



UNIVERSITY
VIEW ACADEMY

Student Handbook
2019-2020

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School Mission Statement

Understanding, engaging, and empowering each unique student for college and beyond: this is University View Academy's mission. University View Academy provides a flexible and innovative learning environment that accommodates the needs of all learners.

School Information

University View Academy is a public school of choice that provides a fully online educational option for students in Louisiana in grades K-12 in addition to dual enrollment options. Students enrolled in University View Academy are required to participate in state testing and adhere to all district policies. Students who meet district requirements and graduation requirements as set forth by the state are eligible to receive a Louisiana diploma from UVA.

School Information	School Contact
School Phone Number	(225) 421-2900
School Fax Number	(225) 421-2901
School Address	4664 Jamestown Ave, Suite 100 Baton Rouge, LA 70808
School Office Hours	8:00 a.m. – 4:00 p.m., M-F
Superintendent	Dr. Michelle Clayton
Associate Superintendent & K-12 Principal	Dr. Pam Schooler
Student Services	(225) 421-2900 opt 2 studentservices@uview.academy
MacBook Air Support	MIS (225) 286-1600

Notice of Non-Discrimination

It shall be the policy of the University View Academy that the school district shall adhere to the nondiscriminatory provision of educational opportunities for children and no person shall be denied the benefits of any education program or activity on the basis of race, color, handicap, creed, national origin, age, or sex. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements. This includes, but is not limited to, admissions, educational services, financial aid, and employment.

Homeless Children & Youth Education Program

The Homeless Children & Youth Education Program of University View Academy carries out federally mandated policies to ensure that homeless children and youth have access to a free, appropriate public education on the same basis as children and youth with established residences. Laws, regulations, practices or policies should not act as barriers to the enrollment, attendance or school success of homeless children.

The McKinney-Vento Homeless Assistance Act

(Title X, Part C of the No Child Left Behind Act) provides the educational rights of children and youth in the following homeless situations:

- Children living in shelters, including domestic violence shelters
- Children living in welfare hotels/motels or weekly-rate apartments
- Children living on the streets or in cars, abandoned buildings, campgrounds, etc.
- Children living in substandard conditions-not fit for human habitation
- Abandoned/runaway children and youth
- Two or more families temporarily living together in crowded or undesirable living conditions due to loss of housing

THE RIGHTS OF HOMELESS STUDENTS

(Federal Law: McKinney-Vento Homeless Assistance Act) (State Law: La. R.S. 17:238/Public Law 107-110)

The law gives children and youth in homeless situations the right to:

- Stay in school of origin (school at the time of homelessness)
- Have immediate access to school enrollment without guardianship, proof of residency, immunizations, school records or other enrollment documentation
- Get transportation to school (where applicable)
- Go to preschool programs (where applicable)
- Get all school services they need
- Have enrollment disagreements with schools settled quickly and go to school while the disagreements are settled

School Calendar

Event(s)	Date(s)
First Day of School (Students)	August 13, 2019
<i>Labor Day (School Closed)</i>	<i>September 2, 2019</i>
<i>Fall Break (No School Students/Teachers)</i>	<i>October 7, 2019</i>
<i>First Quarter Ends</i>	<i>October 11, 2019</i>
<i>Thanksgiving Break (No School Students/Teachers)</i>	<i>November 25 – 29, 2019</i>
Students Return	December 2, 2019
<i>Winter Break (No School Students/Teachers)</i>	<i>December 20, 2019 -January 3, 2020</i>
<i>Students Return</i>	<i>January 6, 2020</i>
First Semester Ends	January 7, 2020
Second Semester Begins	January 8, 2020
<i>Martin Luther King, Jr. Day (School Closed)</i>	<i>January 20, 2020</i>
<i>Mardi Gras (School Closed)</i>	<i>February 24-26, 2020</i>
<i>Spring Break (No School Students/Teachers)</i>	<i>April 10-17, 2020</i>
Students Return	April 20, 2020
Last Day for Seniors	May 8, 2020
Last Day of School (Students)	May 22, 2020

Roles, Responsibilities

Student

- Communications – Students are required to communicate with their instructors and should respond to their teachers in a timely fashion.
- Interactive Lessons – Participation and attendance in Interactive Lessons leads to student success in their courses. Certain courses and/or individual academic needs will require students to attend all scheduled lessons. Refer to teacher communications for specific guidelines.
- Academic Honesty – UVA requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student’s own. If content other than commonly known facts is not properly cited, attributed, or credited, the work may be determined to be plagiarism. When academic dishonesty is suspected, teachers may require a student to attend a live session to

assess mastery of the skill in question. If a student or guardian refuses, the floor grade will be assigned. Issues of documented plagiarism (in writing assignments) will result in the floor grade automatically being implemented. Writing assignments with suspected plagiarism will be returned to the student with the link to the original work, and the floor grade shall be implemented.

- Self-Motivation – By maintaining a positive academic outlook and engaging in learning, students will experience individual academic success. Successful online students are those who decide for themselves that online learning is a choice they have made.
- Personalized Learning – UVA courses give students the flexibility to manage their own weekly pace for learning, while simultaneously targeting areas of academic need and/or specialty.
- Digital Literacy – Students should abide by the UVA Acceptable Use policy and have a working knowledge of computer systems, applications, email, Internet use, and routine keyboarding skills.
- Time Management Skills – Students must be able to organize and plan their “time frame for learning.” Students can do their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete weekly course requirements.
- Pace – All courses have instructor-set pacing guides for group and individual assignments. These guides assist the student in managing time realistically and effectively.
- Effective Written Communication Skills – Students will use Canvas messaging, discussion threads, and essay type questions to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential.

Parent/Guardian

- Communication – Maintain timely contact with teachers and school support staff to ensure student success.
- Contact – Maintain accuracy of home address, phone number(s), and email address(es). This includes advance notification of any temporary changes in availability.
- Engagement – Actively participate in student’s learning, as a Learning Coach, to assist UVA with ensuring weekly student participation and timely completion of courses as outlined in the District Engagement Policy.
- Digital Literacy – Abide by the UVA Acceptable Use policy and demonstrate a working knowledge of computer systems, applications, email, Internet use, and routine keyboarding skills to support learning.
- UVA and State Testing – Ensure student participation in state testing and provide transportation.
- Responsibility – Parents must provide the school with information of any illness, medication, or medical condition that may affect the student’s behavior and/or academic performance.
- Expense – UVA is tuition free and no specific fees are charged for programs or services provided to families. However, as with many school programs, certain expenses do fall within the responsibility of enrolled families, such as, but not limited to, headphones, routine home supplies, and/or travel. With verification of Internet service, UVA pays a supplemental stipend to assist with this expense. (See Appendix C)

Guardian Rights

1. Parents or guardians have the right to review with a counselor all official files and data which pertain to the student (under age 18) personally. Students 18 years of age or older may make the same request. They have a right to challenge the accuracy of the data through a formal hearing. Schools must produce such records for examination within 30 days of a written request. The school shall respond to reasonable requests for explanation and interpretation of a student's records.
2. No official record, file, or data pertaining to any individual student that is personally identifiable to the student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a particular person or agency. The transfer of student's discipline records will be made to other schools upon official request.

Non-Guardian Learning Coach

At their discretion, families can choose to appoint a non-custodial adult as their student's Designated Learning Coach. Please contact Enrollment Services at 225.421.2900 to receive a copy of the UVA DLCA form for role specific responsibilities.

UVA Engagement Policy

Students at University View Academy are required to remain engaged in school for the duration of the school year. Parents/guardians also have engagement responsibilities relative to monitoring their student(s) participation in the school.

To be engaged in school means that the student is:

- Completing work required by each teacher on a weekly basis.
- Staying in contact both through e-messages and phone. (i.e., returning e-messages, answering/returning phone calls in a timely manner)
- Participating in all in-person, required school and state testing events (i.e., DIBELS, LEAP, EOC, ACT, WorkKeys, AP Testing, CLEP testing)

To be engaged in school means the Guardian/Learning Coach (GLC) is:

- Monitoring student work completion and mastery
- Informing the school of absences after days missed and submitting doctor's note for absences due to illness
- Ensuring the student is completing all assessments on their own merits
- Remaining in regular, consistent contact with the teachers
- Ensuring arrangements have been made for the student to attend all in-person, required school and state testing

The following are a list of actions that are not conducive to student engagement and the potential consequences that may be utilized to assist students in addressing said actions. Please note this list is not all inclusive and the Principal/Designee has the final decision of any actions/conduct determined to be not conducive to learning and engagement.

- Student has not logged in to the school's platform for two or more weeks.
- Student has not submitted or completed work for two to three weeks in a course. Inactive students who fail to maintain contact with the teacher; fails to respond to any form of teacher communication three (3) or more times.
- Student has a failing grade (F) in three (3) or more courses.

Potential Consequences

- Student is notified through certified mail/robocall that he/she has been placed on an engagement plan.
- Student/family is required to contact the engagement team in the time period specified in their letter.
- Student/family is responsible for adhering to an engagement plan created by the teachers and engagement staff.
- Failure to contact the engagement team may result in home visits, a formal welfare check, and/or a truancy report to the state.

Due Process – Guardians

Parents/guardians who have concerns and/or would like to file a grievance may contact school leadership at 225-421-2900.

Attendance, Truancy, and Withdrawal

Public School Attendance

Because UVA is a full time public school program, students may not be concurrently enrolled in another public school or be registered as a home-school student.

Attendance:

UVA recognizes the distinct learning needs of our students grades K - 12. We have tailored our learning programs, partnerships, and instruction to best deliver developmentally appropriate and engaged learning. However, for learning to occur, our students must be in attendance.

If a student will be absent, the parent must contact the school to report the absence:

K-8 Lindsay Toole (225)372-8405

9-12th Sandy Daigle (225)372-8410

Truancy:

To maximize student learning, regular attendance is imperative. UVA offers a great deal of flexibility regarding how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, UVA has zero tolerance for truancy. Guardians are held legally responsible for ensuring that their student is fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Parents/guardians understand how to avoid having their student be considered truant and to understand the consequences of truancy.

In order to avoid truancy, the Guardian/Learning Coach (GLC) must ensure that the following activities are taking place:

- ✓ The student completes assigned lessons and assessments.
- ✓ The student participates in educational activities for an appropriate number of hours as outlined in the Attendance section.[j7]
- ✓ The student maintains expected routine contact with teachers.
- ✓ The student attends all lessons, including Interactive Lessons, assigned as mandatory.
- ✓ The student is able to demonstrate that he/she is doing his/her own schoolwork.
- ✓ The student attends all assigned state testing.
- ✓ The GLC has communicated with the Advisory Teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

§1117. Child Welfare and Attendance

Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of chapter 2 of title VII of the *Louisiana Children's Code* relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.

Withdrawal:

In the event a student needs to be withdrawn from UVA, the guardian must contact the following UVA personnel:

K-8 Lindsay Toole (225)372-8405

9-12th Sandy Daigle (225)372-8410

Testing/Screening Participation Requirements

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. Therefore, all students enrolled in University View Academy will be required to participate in the state standardized testing program.

The school will work closely with guardians, learning coaches, and students as they prepare for required testing. If a student is not able to participate in testing due to illness, the guardian will be required to provide documentation for nonparticipation, and the student may be required by the school to take a makeup test.

Students attending UVA will be required to take all assessments in accordance with Louisiana public school and UVA specific requirements. Earning a diploma is contingent upon participation and

meeting minimum requirements. According to Bulletin 741, earning a diploma is contingent upon meeting testing requirements set forth by the state of Louisiana.

Parents must plan for transportation to ensure their child's presence at all mandatory tests and are expected to help the school comply with UVA's responsibility to fulfill the state testing requirements.

Hearing and Vision Screening

All students in grades 1, 3, 5, 7, 9, and 11 are screened annually to monitor hearing and/or vision to identify potential issues that could interfere with academic success. Screenings are held in several locations. Further information will be provided to families by the school.

Kindergarten Readiness Screening

All kindergarten students must participate in a Kindergarten Readiness Screener. Screenings are held in locations statewide. Detailed information will be provided by the school once school starts, August 2019.

DIBELS Testing

All students in grades K - 3 must participate in DIBELS testing multiple times throughout the school year. The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** tests are short fluency measures used to regularly monitor the development of early literacy and early reading skills.

STAR/LEAP 360 Testing

STAR is an adaptive test that adjusts to your child's learning level, determining what they have learned and their academic learning path moving forward. The assessments will track each student's academic growth. UVA uses STAR results to guide instructional decisions and offer targeted support. Students in grades K-2 will take the STAR test in reading and mathematics three (3) times per year. Students in grades 3-8 will take the LEAP 360 test in ELA and mathematics three (3) times per year. At the discretion of UVA, students in grades K-2 may be scheduled to take the STAR test in person when DIBELS is being administered. If this does not occur, students will take the STAR test online. Students in grades 6-8 will take the LEAP 360 test online. These tests may be administered and monitored by Proctor U.

ACT WorkKeys®

ACT® WorkKeys® assessments help measure the workplace skills that can affect job performance. Successful completion of assessments can lead to earning a National Career Readiness Certificate (NCRC)—a credential that verifies foundational workplace skills.

Students that score lower than an 18 on the ACT will be required to take the WorkKeys assessment in addition to the ACT.

Students must present a government-issued ID (Driver's License or ID card) at the time of testing. This ID is available at your local Department of Motor Vehicles.

ACT® Test

The ACT is a curriculum and standards-based tool that assesses students' academic readiness for college. ACT testing is MANDATORY in tenth (10th), eleventh (11th), and twelfth (12th) grades. UVA will provide ACT testing vouchers for every student to take the ACT once per grade level starting in 10th grade.

State Testing (LEAP 2025 and End of Course Exams)

State testing will be administered in a proctored setting at sites arranged by the school. Further information about dates and locations will be provided to families. All students in grades 3-8 must participate in LEAP 2025 (Louisiana Educational Assessment Program). All students enrolled in courses with LEAP 2025 Exam (End of Course) will participate in LEAP 2025 or End of Course Exam.

In 2018-2019, Louisiana transitioned to five-level LEAP 2025 high school assessments to replace the four-level End-of Course tests. This transition will provide a consistent measure of student performance and growth from grades three through eleven.

LEAP 2025: English I and English II, Algebra I, Geometry, U.S. History, and Biology

Proctored Exams

UVA may, at its discretion, require a proctored segment exam for any student on a situational basis.

Grading, Promotion, and Credit Evaluation

Grades K-12 Grading Scale

Grade	Grade %	Standard Course Quality Points	Honors Course Quality Points
A	93-100	4.00	5.00
B	85-92	3.00	4.00
C	75-84	2.00	3.00
D	67-74	1.00	2.00

F	0-66	0	0
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K-12 Floor Grading Policy

UVA will assign failing grades based on a floor grade system. For all assignments in which a student submits content that demonstrates effort to complete an assignment but fails to earn a grade of 60% or better, the floor grade of 60% will be assigned. In cases where a student does not attempt to complete an assignment by submitting work, a floor grade of 50% will be assigned after the assignment is two weeks past due.

Adjusted Grading Score for High School AP Courses/Dual Enrollment

Grade	Grade %	Quality Points
A	90-100	5.00
B	80-89	4.00
C	70-79	3.00
D	60-69	2.00
F	59 or below	0.00

Promotion

See District Pupil Progression Plan for more information.

Middle School Students Enrolled in High School Credit Courses

Grades earned for high school credit courses are part of the high school transcript and are included in the middle school grade point average (GPA) but are *not* included in the high school grade point average (GPA).

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D or higher.

Class Rank for Determining: Valedictorian and Salutatorian and Graduation Honors

For the purpose of determining class rank, valedictorian, salutatorian and honor graduates, cumulative grade point averages shall utilize the exact calculation and shall not be rounded up.

Valedictorian and Salutatorian: Senior class rank will be determined by the students' weighted grade point average, including all subjects in grades 9-12. Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also. To be considered for valedictorian and salutatorian, the student must be enrolled at UVA for the entire senior year and must have been in attendance for the last four (4) semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Graduates: All seniors who compile a grade point average of 4.0 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.80-3.99 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.6-3.79 shall be designated as graduating Cum Laude. All seniors who compile a grade point average in the range of 3.4-3.59 shall be designated as graduating with honors.

High School Graduation Pathways and Early College Program

Please contact high school counselors or earlycollege@uview.academy for more information.

High School Credit Recovery

Credit Recovery shall be intended to help students by delivering educational services in a flexible, time-efficient manner in order to help them succeed academically and ultimately graduate. Credit recovery courses shall be aligned with Louisiana Board of Elementary and Secondary Education (BESE) approved statewide course content standards for required subjects. Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Some credit recovery courses may or may not be approved by NCAA.

National Honor Society/National Junior Honor Society and Beta Club

Students who are in good academic standing, have attended UVA for at least one semester, and meet other eligibility requirements, may be eligible to join the National Honor Society, the National Junior Honor Society, or Beta Club. Please contact your school for more details.

Services for Special Populations

Individuals with Disabilities Act (IDEA) Eligible Students

Some students' disabilities may require special education and related services to meet their unique needs and to support them in attaining both their short and long term educational goals. These services are governed by federal legislation via the Individuals with Disabilities Education Act (IDEA 2004).

At the time of enrollment, all guardians who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP). It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Director of Special Education and, if necessary, a member of the special education staff will contact the family to discuss specific student needs or to clarify the information.

The student's annual review date is noted, and once enrollment is complete, the team will schedule IEP meetings, as necessary. The IEP team is comprised of educators, the student's parents, and other key individuals as needed. The IEP defines the special education and related services the student will receive as well as the goals that he/she will work toward, and the environments in which the services will be delivered.

Due to the online nature of the school, the services are typically provided over the Internet with real-time conferencing software. The IEP team ensures the service is provided in compliance with the IEP. The team locates and secures the provider and handles all contracting and financial issues.

Rehabilitation Act of 1973: Section 504 Eligible Students

SECTION 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504" is a nondiscriminatory statute enacted by the United States Congress that prohibits discrimination based upon a disability. The Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial eligible students, employees, and other individuals with disabilities for reasonable accommodations that enable them to work and learn. A team (School Building Level Committee) knowledgeable of the student determines, with evaluation data, if the individual meets eligibility criteria. Section 504 provides an "even playing field" through accommodations. If students are in need of more exceptional services they may meet eligibility for educational services under "Individual with Disabilities Education Act (IDEA), because additional measures shall be taken to provide students with "free and appropriate public education" (FAPE).

Gifted and Talented Education

UVA's Gifted and Talented program is available to identified (Gifted IEP) students only. Gifted and talented classes are available in grades 3-12 in identified subjects. Louisiana policy will not allow

students to participate in gifted and talented level classes without an IEP. New students may be identified as gifted and/or talented prior to enrolling in UVA, but this identification must be in accordance with Louisiana's identification process and documentation must be provided to the UVA enrollment team by the student's family.

Academically advanced high school students may participate in Advanced Placement and dual enrollment courses. Gifted students may be advanced up to two grade levels if supported by academic performance, teacher recommendation, school building level committee (SBLC), counseling staff, and parents.

Bullying and other Prohibited Behaviors

UVA is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, guardian or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship.

These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. If called into question, UVA will use the strict legal definitions established in Louisiana law. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion, and may be directed persistently towards particular victims.

Cyber-bullying – a patterned use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

The school administration will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as live interactive sessions, participation in clubs and activities, e-messages, text messages, discussions, and telephonic communications; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's guardian who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, school principal or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator. Every student is encouraged, and every staff member is required to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action.

Confidentiality

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and/or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school principal or appropriate administrator shall notify in writing the guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally

false reports may result in disciplinary action as indicated above. This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their guardian(s) may file written reports regarding any suspected prohibited behavior by sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the school principal for review, investigation, and action. Students and/or their guardians may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Privacy

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Discipline

All students enrolled in University View Academy are expected to conduct themselves in accordance with the rules of the school, and parents are expected to cooperate with the school staff in helping students maintain this conduct. Student codes of conduct are set forth in this handbook.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (the Learning Management System). (See Engagement Policy & Prohibited Behaviors)

2. Suspension

When a student is suspended, he or she is temporarily removed from class (the Learning Management System) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record. (See Engagement Policy & Prohibited Behaviors)

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record. (See Engagement Policy & Prohibited Behaviors)

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Appendix A: Drug, Alcohol, and Tobacco-Free School

University View Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any alcoholic beverages and/or illegal, controlled and/or dangerous substances(narcotics) not prescribed by a physician, by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy.

It shall also be a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a University View Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's guardian and local authorities will be notified. The student's guardian will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. The Guardian/Learning Coach will be required to make arrangements for immediately removing the student from the school event or activity in such event.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the school leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's caretaker and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

APPENDIX B: Information About Malware and Nuisance Software

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later. Included below are common sets of terms that are clear warning signs that the user may be exposed to negative consequences. These are used by many well-known software companies and service providers.

- Example 1: “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

Comment: This is designed to make the user feel comfortable but may expose the user to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- Example 2: “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non- personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”
- Example 3: “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals. Correcting problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders takes time away from responsible users and results in longer delays in helping them. Please remember that it is essential that the activities of students be supervised.

UVA has designed the MacBook’s to be interchangeable and erased/imaged remotely. Students should routinely backup any school/academic files. In the event of device infection or corruptions, UVA reserves the right to immediately wipe or replace the device.

Appendix C: Internet Subsidy

Each family will receive a \$150.00 subsidy for internet use, unless the family elects to waive the subsidy payment. The subsidy is awarded on a per family basis, not a per student basis. The subsidy will be paid out two times during the school year in \$75.00 increments.

Families must be enrolled during the time periods indicated below to receive each corresponding subsidy disbursement. Partial or overlapping enrollments will not be awarded. UVA does not provide a subsidy for the summer months. These payments will begin March 30th for the first semester and June 30th for the second semester.

Credit Issuing Schedule

Required Enrollments for Disbursement	Months Covered
Must be enrolled through end of first semester	August, September, October, November, December
Must be enrolled through end of second semester	January, February, March, April, May

Appendix D: Technology Usage - Students Acceptable Use Policy (AUP) for Technology and Internet Use.

The purpose of University View Academy's technology resources is to enhance student learning by providing students with the latest tools to make learning relevant to the goals of the workplace. This is accomplished by facilitating student research, differentiating instruction, accommodating student needs, augmenting student communication skills, and motivating students to become life-long learners. In an effort to provide students the resources accessible through a computerized information resources such as the Internet, UVA believes it is necessary for all people to become aware of acceptable uses of technology. The academic benefit of having access to resources from all over the world must be weighed against objectionable materials found on the Internet. Faculty, students, district leaders, and the community must work together as knowledgeable and collaborative partners to support the academic benefits of these resources while helping students avoid the sometimes inaccurate and/or objectionable resources available through technology.

UVA provides all students with access to their own MacBook computer for school use. Students are expected to appropriately use this equipment as defined herein. Guardians are solely liable for any intentional/negligent loss, damage, or misuse of computer equipment provided by University View Academy while in their possession or the possession of students or Learning Coaches. In the event a device is stolen, guardians have 24 hours to contact UVA, obtain a police report, and email UVA a signed copy of the report.

Acceptable use of these resources shall be consistent with the philosophy, goals, and objectives of University View Academy. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. The school retains the right to monitor all computer usage and files for compliance with all regulations and/or procedures. Accordingly, regulations for participation by anyone on the Internet shall include, but not be limited to, the following: Appropriate language and manners, which demonstrate honesty, ethics, and respect for others, shall be required. Individual students shall be permitted to have messaging accounts created in the SIS. Student message accounts shall not be considered private and will be monitored by district personnel.

Use of technology resources for any illegal activities is prohibited. Illegal activities include but are not limited to: (a) copyright or contract violations, (b) tampering with computer hardware or software, (c) unauthorized entry into computers and files, (d) knowledgeable vandalism or destruction of equipment, and (e) deletion of computer files. Such activity may be considered a crime under state and federal law. No user is permitted to knowingly or inadvertently load or create a computer virus or load any software that destroys files and programs, confuses users, or disrupts the performance of the system.

Invading the privacy of another user, using another's account, posting personal messages without the author's consent, and sending or posting anonymous messages shall be forbidden. Accessing pornographic or obscene materials or using or sending profanity in messages is forbidden.

Perusing or otherwise accessing information on manufacturing bombs or other incendiary devices shall be forbidden. Email, web access, and other electronic communications should not be considered

private. While it is a violation of policy for a user or student to attempt to gain access to information for which they do not have authorization, authorized staff may monitor or examine email, file folders, and communications to maintain technology integrity, to ensure users are using the technology responsibly, or for any other reasonable purpose.

Students' use of school computers is provided for academic purposes. All students using a school computer accessing the Internet shall be accountable for its use. This shall include, but not be limited to: (a) unauthorized use resulting in expenses to the school; (b) equipment damage; (c) use of illegally obtained/malicious software; (d) privacy and copyrights; (e) tampering; (f) accessing obscene and objectionable materials; (g) sending or soliciting inflammatory, abusive, harassing, vulgar, or obscene messages or language; (h) disregarding established safeguards which align to UVA technology systems to the Children's Internet Protection Act; (i) using another's password or sharing passwords with others; and (j) any action that is deemed inappropriate by supervisory personnel. Email and student or class files on the network are analogous to school lockers, that is, these accounts will be treated as district property subject to control and inspection, rather than private property which cannot be searched without just cause. The network administrator (or designee) shall assign access codes or passwords if and/or when it is needed. Use of the UVA MacBook to access the Internet is considered a privilege and any inappropriate use may result in disciplinary action and loss of privileges to use the MacBook. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district's systems may result in one or more of the following consequences: (a) temporary or permanent loss of privileges, (b) payments for damages and repairs, (c) UVA Engagement Policy, (d) suspension, expulsion, and/or (e) civil/criminal liability under other applicable laws. UNAUTHORIZED AND ILLEGAL USE tampering with selection menus, procedures, or icons for the purpose of misleading or confusing other users shall be prohibited.

Appendix E: Notification of Rights under FERPA for Elementary and Secondary Schools and Notice for Disclosure of Directory Information

The *Family Educational Rights and Privacy Act (FERPA)* affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the UVA receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, virtual school representative, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has

a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35

- In connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§99.31(a)(3) and 99.35). In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a) (10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a) (11))

Appendix F: Parent Involvement Compact

Parents, students, and the entire school staff have a shared responsibility to help students achieve academic success.

This Parent Involvement Compact lists mutual responsibilities for attaining the school's mission. This compact, signed by a school representative, a parent and the student, is in effect until revoked.

University View Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the students, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Louisiana's high standards.

University View Academy's Commitments

- Involve parents in planning, reviewing, and improving the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
- Involve parents in developing the School-wide Program Plan, in an organized, ongoing, and timely way.
- Hold at least one 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.
- Provide information to parents of participating students in an understandable and uniform format and including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide opportunities (upon request) for regular meetings so that parents can provide suggestions, and participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessments in at least math, language arts, and/or reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four 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).

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child participates in school regularly
- Establish a time and quiet place for my child to complete schoolwork
- Ensure that my child participates in all required state testing
- Support the school in its efforts to maintain proper discipline
- Read school communications and respond when necessary
- Attend school functions, support school activities, and make every effort to attend parent teacher conferences
- Actively participate in decisions relating to the education of my child
- Show an interest in my child's well-being and encourage my child to do his/her best
- Share information and concerns about my child and about the school and work together with the school to resolve problems

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all the following:

- Participate in school regularly and be prepared with all materials, including school work and a positive attitude
 - Put forth my best effort- that includes paying attention and participating in class discussions and asking for help when needed
 - Promptly deliver to parent(s) and teacher(s) all letters, messages, and notes from school or home
 - Cooperate with other students and adults involved in lessons and classes
 - Respect the rights and property of others and follow all school rules. This includes showing respect by not acting in a hostile manner or creating fear in others
 - Use appropriate language to communicate with adults and other students and be responsible for my own behavior
-