

Montgomery Preparatory Academy
Every Student! Every Day! College and Career Ready!
“Breaking Barriers”



Parent and Student Handbook

2745 S. Smithville Road
Dayton, Ohio 45420
Phone: 937-991-2900
Fax: 937-991-2899

Every Student! Every Day! College and Career Ready!

“Breaking Barriers”

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ACCEL Schools

Montgomery Preparatory Academy

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Board meetings are open to the public and held the third Thursday of each month beginning at 8:00am.

Montgomery Preparatory Academy Student Creed

I am a Montgomery Preparatory Academy Scholar! I will show respect and compassion towards my teachers, classmates and school. I will come to school each day ready to learn. I will follow the school rules and take responsibility for my actions. I am a Montgomery Preparatory Academy Scholar!

School Mission

Every Student! Every Day! College and Career Ready!

School Theme:

“Breaking Barriers”

Academic Excellence: Achievement

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grad, or be retained in the current grade. In this even, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grades changes should be considered, a written request for consideration should be provided to the principal, including the reason for such consideration. The final decision regarding placemen, acceleration, promotion, or retention of a student rest solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, attendance, discipline, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. The physical, social and emotional readiness of the student for the curriculum of each grade
3. The current research on grade placemen, promotion, acceleration and retention
4. The recommendation of the student's parents and teachers
5. The completed Student Placement Form including, but not limited to, a) an initial request by the school for a parent meeting before winter break, b) a request by the school for a progress meeting with the parent prior to March 1, and c) a request by the school for a final parent meeting prior to the last day of the school year.
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, college, and career plans.

Student with Disabilities

The decision to retain a student with disability is approached with great caution and is determined by the building principal. Information provided by the Individualized Education Planning Team (IEPT) should be taken into consideration when making this decision. A student with a disability may not be retained based on their disability but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the

school. If a parent appeals the principal’s decision to the school board of directors, the school’s special education supervisor must be contacted for consultation and guidance.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school’s obligation to provide appropriate educational opportunity to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act (“IDEA”) and state special education rules and regulations. For additional specifics regarding a student’s special education rights, parents are encouraged to review the Procedural Safeguards that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and “advancing from grade to grade...” A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 – Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as “Section 504”) prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school principal. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desire to participate in a program or service and needs reasonable accommodation in order to do so, they should contact the school’s principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school’s principal to begin the referral process. Upon initiation of the Section 504

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referral process, parents will be provided a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

Intervention Assistant Team

The Intervention Assistant Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and the team membership will generally include: a building administrator, the student’s general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student’s academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The IAT may serve as a pre-referral intervention-planning team for those “unidentified” students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/ permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT’s review of documentation of intervention strategies, the student’s response (Progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Education Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student’s present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant’s which minimally includes, general and special

education providers, administrators, and the parents. The IDEA included specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully so they are fully informed of their right. Copies of this document can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory. In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to program and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state law.

Out of State Transfer: If a child with a disability (who had a IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school shall provide such child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the Procedural Safeguards so that they are fully informed of their rights.

Parent Compact

Montgomery Preparatory Academy and the parents of the students participating in activities, services and program funded by Title 1, Part A of the Elementary and Secondary Education Act (ESE)), agree that this compact outline how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during the 20019-2020 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities:

Montgomery Preparatory Academy will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

The school uses a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts:

The English Language Arts curriculum, aligned with the Common Core State Standards, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading— phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics:

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, Montgomery Preparatory Academy has developed a strong mathematics curriculum, aligned with the Common Core State Standards, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science:

Montgomery Preparatory Academy has developed an engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students’ scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies:

Montgomery Preparatory Academy Social Studies curriculum includes the examination of historical documents, so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.

Art:

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics. Montgomery Preparatory Academy Parent and Student Handbook 2019-2020.

Physical Education:

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

Montgomery Preparatory Academy will hold Parent/Teacher Conferences October 18, 2019 and February 13, 2020 to discuss academic progress of students. During this time an introduction and review of the School-Parent Compact will be discussed and signed to ensure parents understand the partnership between the school and the parents.

Provide frequent reports on their children's progress:

Montgomery Preparatory Academy will provide official Interim Progress Reports four times a year. The following dates are when the Interim Progress Reports will be issued for the 2019-2020 School year.

- September 11, 2019
- November 15, 2019
- February 7, 2020
- April 17, 2020

Provide parents reasonable access to staff:

In alignment with the School/District Board Policy on Parental Involvement, the school will develop a constructive and productive relationship with students and parents, with the purpose of increasing student achievement and improving family engagement. We will constantly involve parents in the learning experiences of their children on and off campus. The school will communicate via newsletters from the principal on a monthly basis, newsletters from teachers on a weekly basis, and School Reach announcements in the form of telephone messages and/or text messages from the principal, Dean of Academics, teachers, office staff and/or PTO on an as-needed basis. These practices will keep parents engaged in a continuous dialogue.

The school understands the value of our parents as stakeholders. In addition to having PTO members serving on the school's committees and the SIP team, we will offer all parents the opportunity to be present and provide feedback in all efforts and components connected to the school learning community. The school will offer several surveys with open and closed ended questions to parents to elicit authentic feedback. Surveys will be available at PTO meetings, parent learning events, the annual fall Title I parent meeting, the annual spring SIP parent meeting, and during other parent/family events as needed. Parents who provide an email address will receive notifications and reminders that way, in addition to School Reach phone text messages and phone calls. The principal's monthly newsletter and the school's monthly calendar will also be posted on the main corridor's bulletin board. Parents will receive monthly calendars and principal newsletters relevant to the upcoming month's activities. Parents are also encouraged to email and call teachers.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities:

Parental Partnership:

Visitor and Volunteer Guidelines Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General:

Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site may obtain a Volunteer Authorization and Release form in the school office.

All visitors and volunteers must be processed through the electronic visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.

All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.

All visitors and volunteers must reinforce and demonstrate the school's Moral Focus Philosophy.

The distribution of literature, without prior approval from the classroom teacher or the principal, is prohibited.

Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.

Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.

The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.

Appropriate dress is required at all times.

Smoking, tobacco, and alcohol use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

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Classrooms:

The teacher is ultimately responsible for the students and activities in his/her classroom.

Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students. Student infractions must be addressed by the classroom teacher.

Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.

Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips:

Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.

Volunteers should follow all instructions provided by the teacher or school.

Smoking is prohibited in the presence of students.

Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the activity. "Side trips" are prohibited.

Volunteer drivers should leave radios off and avoid playing music.

Volunteers should behave appropriately when participating on field trips. Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school’s high expectations and standards. Each parent, student, and teacher is asked to pledge his/her commitment by signing below:

Parent/Guardian Commitment: I fully commit to my child’s education in the following ways:

- I understand that my child is enrolled in this school so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child’s attendance, homework completion, and read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

Parent Signature: _____

Parent Printed Name: _____

Date: _____

Student's Commitment:

I fully commit to this school in the following ways:

- I am enrolling in this school, because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements, because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature: _____

Student Printed Name: _____ Date _____

Teacher's Commitment:

I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature

Date

Montgomery Preparatory Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and, as appropriate, to participate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Montgomery Preparatory Academy Parent Involvement Calendar 2019-2020 School Year

July 2019	Family and Fun Day
August 2019	Beat the Heat (Reconnect with Montgomery Preparatory Academy) Parent Orientation Meeting Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
September 2019	Monthly Moral Focus Celebration Title I Parent Learning Event (i.e. Reading night, Math night etc.)
October 2019	Monthly Moral Focus Celebration Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
November 2019	Monthly Moral Focus Celebration Family Math Night (Math Games)
December 2019	Monthly Moral Focus Celebration Holiday Program
January 2020	Monthly Moral Focus Celebration
February 2020	Monthly Moral Focus Celebration Black History Month Family Program "Very Important Players" (VIP) Day Parent/Teacher Conferences

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March 2020	Monthly Moral Focus Celebration Parent SIP Meeting Reading Night – parent and student event
April 2020	Monthly Moral Focus Celebration
May 2020	Monthly Moral Focus Celebration Year-End Carnival/Party

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's education record.

Moral Focus

To support the Moral Focus program and philosophy, a morning ceremony is held the last Friday of each month at 8:15am. During the ceremony, students recite the Pledge of Allegiance and the Student Creed. The staff and/or students lead a brief discussion of the month's virtue and perform a skit or lead another activity to exemplify the virtue. A Student of the Month awards ceremony is included with the Moral Focus program on the last Friday of each month at 8:15am. Students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the ceremonies.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-directed and individual responsibility
- Students will develop independent study skills
- Students will become organized
- Students will learn to budget their time
- The learning process will be expanded though extensions not accomplished in the school setting.

Guidelines

1. Parents and students should expect homework each weekday evening. Students in grade 4-8 are assigned homework to complete during the weekend.
2. Assigned homework that requires completion is a part of each student's evaluation. Any homework assignment that is not turned in on time will receive a maximum of 50 percent credit. If a homework assignment is one week or later, the assignment will be recorded in the teacher's gradebook as a zero.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of nights' homework is assigned may increase depending on the maturity and ability of the students.

Make- Up Work

Students have an obligation to complete assignments missed during illness or unexpected absences from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to conduct their teachers to secure missed assignments. Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the teachers' discretion.

In case of prolonged absences due to illness, the student's teacher should be called, so necessary arrangements can be made to have assignments picked up. At the request of the parents, the teachers will provide assignments for a student who is absent two or more days. Parents must call before 8:00am on the day the homework is needed in order to allow the teachers adequate time to assemble the assignments. Parents must pick up the assignments after 3:15p.m. on the date requested.

Suspended students' homework may be picked up in the main office after 12:00p.m. on the first day of suspension. Suspended students are required to turn in their late work the day they return to school. They do not receive make-up days.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the district's computer network for creativity, communication, research and task related to the district's academic program. All use of computers furnished or created data, software and other technology resources as granted by the district are the property of the district and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the districts computer network and the school's technological resources.

The school educates students about appropriate outlined behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received or stored using the district network or Internet connections, including email. Users do not enjoy any expectation of privacy when using any district's technology or transmission originating within or around school property.
2. **Bullying:** The school prohibits cyber-bullying an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant message, personal websites, online social directories and communities, video posting sites and online personal polling websites, to support deliberate or repeated hostile behavior, by an individual or group that is intended to defame, harm, threaten, intimidate or harass students, staff members or the school during or outside hours and on or off school premises.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be

respected. Use of any other organization's network or technology resources via the district network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by the district to ensure the safety and integrity of data, the district makes no warranties of any kind, either expressed or implied for the service it provides. The district will not be responsible for any damage data.
7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly and excessive use is wasteful. Documents must obtain permission from an instructor before printing documents.

Internet Use

The internet is a vast collection of resources readily available to any user on any computer connected to the it. The district integrates the use of these resources into student instruction. Student internet usage is permitted only in the presence and supervision of a teacher, the child's parent or other designated adult school personal. The district is not responsible for the accuracy or quality of information obtained through the Internet or the district's computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with student but ultimately parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors are harmful to minors. Schools subject to CIPA must adopt a

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policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking" and other unlawful activities by minors online, (d) unauthorized disclosure, use and dissemination of personal information regarding minors, and (e) restricting minors access to harmful materials.

The district complies with CIPA by deploying a web content filtering product which categorizes Internet sites and sends updates to the district site-based hardware. A process is in place for changing the categorization of the websites.

Student Responsibility: Search and Seizure Practices and Procedures

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and any other electronic devices are not permitted on school grounds or at school-related events unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she have the right to search for and confiscate the electronic device.

Although we highly encourage students to leave all electronic devices at home, students may need to bring their cell phones to school. The following procedures will take place every day to keep all students safe and focused on their education during the school day:

1. Students will power off their phones and turn them in to their homeroom teachers every morning.
2. Teachers will lock up cell phones during the school day.
3. At the end of the school day, teachers will return cell phones to students prior to dismissal.

Please keep the following in mind:

1. If a cell phone is not turned in during arrival it will be confiscated during the day. That phone will then remain at the school until an adult comes to pick it up from the school.
2. Students will be able to make phone calls to parents/guardians from the classroom.
3. Parents/guardians may contact the office or the classroom teacher regarding change of dismissal or other information the child needs to know before he/she leaves the building.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal or Principal designee has a reasonable suspicion that a violation of the Student Code of Contact has occurred. The search may include the student's person, backpack, purse, pockets, shoes and/or other personal property. A physical contact search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Student Responsibilities: Student Code of Conduct

Our goal is to offer a quality education. To fulfill this goal, students need a positive, safe and orderly environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunity to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others and being considerate of others' and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgement of school staff and administration, whom the Board of Directors has given the authority and responsibility for discipline problems arising within the school. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

Acts of Misconduct:

The acts of misconduct listed in this Student Code of Conduct are not to be constructed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of the students.

A student violating any of the acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board Directors disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

Students are expected to follow the Code of Conduct when

- On school property;
- In a motor vehicle being used for a school related purpose;
- At a school-related activity, function or event;
- En route to or from school;
- At any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school.

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Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespected communications to staff, volunteer or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, picture or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco possession or use
- Trespassing, loitering
- Suspended or expelled students on school property or attending school activities
- False alarms
- Possession of electronic devices defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Possession of fireworks, explosive and/or chemical substances
- Possession and/or sale of alcohol and/or drugs (narcotics drugs, look-a-likes substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of weapons or dangerous instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Practices and Procedures
- Misconduct prior to enrollment
- Persistent disobedience
- Verbal assaults
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Excessive tardiness or absences as defined in the Attendance Policy

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The following acts of misconduct at school, as defined by state law, are subject to permanent expulsion from all public schools in the State of Ohio:

- Possession of a dangerous weapon
- Arson
- Criminal Sexual Conduct
- Physical Assault at school by a student grade 4 or above against an employee, volunteer or contractor of the school

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Ohio law requires the Board of Directors to permanently expel a student for possession of a dangerous weapon at school unless there is clear convincing evidence of one of the following:

- The student did not possess the object for use as a weapon or for delivery to another person for use as a weapon
- The student did not knowingly possess the weapon
- The student did not know or have reason to know that the object constituted a dangerous weapon
- The student possessed the weapon at the suggestion, request or direction or with express permission, of the school or police

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. The Board of Directors authorizes the school principal, assistant principal and /or grade-level dean to decide of the level of discipline to be imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student’s file. Discipline records will be included in any students file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by phone, email, mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriated disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When the behavior(s) has reached a level of persistent disobedience, the teacher and/or principal shall schedule a meeting with the parents in order to implement Behavior Support Plan or BSP. A BSP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BSP shall be signed by all parties and copies are made for the parent and kept in the student's file. Corrective Action Plan (A-CAP) will be implemented. A violation of a BSP may result in a Level 5 or Level 6 disciplinary action.

Level 5 SUSPENSION of 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS:

When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience not successfully addressed through a BSP, the school may impose consequences that include suspension of up to 10 school days or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract shall be signed by all parties and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in one Due Process Procedures of this Student Code of Conduct.

Level 6 LONG TERM SUSPENSION OR EXPULSION:

When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct, persistent disobedience, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or be expelled from the school. The student will be granted a right to a due process hearing to determine if the facts merit either a long-term suspension or expulsion from the school. When the act of misconduct violates the provisions of Section 1311(2) of the Revised School Code, the school will schedule a due process hearing with the Board of Directors to determine if the facts require the school to permanently expel the student, subject to reinstatement as provided in the statute. Upon request, the school will provide parents with information about reinstatement.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Bullying and Harassment

The school prohibits any and all acts of harassment, bullying and intimidation (including cyber-bullying) of students at school. Bullying is equally prohibited without regard to its subject matter or motivating animus. The school also prohibits retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying. Bullying means any written, verbal or physical act or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits or programs of one or more student; or
- Adversely affecting the ability of a student to participate in or benefit from the school’s educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress; or
- Having an actual and substantial detrimental effect on a student’s physical or mental health; or
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing and of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more pupils; or
- Adversely affecting the ability of a pupil to participate in or benefits from the Academy’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress; or
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health; or
- Causing substantial disruption in, or substantial interference with, the orderly operation of the Academy.

“At school” means in the classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or a school-sponsored activity or event whether or not it is held on school premises. “At school” includes conduct using a telecommunication access device or telecommunications service provider is owned by or under the control of the school.

Procedures:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the school principal. A student, volunteer or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior are encouraged to report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete with (3) three school days after a report or complaint is made.
4. Within two (2) school days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal and retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

As a general rule, prior to any suspension of the student, the school administration shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as a set forth in this section.

If, after providing the student with his/her due process rights, the school administration determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The student's parent shall be informed (in person or by phone) of the suspension and of the reasons and conditions of the suspension. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion

The Board of Directors will hear all long-term suspensions and expulsions.

If the student commits an act of misconduct that the principal believes warrants long-term suspension or expulsion, the student will be immediately placed on suspension for up to ten (10) school days pending the hearing.

1. Hearing for Long-Term Suspension or Expulsion

If a student is charged with a violation of the Student Code of Conduct carrying a consequences of long term suspension or expulsion, the student and his parents shall be notified of such in writing by registered mail, as well as the student's rights to due process as set forth herein.

The written notice of violation shall state the nature of the violation, the proposed consequences and the student's and parent's rights to a due process hearing at a specified time and place to

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determine (i) whether a violation occurred and (ii) whether the consequences of such violation merits the imposition of a long-term suspension or expulsion.

The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, the right to have the hearing held in a closed session and the right to a written determination of the result of the hearing.

At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Board of Directors. Minutes shall be kept of the hearing. Within a reasonable time following the hearing, the parent will receive a written determination of the decision. This document will inform the parent if there is any right to an appeal to the Board of Directors.

The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion.

2. Appeal of Long-Term Suspension or Expulsion
All discipline decisions made by the Board of Directors are final.

Miscellaneous Provisions

A. Voluntary Agreements

At any time, the principal or his/her designee may enter into written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

B. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of the principal shall be deemed to be trespassing. A suspended student is permitted on school property to attend the discipline hearing.

C. Maintaining Class Process

When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Definition of Terms

Behavioral Referral Reports – a specific written record of the student’s act of misconduct. It documents the date, nature of the offense and the disciplinary action taken by the teacher and/or administration.

Attendance Corrective Action Plan (A-CAP) – a written document that identifies the cause for excessive tardiness and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student and staff member.

Behavior Support Plan (BSP) – a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parent, student and staff member.

Behavior Contract – a written document that outlines the expected behavior and disciplinary action for a student. It is signed by the parent, student and staff member.

Criminal Sexual Conduct is defined by state law.

Dangerous Weapon is defined by law as any of the following: Firearm, Dagger, Dirk, Stiletto, Knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar or brass knuckles.

Gross Misdemeanor – a severe act of misconduct in violation of the Student Code of Conduct or State Law.

In-School Suspension – refers to a decision by the teacher and/or other school official to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must always be supervised by an adult employee of the building.

Out-of-School Suspension – refers to a decision by either the Principal or grade level Dean to temporarily remove a student’s right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long-Term Suspension – to remove a student from the school for a severe violation of the Student Code of Conduct, persistence disobedience or extreme non-compliance with school rules or state law.

Expulsion – a decision to remove a student from the school for up to 180 school days for either persistent disobedience or a severe violation of the Student Code of Conduct when the interests of the school are served by such an expulsion.

Permanent Expulsion – a decision to permanently remove the student from and public school if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or physically assaults school personnel in a school building or on school grounds.

Persistent Disobedience is repeated acts of misconduct.

Physical Assault is defined by law as intentionally causing or attempting to cause physical harm to another through force or violence.

Student Responsibility: Safe Schools Student Discipline Policy

The Board of Directors endeavors to ensure that the school is a safe place for teaching, learning and working. The school will take swift and appropriate disciplinary action for the following infractions:

Weapons, Arson, and Criminal Sexual Assault

Any student who possesses a dangerous weapon, commits arson, or commits a criminal sexual assault against another person while on school property or at a school-sponsored event shall be permanently expelled from the school subject to reinstatement according to state law. Furthermore, the school will contact local law enforcement as required by law. All students are subject to the Student Code of Conduct that follows this section and its related disciplinary actions.

Physical Assaults against School Personnel

Any student in grades four (4) or above who commits a physical assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property on a school bus or other school-related vehicle or at a school-sponsored activity or event shall be permanently expelled from the school subject to reinstatement according to state law. "Physical assault" is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades four (4) and under are subject to the Student Code of Conduct and its related disciplinary actions.

Physical Assaults against Students

Any student in grade four (4) or above who commits a physical assault against another student while on the school property, on a school bus or other school-related vehicle or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. "Physical assault" is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades four (4) and under are subject to the Student Code of Conduct and its related disciplinary actions.

Verbal and Written Assaults

Any student in grade four (4) or above who commits a verbal assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property on a school bus or other school-related vehicle or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances for up to one hundred eighty (180) school days. "Verbal Assault" is defined as an intentional display of force or communication that gives the victim reason to fear or expect immediate bodily harm. A bomb threat (or similar threat) directed at a school building, other school property or a school-related event is also viewed as verbal assault. For the purpose of this policy, the areas of assault listed above, when placed in writing, recorded on tape or CD or transmitted by email, recorded on social media, shall be viewed as written assault. All student, including those in grades four (4) and under are subject to the Student Code of Conduct and its related disciplinary actions.

Illegal Drug Possession

Any student who possesses illegal drugs while on school property on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) days. All students are subject to the Student Code of Conduct and its related disciplinary actions.

Gross Misdemeanor and Persistent Disobedience

Students guilty of a gross misdemeanor or persistent disobedience may be suspended or expelled.

Application to Students with Disabilities, Child Find or Student Due Process Rights

This policy shall be applied in a manner consistent with the rights secured under federal (IDEA 2004) and state law to students who are determined to be eligible for special education program and services. A copy of the Procedural Safeguards for Special Education Students can be obtained from the school office.

When considering disciplinary action for student who are not eligible for special education, the leadership team at the school will give serious consideration to the length of each suspension and the potential educational loss that the suspended student will incur. Repeated suspensions may result in a denial of Free Appropriate Public Education (FAPE). The school views and series of suspensions as an indicator of potential disability under Federal Child Find guidelines and may consider using the school's Intervention Assistance Team (IAT) to address the potential disability needs of the child.

Parental Partnership: Communication

Effective communication between the school and home is vital to the successful academic, emotional and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through newsletters, telephone calls, emails, text messages, social media and individual and group meetings.

Parent-Teacher Conferences

Parent-Teachers Conferences are conducted face to face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress and discuss his/her strengths ad opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parent Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon and in each period in each middle school class period.

Arrival

Students should arrive at school between 7:15am and 7:40am. They may not run, shout or otherwise act in a disorderly manner. All students wearing hats should remove them upon entering the building. Prompt arrival is essential; late arrivals cause distractions and have a negative academic impact on the rest of the class.

Dismissal

School dismisses at 3:00pm In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30pm.

Breakfast is served in the lunchroom from 7:15am-7:40am.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homeroom after the start of either class or morning ceremony, if held prior to class. Early dismissals from school will also be considered tardiness. Parents who dismiss their child early from school, for any reason, must sign the child out in the main office.

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The tardy is considered unexcused unless a note is provided by the parent the day of the tardy and the tardy is excused under the reasons below. The note must contain the following information:

- Student's name
- Teacher's name
- Date of tardy
- Reason for tardy
- Phone Number
- Signature of the parent

If a tardy is due to a doctor or dental appointment, a note from a physician is also required. Tardies are excused for only the following reasons:

- Personal Illness or Injury
- Funerals
- Doctor or dental appointments (which can be arranged outside of school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

Abuse of excused tardies will be addressed by the principal and may result in unexcused tardies with disciplinary action taken under the Student Code of Conduct in the sole discretion of the principal.

Absences / Truancy

The district will follow Ohio Department of Education policies and procedures for addressing multiple absences and addressing truancy.

<http://education.ohio.gov/getattachment/Topics/Chronic-Absenteeism/Ohio-s-Resource-Guide-to-Reduce-Chronic-Absenteeism.pdf.aspx>

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal Form available in the main office. A voluntary withdrawal does not preclude the principal or board of directors from administering disciplinary actions for acts of misconduct occurring prior to the voluntary withdrawal and including the act of misconduct and disciplinary action in the student's record.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions and competitions. Implementing a simple, flexible, cost-effective dress code promotes student learning and increased academic instructional time. Interpretation of the Dress Code is at the principal and staff discretion and their decision is final.

Personal Hygiene

The personal grooming of students should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school.

General Expectations

Students are required to abide by the following:

- Shirts must be a short or long sleeve collared polo. (K-2 Gold Polo, 3-5 Grey Polo, 6-8 Maroon Polo)
- Slacks must be Khaki
- Students must wear a shoe that encloses the foot.
- Montgomery Preparatory Academy hoodies are permitted for all grades during winter months
- Hats and head scarves may not be worn inside the building. This provision does not apply to head coverings worn for religious reasons if the student applies for and receives approval from the school administration to wear such head coverings.
- Extreme hairstyles are not permitted. Hair color must be of natural tones and may not be professionally colored, dyed or streaked.

Boys Dress Code

- Khaki pants or shorts must be worn.

Girls Dress Code

- Khaki pants, skirts or skorts must be worn. All bottoms must be longer than the fingers when the student's arms hang at her sides or no more than three inches above the knees.
- A reasonably number of small earrings are permitted. Only ears may be pierced.

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site may obtain a Volunteer Authorization and Release form in the school office.
2. All visitors and volunteers must be sign in and sign out in the main office. They may not walk directly to any classroom unless given permission by the office staff.
3. The distribution of literature without prior approval from the classroom teacher or principal is prohibited.
4. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
5. Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
6. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over religion nor share their personal religious views with students.
7. Appropriate dress is required at all times.
8. Smoking, tobacco and alcohol use are prohibited anywhere on school property in all indoor facilities and in the presence of students.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning and disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

Field trips are a privilege, not a right and participation is determined at the teachers' and administrators' discretion.

1. Volunteer drivers must provide a valid driver's license, proof of insurance and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones and anyone in attendance of a field trip may be required to submit to a criminal background check.
2. Volunteers should follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school or preapproved location immediately after the activity. "Side trips" are prohibited.
5. Volunteer driver should leave radios off and avoid playing music.
6. Volunteers should behave appropriately when participating on field trips.

COMMITMENT TO EXCELLENCE CONTRACT

To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school's high expectations and standards. Each parent, student and teacher is asked to pledge his/her commitment by signing below:

Parent/Guardian Commitment: I fully commit to my child's education in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve
- I realize that the expectations and standards at this school are high and agree to support them
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below
- I will monitor my child's attendance, homework completion and read school correspondence
- I will participate in parent-teacher conferences and volunteer for school activities when possible
- I understand that my child must behave respectfully and responsibly to protect the safety, interest and rights of others in the school.

Parent/Guardian Signature: _____

Date: _____