complete an hour of a Community Service Project as assigned by the principal.
6. On issuance of a second ISS per grading period, there is an additional two weeks restriction from Friday Fun.

Definition of Minor Offenses (offenses may include, but are not limited to...):

1. Cheating
2. Fighting (minor altercation)
3. Intense quarreling
4. Profanity, obscenities, and name-calling
5. Minor disrespect
6. Violation of Student/Parent Handbook, classroom, or playground rules
7. Non-compliance with student dress code
8. Use of school phone without permission
9. Possession or use of personal cell phone on school property
10. Inappropriate interpersonal interaction such as holding hands; etc.
11. Improper address of staff by first name

Definition of Major Offenses (offenses may include, but are not limited to...):

1. Blatant cheating
2. Violent behavior compromising the safety of any person on campus (includes fisticuffs)
3. Profanity, obscenities, or name-calling directed toward a person of authority
4. Open, willful disregard and defiance of a staff's authority
5. Blatant or repetitive violation of Student/Parent Handbook, classroom, or playground rules
6. Possession or use of dangerous weapons including guns and knives
7. Vandalism or theft
8. Intimate personal contact such as kissing; etc.
9. Bullying is defined as any action or words expressed which are designed to flagrantly intimidate, harass, or stigmatize another student with the effects of devaluing the personhood and well-being of the fellow student(s).

PLEASE NOTE: Civil authorities will be contacted in the event of an attack on another person, use or possession of illegal substances, possession or use of a dangerous weapon, and vandalism or theft. All discipline actions subject to administration discretion.

Student Dress Code - Dress for School, Dress for Success!

We know one way students express their individuality is through dress. While we respect a student's right to self-expression, our commitment is to provide a focused, quality learning environment to all students. To maintain this focus we require adherence to this dress code. The dress code is required and comprises the daily wardrobe of all students while attending the Charter School. Students may wear the items listed below. Anything not listed may *not* be worn.

Shirts - Polo Shirts Only

- Solid in color without any logos or designs: Red, Navy Blue, Black, or White.
- Long or short sleeves.
- No pockets
- No lace, patterns, designs, ruffles, etc.
- No jeweled buttons.
- Must remain buttoned except for the top button.
- No exposed midriff (skin) when both hands are raised above the head.
- Camisoles may be worn under polo shirts and do not have to be tucked in.

Pants

- Solid in color - Navy Blue, Khaki (Tan), or Black
- Approved types of pants - Slacks, Cargo, Corduroy.
- No denim or jean material.
- No sweats.
- No leggings (unless worn under a school appropriate skirt or dress).
- No Baggy Pants - Crotch of the pants are to be worn at the crotch of the student & waist of pants are to be worn at the waist of the student.

Dresses, Jumpers, Skorts, Skirts, Capri's, Shorts

- Solid in color - Navy Blue, Khaki (Tan), or Black.
- Dresses will have a polo shirt type top.
- Jumpers will be worn with a polo shirt underneath.
- Skirt, dress, shorts, and jumper lengths must be to the knee.
- Even if tights or leggings are worn with a dress or skirt, the dress or skirt must still be to the knee.

Headwear

- No baseball caps, bandannas, scarves, etc on school grounds.
- No animal ear headbands on school grounds.
- Stocking skull caps are allowed in the winter (during bad weather), outside only. Must be solid in color without logos or wording.
- Hoods may be worn over head only outside.

Sweatshirts or Fleece:

- Plain solid color - Red, Navy Blue, Black, or White.
- No logos or wording.
- May be zipped or unzipped or be a pull-over.
- No inside out sweatshirts.
- Hoods may be worn over head only outside.

Sweaters:

- Plain solid color- Red, Black, Navy Blue, or White.

Other:

- Large bulky coats and jackets should be stored appropriately in the classroom and worn only outside.
- No make-up for KG-4th grade
- Hair must be clean, neatly groomed, and not interfere with eyesight

- **Examples of approved clothing.**



7th-8th Grade Dress Code *(Sand Ridge- Sodaville campus only)*

Casual professional: What would you wear if you were working in a bank or at any professional office?

Collared shirts; shirts and blouses must have sleeves; length of dresses and skirts to the knee; no logos on clothing, no jeans.

Regular Sand Ridge dress code is also acceptable.

Junior High (7th-8th Grades) -- Casual Professional Dress for Success.

Purpose: Create a positive self-image; allow for appropriate individualism.

General guideline: Dress that is appropriate for working in a bank or professional office.

Male:

- Collared, button down shirt, long or short sleeve.
- Henley shirt (like a polo without the collar).
- Polo Shirts.
- Sweater with or without collar. Can be pull-over, button down or zipper. (removed colors, they can be any solid color)
- Sand Ridge hoodies/sweatshirts may be worn in class.
- Slacks, Khakis, Corduroy, Carharts material.
- Colored Designer Jeans (non-Blue Jean). Business casual pants. (removed colors, they can be any solid color)

Female:

- Blouse, collared or non-collared. Can be pull-over or button down.
- Polo Shirts.
- Sweaters, collared or non-collared. Can be pull-over or button down. (removed colors, they can be any solid color)
- Sand Ridge hoodies/sweatshirts may be worn in class.
- Sleeves must cover entire shoulder.
- Slacks, Khakis, Capri's, or Corduroy.
- Colored Designer Jeans (non-Blue Jean). Business casual pants.
- Dresses or skirts. MUST BE minimum of knee length.

Dress Modestly & Professionally

- Blouses, Shirts, Sweaters, and Polos w/ buttons: top button only may remain unbuttoned.
- No exposed belly or mid-drift (even when raising arms above head).
- No cleavage showing or plunging neckline.
- No baggy pants -- no Saggin' & Baggin'. No exposed underwear; pants, shorts, skirts will be worn at the waist.

- Shorts (both Male & Female) may be worn and must be minimum 7" seams:
- MUST BE Slack, Khaki, Corduroy or Designer Jean material (Non-Blue Jean).
- MUST BE solid color (black, gray, brown, tan, white; can be blue IF NOT jean material).

Clothing will not be faded or stained and will have no holes or tears. Students are expected to maintain a neat, modest, and professional appearance at all times.

Shirts

- Must be modest: tops must fully cover the midriff (even when arms are raised), must not be see-through, clean, well-fitted, in good condition, and crop tops are not allowed.
- No athletic-style t-shirts (e.g., sports jerseys, workout shirts).
- No graphics or printed images.
- No text, slogans, or any verbiage.
- Only brand logos are permitted, and they must be no larger than 2 inches.
- Nothing inappropriate in content, design, or messaging is allowed.

Headwear

- No baseball caps, bandannas, etc on school grounds while school is in session.
- Stocking skull caps are allowed in the winter (during bad weather), outside only.
- Must be solid in color without logos or wording.
- Hoods may be worn over the head only outside.
- No animal ear headbands

Outerwear that may be worn in class

Students are allowed to wear outerwear such as sweatshirts, zip-ups, quarter-zips, coats, and jackets as long as:

- No Graphics or Wording: Outerwear must not have any images, graphics, or written messages.
- Logos Only: Small logos (brand or school-related) are allowed, but must be no larger than 2 inches in size.
- Appropriate Content: Outerwear must not include anything inappropriate, offensive, or distracting.

Restrictions

- No Blue Jeans.
- No Sweatpants or Pajamas.
- No Leggings, Jeggings, or Spandex, (even for PE) unless worn under appropriate length skirt or dress. Long Blouses, Skirts, and Dresses still must be knee length if worn over top.
- No holes or rips in clothing.
- No T-Shirt unless worn as an under shirt
- No inside out sweatshirts or clothing.
- No wording on clothing. EXCEPTION: School Brand Name/Logo permitted if not more than 2" in diameter.

OR Regular Sand Ridge dress code is also acceptable.

Enforcement of Student Dress Code

- The dress code rules apply for daily school attendance, continuing as long as the student is on school grounds, field trips, and all other school functions. Students who violate these rules when attending school functions forfeit the privilege to participate. Dress requirements for special programs may differ from or exceed the dress code guidelines. In general, students should dress-up for programs particularly if they are performing on stage.
- Staff and parents are expected to respect and enforce the dress code, including when visiting, volunteering, or attending school functions.
- Students should be in dress code at the start of class. If a student is out of dress code, the student will be given the opportunity to get into dress code before receiving an infraction. If a student receives three dress code infractions in a grading period, they will be required to follow the elementary dress code for the remainder of the quarter. Students will receive another opportunity to wear the middle school casual/professional dress code at the beginning of the next quarter.

Interpersonal Interaction

Intimate personal contact is prohibited on school property at all times including school functions and school sponsored trips. There will be no holding hands, kissing, or any other inappropriate behaviors of this nature.

School Lockers

Lockers remain under the jurisdiction of the Charter School even when assigned to individual students. The Charter School reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Lockers may be routinely inspected without prior notice.

Search and Seizure Guidelines

- If a student is suspected of having illegal, hazardous, harmful, or threatening articles in possession or in personal property on school premises, search and seizure will be performed according to the guidelines outlined below.
- School officials may search students, their personal property and property assigned by the school for the students' use at any time on school property or when students are under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion to believe evidence of a violation of a law, Board policy, administrative regulations, or school rules.

- Searches will not be excessively intrusive in light of the age, sex, maturity of the student, and the nature of the infraction. Strip searches are prohibited by the school.
- School officials may also search when they have reasonable information that emergency/dangerous circumstances exist.
- School-owned storage areas assigned for student use, such as lockers and desks may be routinely inspected at any time. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety, and to reclaim overdue library books, texts, or other instructional materials, property, or equipment belonging to the school. The student will generally be permitted to be present during the inspection.
- Items found which are evidence of a violation of law, policy, regulation, or school rule may be seized and turned over to law enforcement or returned to its rightful owner, as deemed appropriate.
- Items which may be used to disrupt or interfere with the educational process may be temporarily removed from a student's possession or forfeited in accordance with law.

Field Trips

Each class, at the teacher's discretion, will plan and schedule periodic and appropriate field trips. If students choose not to participate in field trips scheduled on a school day including end-of-the-year trips, they are still required to attend school where appropriate activities will be assigned. Failure to attend school when not participating in the field trip will result in an unexcused absence.

PLEASE NOTE: Students who are OFF PACE five assignments or more on their most recent pace sheet; students who have received one or more conduct marks on their most recent Pace sheet; and students who have received an Office Referral in the two months prior to the trip, may lose field trip privileges at the classroom teacher's and principal's discretion.

Field Trip Procedures: The following procedures shall govern all school sponsored or authorized trips to a location off the school campus:

1. The Principal has approved the activity.
2. All students on school trips at all times shall be under the authority of the assigned adult staff member or other assigned adult supervisor. The supervising adult shall be responsible for accounting for all students prior to departure and return.
3. Students are expected to travel to and from the school-sponsored activity with the school group using the designated mode of transportation, unless other arrangements are made in advance as outlined below.
4. Students may travel to the event in alternative transportation only by prior approval of the principal. The approval should be given only for exceptional or unusual circumstances, not for preference or convenience.
5. Students may be released to their parent or guardian for travel home only by approval of the principal or assigned adult staff member prior to departure home.
6. Students may be released to another student's parent or guardian for travel home only if the parent or guardian has presented a written note authorizing such travel to the principal or assigned adult staff member prior to the departure from the school site.

Visitors

Students are allowed to bring visitors with them to school if they have received permission from their classroom teacher at least one day in advance. If they have not received prior permission from their teacher, their visitor will wait in the office until they can be picked up and taken home. NOTE: Repeat visits by the same visitor are not allowed; a visitor may only attend school one day per term. Visitors must sign in and out at the office and wear a Visitor's Badge while on campus. Guests must remain with their hosts and agree to abide by the guidelines outlined in this handbook while on campus.

Phone Use

Students may not use the phone without getting permission from their teacher or the office staff. Permission will only be granted for emergencies.

Cell phones

Students are not allowed to have cell phones or other personal communication devices during school hours. A cell phone or other personal communication device used in violation of this rule shall be confiscated.

Courtesy Address of Staff

To demonstrate appropriate courtesy and respect, students will address staff as Mr., Mrs., Miss, or Ms., and their surname.

SECTION VII

School Property Maintenance & Safety

Playground & Gymnasium Rules

All students and visitors are required to follow the following playground rules. If school playground equipment is lost by students or damaged because of improper use of the equipment by students, the students will be fined a fair replacement value.

Swings and Slide:

1. One person per slide.
2. Sit on the swing—no hanging or laying on it with your stomach or back.
3. No jumping out of the swing.
4. No grabbing swings; or being near a moving swing, while someone else is swinging.
5. No twisting or swinging side-to-side.
6. Use the slide for its intended purpose: slide DOWN the slide, no walking UP the slide.
7. No climbing swing or slide bars.
8. No rolling the swings up to make them higher.

Sports Equipment and Balls:

1. Use climbing equipment as designed.
2. Put away any balls or sports equipment taken out by yourself or your classmates.
3. Do not kick basketballs or volleyballs.
4. Do not kick any balls in the gym at any time.
5. Use all equipment as it is intended to be used.

General Rules and Parameters:

1. Ask permission before leaving the playground area.
2. Follow all directions given by a supervising adult.
3. Leave the rocks and sticks on the ground; don't throw rocks or poke people with sticks
4. Do not litter.
5. Stay where the supervising adult can see you at all times. (Stay out of halls and from behind buildings.)
6. Do not climb on the roof.
7. No wrestling, roughhousing, hitting, fighting, dog piling, spitting, name-calling, bullying, or any other inappropriate behavior.

Clean Grounds and Recycling

Students are expected to pick up after themselves, keep the grounds and building free from litter, and utilize the recycle bins for paper, cans, and bottles.

Care of Textbooks and Library Books

Textbooks will be issued to students at the beginning of the school year and collected at the end of the year. The students are responsible to return them in good condition unmarked. Students will be charged for replacement copies of damaged or lost textbooks or library books.

SECTION VIII **Parental and Student Rights**

Parental Responsible Conduct and Accountability

Since character development is an emphasis of our school's curriculum, it is subsequently important a parent model appropriate conduct consonant with the mission of our Charter School. On occasion there may be disagreement regarding a child's grade or the administration of certain disciplinary outcomes by a teacher or the administration. Such incidents are inevitable during the course of a school year. However, it is vitally essential to disagree in a respectable manner by always maintaining a respectful decorum for the staff person who has been entrusted with a position of authority. Our students are always listening, observing, and therefore learning what is deemed as good character conduct.

On rare occasions there have been unpleasant situations arise between a parent(s) and a staff person because the parent has acted arbitrary regarding a respectful demeanor. Therefore, it is important to note the following process and sanctions will be administered to mitigate a serious breach of respectful protocol by a parent toward an employee of the school:

- 1) If the parent has been disrespectful, intimidating or in any manner has compromised the integrity of the classroom, a mandatory meeting must be scheduled with administration as soon as possible in order to resolve the situation. Should the parent not comply, the result will be restricted access to the classroom and further communication to the staff person involved. A letter from the administration notifying the parent of such action will be sent within 3 business days of the incident and a copy of the letter to the board.
- 2) However, if the parent does attend the mandatory meeting, but feels justified in their actions, the result can still be restricted access to the classroom, as well as to the staff person involved.
- 3) Should the parent's conduct be inflammatory or flagrant to the extent the staff person feels threatened for their safety and well-being, the result can be a restriction from the school campus according to statutory authority assigned to the principal.

Most importantly, this policy serves as a reminder for everyone to remember we are all a fundamental part of a larger community as a school, and therefore one's conduct should engender within our students the desire to emulate a worthwhile standard of solid character!

Family Loss Grievance Guidelines

Considering that a family may at some time incur a death in their immediate or extended family; and the adverse effects in which the personal loss can impact the family's children; the school will recognize a minimum *two-week* grace period allowable for all academia assignments to be turned in, and tests to be completed. Dependent upon the particular circumstances, should more time need to be allowed for the child, the parents can appeal on behalf of their child to the principal for more extended time.

Public Complaints--General

It is extremely important that parents, teachers, and students maintain a wholesome mutual respect for each other. To this end, the Charter School's policies advocate respectful, constructive interaction in actively addressing and resolving issues, rather than slandering or unwholesome, negative confrontation. The Charter School Board will be the final adjudicator of a problem.

Any student, parent, or community member, wishing to express a complaint or to pursue resolution to a complaint concerning an area covered by these guidelines will adhere to the following procedural order:

- I. The complainant must first attempt to resolve the issue by contacting the individual or employee(s) directly involved. If desired by the complainant, the principal or immediate supervisor will conduct an informal conference between the parties involved in an attempt to resolve the issue. However, if desired, the complainant may bring a complaint directly to the administrator or supervisor as outlined in subsection II.

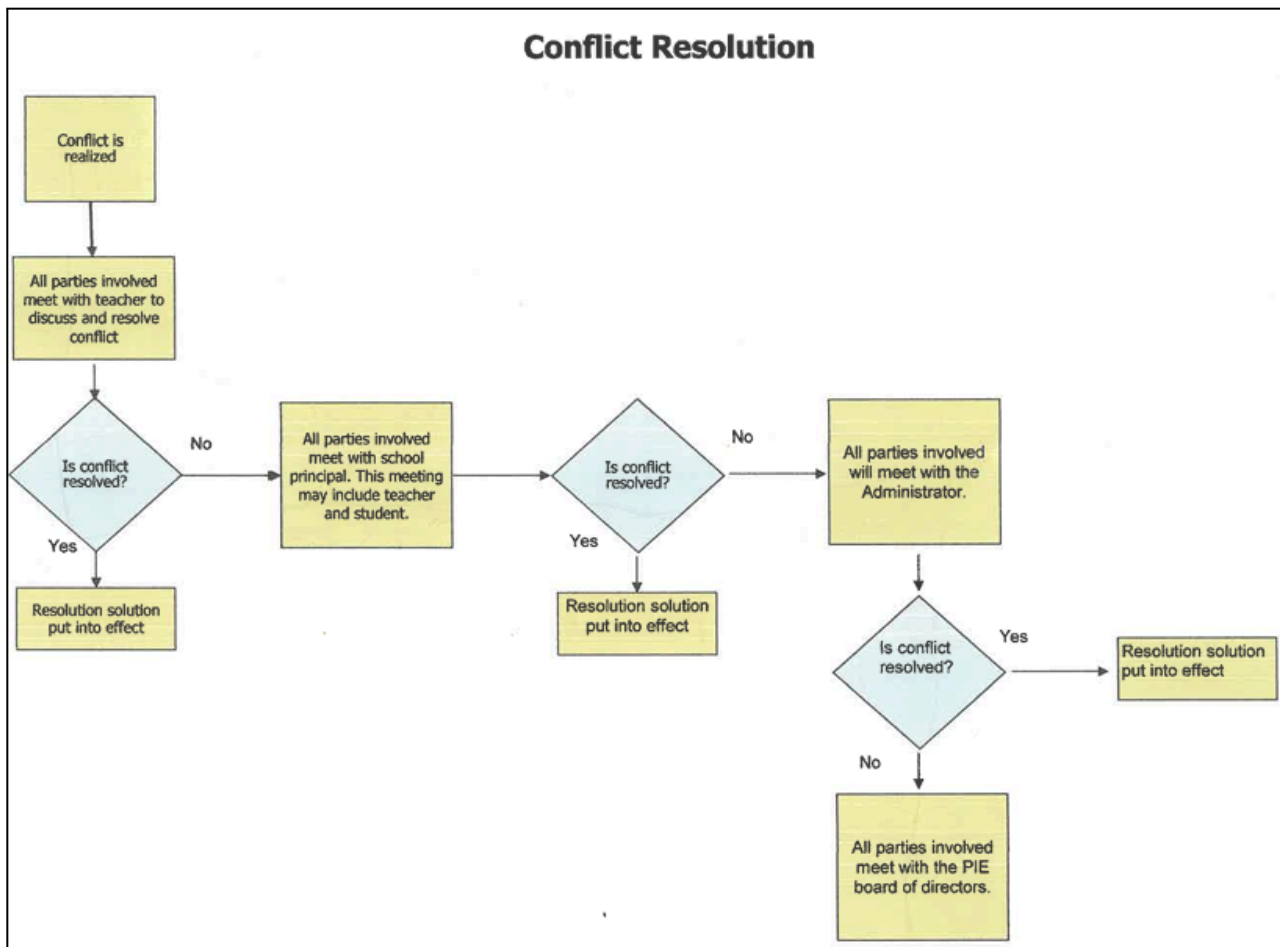
- II. The complaint will be brought to the attention of the principal or immediate supervisor by the complainant. The principal/supervisor will ask the complainant to state whether a response is desired. The administrator/supervisor will investigate the complaint and provide a response to the complainant within five working days. The individual or employee(s) who is the subject of the complaint will be informed of the nature of the complaint and the person(s) lodging the complaint. A confidential log will be maintained by the principal/supervisor containing any such complaints and responses. This log shall be subject to use only in accordance with legal and contractual provisions governing personnel records. In the response, the complainant will be informed of the option of filing a written complaint at Level III, if not satisfied. Assistance with completing the written complaint form will be provided, as needed.
- III. Written complaint is filed with the principal or immediate supervisor.
- IV. Written appeal to the Board, requesting a hearing when Level III does not resolve the complaint to the satisfaction of the complainant. The disposition of the complaint through the Board will be final, except for possible appeal to appropriate courts or administrative agencies as provided by law.

SUMMARY: Written complaints at each level will include but not be limited to the Public Complaint Form included with these regulations. The administration or Board may seek any additional information desired prior to making a decision on the complaint. A written response will be delivered to the complainant at each procedural level. At level III, a copy of the written complaint and the administrator/supervisor written response will be filed with the administrator's office.

In certain extremely serious situations, such as alleged criminal activity, sexual abuse or harassment, the complainant will have the right to appeal directly to the administrator or designee, or appeal as indicated in applicable Board guidelines and administrative regulations.

At each complaint procedural level, the employee(s) who is the subject of the complaint will be notified of the complaint. Any interviews or information gathering relative to the processing of the complaint at any level will be done confidentially. At the Board level, the appeal and discussion will be conducted in executive session whenever the circumstances meet the legal requirements for such session.

The complaint procedure is recognized as the only appropriate channel for public complaints.



Freedom of Expression

Parents and students have the right to freely express their ideas and opinions. No one shall, however, say anything that infringes on the rights of another person including making derogatory comments.

USDA Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/fi...> from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410

fax:

(833) 256-1665 or (202) 690-7442;

or email:

Program.Intake@usda.gov

This institution is an equal opportunity provider.

