

2016 - 2017

# Parent-Student Handbook



K-8

“Start Early, Start Strong”

The College Preparatory and Leadership Academy of High Point

5700 Riverdale Drive

High Point, NC 27282

336-884-0131

[www.ThePointCollegePrep.org](http://www.ThePointCollegePrep.org)

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Dear Parents, Guardians and Members of the Point,

Five years ago a small group of parents, educators, and community members had a “crazy” idea: to open a school. After months of planning and petitioning the state for approval, The College Preparatory and Leadership Academy of High Point was born from the belief that our children deserve an education that will prepare them to be great men and women in the community and in the world.

As you know, there are many wonderful schools in our state. What makes our charter school different from traditional schools in the county is the fact that we must recruit and retain our students. All charter schools are schools of choice. Charter schools are also held to a higher academic standard than traditional public schools. Our students must perform well on standardized tests, and our teachers must continue to grow as professional educators. Other schools don’t give as much homework, don’t stress re-teaching and re-testing, don’t provide summer school, and don’t offer Saturday school. We do. Why? Because, we embrace the challenge to make sure all students are at/or above grade level, and for those who are advanced learners, we embrace the challenge to stretch them even further.

As we continue along our journey together, this student handbook is designed to lay the groundwork for our common expectations in creating a high achieving and supportive academic and social environment. This handbook communicates the basic policies and procedures that we all must follow to ensure that teaching, learning, and attainment remain the focus of each minute of every day. However, these policies and procedures are just a starting point. As we progress through the year, together we will continue to build our shared learning community.

Most schools have handbooks filled with rules. In the place of rules we establish high expectations for all of our staff and students. While we may be forced to follow rules, we all rise to expectations. If we establish expectations instead of rules, then we are creating leaders instead of followers. If our expectations are universally high for all of our students, then our students will rise to them. Over the past four years our teachers and students have proven what is possible, and on August 18, 2016, we will welcome our first high school students to The Point. Yes, we are still “crazy enough” to believe that we can and will empower our children from kindergarten (and soon PreK) to high school and through college.

Thank you so much for joining us on this journey. You are officially a part of the Point Royal Family. The 2016-2017 school year will be phenomenal.

In service to you,

Dr. Michelle T. Johnson,  
Co-Founder and Superintendent of Schools

## Who We Are

**Mission:** We produce future college graduates who are dynamic student leaders with exceptional intelligence and a strong sense of who they are and what they can achieve.

**Vision:** To create a learning organization that educates, inspires and transforms students, families and communities.

**Core Value:** We empower and equip people with strategies to win.

**Core Belief:** We believe if you change the educational culture in the home and community and increase the earning potential, you improve an entire family's life chances. To do this, we promote a college-bound culture beginning in kindergarten that emphasizes The Point's 5W's of a college education.

### Who is college material?

The Point believes all students, regardless of race/ethnicity, economic status, gender, or ability, can be successful in college, whether a community college or four-year university. Higher education is possible for all.

### What is the purpose of college?

The Point believes the purpose of college is to help students explore their personal interests, to broaden their exposure to career fields, global knowledge, and cultural diversity, and to further develop students' intellectual aptitude. College also teaches students to be contributing members of society through social, economic, and political empowerment.

### When should students and parents prepare for college?

The Point believes students and parents should begin preparing for college when a child is born. Once a child enters kindergarten at The Point, the entire community -parents, students, faculty, staff, and community personnel - will work together to instill the work habits and habits of mind needed to be successful in college and in life.

### Where should a student attend college?

The Point believes that neighborhood, region and/or country should not be a barrier to college attendance. The Point students will be exposed to community colleges and four-year universities across the nation.

### Why is a college preparatory school important?

The Point believes that a college preparatory school is important because many students, parents, and communities do not have economic, social, and academic resources available to them that promote higher education. The Point closes the gap between the "haves and the have not's" by giving all students an opportunity to attend college.

## General Information

### School Day and Attendance

1. The instructional school day for students begins at 8:00 a.m., and ends at 3:00 p.m. Car riders must be picked up by 3:30.
2. Each student who is late to school (after 8:00 a.m.) must be signed in by a parent or guardian.
3. If a student arrives after 8:00 a.m. consistently, the parent will have a mandatory meeting with the school leader. After 10 tardies, Social Services may be contacted.
4. Students may not leave the school grounds during the day unless a parent or parent representative has signed the student out and is waiting for student in the office.
5. If a student is to go home by different means than usual in the afternoon, parents should contact the school by 1:00 PM. No bus changes will be made after 1:00PM.

### Dress Code

A core value of our mission is to teach students how to be professional and to carry themselves like college scholars. The uniform policy at The Point will instill these values and aid in classroom management.

### Elementary & Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Shirt</b>	Polo Style: navy or orange	Polo Style: Navy or orange	Girls: White Dress Blouse Boys: White button down dress shirt	Polo Style: Navy or orange	Point T-shirt
<b>Pants/ shorts / skirts</b>	Khaki or Navy	Khaki or Navy	Girls: Black or navy uniform skirt/plaid jumper Boys: Black dress slacks	Khaki or Navy	Jeans- Solid Denim, with no patches, holes, or decorative designs
<b>Shoes</b>	Closed Toe	Closed Toe	Black or Navy Dress Shoes only & closed toe	Closed Toe	Closed Toe

- \*All pants/shorts must be loose-fitting and worn with a belt
- \*All shoes must be closed toe

### High School

Monday - Thursday: Navy blazer, white button dress shirt, Point tie (boys), khaki slacks, black or brown casual shoes (no sneakers).

Friday: Dress down day (only if earned). Jeans and Point t-shirt, sneakers.

### Honors Academy

Monday - Thursday: Honors vest, white shirt, khaki or navy uniform pants, black or brown casual dress shoes. (Wednesdays, boys must wear tie, and girls must wear skirt).

Friday: Jeans and Honors Academy t-shirt

All students: *Sweaters for the classroom must be approved solid navy or white cardigan, or Point fleece/sweatshirt. No other outerwear is permitted.* During the winter months, coats or jackets must be stored in lockers or in the homeroom. The school leader makes the final decision in reference to dress and uniforms. If a student is out of uniform, the following actions will be taken.

1. The Parent Liaison will call the parent for appropriate uniform, and parent will be required bring a uniform for the child to remain at school.
2. Administrative intervention.
3. Possible suspension.

### Homework

The purpose of homework is to reinforce learning at home. The more students practice, the better they learn. Homework is given daily and is a requirement for all students. Failing to turn in completed homework daily will result in

\*poor grades

\*loss of privileges / field trips / fun time

\*homework detention

\*loss of specials classes

Middle School students will receive 2 days of homework detention for each day that homework is not completed.

Refer to specific classroom policies and syllabi for grade penalties for late work.

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### MONEY, PERSONAL BELONGINGS

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1. Students are not to bring excessive amounts of money. Money brought to school is a student's responsibility.
2. Students may not buy, sell or trade items at school. Students also may not ask for money from classmates.
3. The school day is so full of learning activities that students do not need toys, radios, chewing gum or candy. Leave these things at home. Games are allowed on designated days and can only be used when instructed by the teacher.

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### WEAPONS AND DANGEROUS OBJECTS

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A student will not possess, handle, transport or use any weapon, object that can be reasonably considered a weapon, dangerous object or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of school and law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Note: any object thrown from a school bus will be treated as a weapon.

Prohibited items, include but are not limited to:

- A. Toy knife/gun or look-a-like
- B. Weapon not capable of propelling a missile
- C. Knife
- D. Box cutter / razor blade
- E. Camouflaged weapon
- F. Object thrown from a bus
- G. Ammunition
- H. Fireworks
- I. Bomb (includes destructive devices such as an explosive, incendiary or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, missile with an explosive charge of more than  $\frac{1}{4}$  ounce, mine or similar device)

Weapon violation is a major infraction and will result in immediate disciplinary action to include removal from classroom / school environment. Throwing desk or chair, using a pencil / pen, scissors or other school supplies / furniture to intimidate, threaten or express anger is considered using a weapon.

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### TELEPHONE USE

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1. Students are allowed to use the phone for emergencies only. Office staff reserves the right to determine if phone call is necessary for an emergency.
2. The school phones are used for business only and may not be used for forgotten items such as: clothing, money, homework, etc.
3. Students are not permitted to use personal cell phones at any time during the school day. Cell phones will be confiscated and returned to parents only.
4. 1<sup>st</sup> cell phone violation- confiscated and returned to parent, 2<sup>nd</sup> cell phone violation- confiscated until end of school year.

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### CARE OF SCHOOL PROPERTY

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1. You should take pride in your beautiful school. Students should take care of furniture, walls and all school property. Damage fees will be charged for defacing school property. If you lose or destroy school property, you will be required to pay for them.
2. Report cards will be held at the end of the school year for students who have not paid fees owed to the school.
3. Please help our teachers in every possible way to keep our school and campus clean.

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### ABSENCES

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Each student who is absent from school must bring and give to their teacher a signed excuse upon returning to school. When a student is absent, the Parent Liaison will call the home. The excuse should include:

1. Student's name
2. Date(s) absent
3. Reason for absence(s)
4. Parent's Signature

A student is required to bring written verification from the appropriate agency's personnel before an absence can be excused. Any excused absence, other than those listed, may require authorization prior to being absent from the Administrator.



Attendance is extremely important. Excused absences are as follows:

Illness

Injury

Quarantine

Death in immediate family

Medical or dental appointments

Court or administrative proceedings

Religious observances

Educational opportunity.

Travel is not an excused absence unless it relates directly to an educational opportunity. A “Notice of Excessive Absence” form is sent home when a child has accumulated three to six unexcused absences. Excessive absences may be grounds for dismissal, retention, or court proceedings.

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## EMERGENCIES

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When an accident or illness occurs, every effort will be made to contact a parent or guardian. The section entitled “Permission to Secure Medical Care” was given to every parent or guardian, on the official application so we will have the necessary permission and information to take care of each student in an extreme emergency.

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## ADMINISTRATION OF MEDICATION AT SCHOOL

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If medication must be given at school, written authorization from a parent or guardian is required before school personnel can administer medication. The medication should be in its original bottle and clearly labeled as to its content and dosage. For prescription medication, the student’s parent or guardian must provide a written statement from a physician, verifying the need for the drug to be administered at school. If medication is needed for bee stings and such, the medicines can be stored at school and parental permission and physician’s forms must be filled out at school in order for us to administer the drug. The school wishes to assist with the health of your children and request your cooperation in following the procedures described. Please notify the school of any unusual health problems--diabetes, epilepsy and the like.

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## IMMUNIZATION

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No child may attend any school, whether public or private, unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152(s) is presented to the school. The law allows parents of a child who is not immunized 30 calendar days after the child's first day of attendance at school to present proof of immunizations, proof that the child is on a schedule to receive immunizations, or proof that the child has a medical or religious exemption from receiving immunizations. After 30 days, the child must be suspended from school for non-compliance until proof immunizations is presented to the school. Students entering kindergarten will also be required to show proof of a physical examination within the current calendar year.

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## CONFERENCES

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Parent conferences may be scheduled through the classroom teacher or the front office. Parent conferences can be scheduled before and after school by appointment only. The school's number is 336.884-0131. Teachers and parents working together can help a child reach his/her potential; therefore, we encourage and welcome conferences. Teachers may not receive phone calls during the school day or conduct parent conferences while he/she is supervising children.

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## VOLUNTEER PROGRAM

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Volunteers are important to the overall success of our instructional program. Everyone benefits from this program. You do not have to be a trained teacher to be a school volunteer. Parents, grandparents, senior citizens or neighbors—anyone who has a genuine interest and love for children—are outstanding volunteer candidates. Volunteers are scheduled at a time convenient to both the volunteer and the school. We hope you will be a volunteer this year.

While The Point encourages parents/guardians and interested members of the community to visit the school and view the educational program, The Point also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, The Point has adopted the following procedures to facilitate visits during regular school days:

1. Classroom visits during school hours must first be arranged with the Director of Parent and Community Development at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Except for unusual circumstances, approved in writing by the School Leader or designee, classroom visits should not exceed approximately 45

minutes in length and may not occur more than once per week. Parents/guardians are welcome to make two unannounced drop-in visits per month. During the drop-in visit, parents/guardians may observe classroom instruction and school activities. Visits are limited to 45 minutes in length.

2. All visitors and volunteers shall sign-in with the front office immediately upon entering The Point during regular school hours. Upon sign-in, the visitor may be required to provide his/her name, his/her purpose for entering The Point, and photo identification. For purposes of school safety and security, the School Leader or designee may design a visible means in the form of a Visitor Badge while on school premises.
3. The School Leader, or designee, may refuse to sign-in an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The School Leader or designee may request that a visitor who has failed to sign-in to promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she re-enters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Visitors volunteering in classrooms shall follow all other guidelines indicated elsewhere in this policy. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or assistant. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or assistant the volunteer may leave their volunteer position for that day. The Director of Parent and Community development will assign parents/volunteers to an area in the school where volunteer assistance is needed. Parents are limited to volunteering in their child's classroom once per week for 45 minutes. However, we welcome volunteers in other areas (lunch, physical education, field trips, reading groups, etc.).
7. Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student

discipline is to be left to the teacher, even for a parent volunteer’s own child, with the exception of light reminders to students to stay on task.

8. No electronic listening or recording device may be used by students or a visitor in a classroom without the teacher’s and School Leader’s written permission.
9. When the presence of parents/guardians or volunteers begins to interfere with the moral, safety, and instructional effectiveness of the school, the School Leader or designee will ask the visitor to leave the premises.

We value volunteers, parents and guardians, but most of all, we value a positive learning environment for our children. Thank you for partnering with us to make this happen.

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### WEEKLY SUMMARIES AND REPORT CARDS

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Report Cards are sent home quarterly. Weekly summaries will also be sent home. We encourage you to work with the teacher to help your child on a weekly basis, before quarterly report cards. **Please check your child’s book bag every week and ask for weekly assessment scores.**

### RETENTION

Retention may occur if a student is not experiencing appropriate success with a grade level content. Promoted students in 3<sup>rd</sup> - 8<sup>th</sup> grades must have a “C” average in all core subjects; demonstrate grade level proficiency on standardized tests, and meet State law attendance requirements. Students in K- 2<sup>nd</sup> grade are promoted or retained based on results of the K-2 assessments, student work, and State law attendance requirements. Student must attend school 150 days to be promoted. The school will notify parents by letter and by phone call each quarter if a child is not meeting promotion requirements. We endeavor to make sure all children are succeeding, and strive to develop a success plan early in the school year. The school leader(s) make the final determination about promotion or retention.

Grading

100-90 / A

89-80 / B

79-70 / C

69 - below / F

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### INCLEMENT WEATHER PROCEDURES

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Sometimes snow or other severe weather conditions require that we close school for the safety of our children. We will make the announcement as soon as the decision is made to close school.

Parents and students can help by following these suggestions:

In the event of inclement weather, watch Channel WFMY 2, WGHP FOX 8 or WXII 12. If school is closed for the next day, a definite announcement will be made by 6:30 a.m.

If there is no announcement, school will open as usual.

The Point College Preparatory & Leadership Academy does not follow the Guilford County School closings for inclement weather. Watch specifically for The Point College Preparatory & Leadership Academy.

Occasionally, very bad weather develops during the day. We monitor weather information continuously and will close schools early if conditions are becoming more hazardous. If this seems likely, please listen to your radio or watch your television for instructions. School officials will stay at school until students are picked up or sent home by whatever prearranged plans are made by parents for such occasions.

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## CONFIDENTIALITY AND ACCESS TO RECORDS

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The Family Educational Rights and Privacy Act (FERPA), a federal law, gives parents (and students over 18 years of age) the right to see and copy the education records maintained about your child. If you would like to see or copy your child's records, please call the school to make an appointment with the Parent Liaison at least 24 hours in advance. The school may charge \$0.37cents per page for copying.

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## Positive Behavior Management

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The Point College Preparatory and Leadership Academy Positive Behavior Management Policy will provide all guidance, encouragement and support necessary to influence children as they learn and grow.

Discipline is not law enforcement. It's a matter of spirit and it rests upon the relationship that has been built between the leader and the learner, between the parent or teacher or caregiver and his or her disciple. (From Discipline, Mary E. Kiester, 1973, p.8).

At The Point College Preparatory and Leadership Academy, we focus on both relationship and training aspects of discipline. Our goal is to teach children self-control in a way that builds their self-esteem and promotes independence in an atmosphere of caring and mutual respect.

There are two key phrases here: “training process” and “caring relationship” that we see as essential ingredients for disciplining elementary school age children. These two ingredients go hand-in-hand. Children will not accept the training without the caring and will not feel cared for without the training.

In an ideal sense, a caring relationship with a child involves some very special qualities. It means relating to the child with an attitude of warmth and respect. It means developing an alliance with the child that lets the child know that you are “on his/her side.” It means cherishing the humanness of the child and trying to understand the child’s needs and point of view. If a child senses that these special qualities exist in a relationship with an adult, he/she develops trust and affection. He/she also wants to please and cooperate with the adult, and he/she is receptive to learning from the adult.

Training, the other aspect of disciplining, is a teaching process. We, as educators, and parents have the task of providing young children with guidelines for their behavior. Learning self-control and socially appropriate behavior is a life-long process.

Discipline is a profound emotional need in all children. Without it, they are uncomfortable, cast adrift, helpless in the hands of their impulses, and unable to make sense of what is going on around them and happening to them. The discipline, which is found at The Point College Preparatory and Leadership Academy, is a generous gift.

### **Positive Behavior Management Plan**

Students are to display appropriate behavior while at school and at school related functions. Each day student begins school “College Bound, Ready Set Go, On Point” (GREEN). Students who choose to misbehave in the classroom or anywhere at school will receive a warning before moving to (YELLOW) “Proceed with caution, slow down and think, Ask yourself am I on Point”. After another warning, if students choose to continue to misbehave, they move to (RED) “Stop: Danger Zone, Change your behavior immediately”. At this point the parent will be contacted. There are five offenses that will not necessarily follow the above procedures.

### **Expected Behaviors**

The **Respect** table below outlines the expected, positive behavior for all Point Students, as well as the behavior that interferes with the learning environment.

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student speaks and smiles	Student rolls eyes or sucks teeth
When a student needs help, a classmate will offer	Students laughs at, teases or mocks a classmate
Student follows directions when given the first time.	Student talks back to teacher when reprimanded or given instructions.
Student speaks in a respectful tone, makes, and maintains eye contact~	Student speaks to teacher or classmate in a disrespectful tone of voice.

The **Focused** table below outlines the expected, positive behavior for all Point Students, as well as the behavior that interferes with the learning environment.

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student follows CATS. <ul style="list-style-type: none"> <li>➤ Close Your Mouth</li> <li>➤ Ask/Answer Questions</li> <li>➤ Track the speaker</li> </ul>	Student daydreams
Student has a sense of urgency and begins work in a timely fashion	Student fails to begin work in a timely fashion
Student completes work in a reasonable amount of time	Student does not complete work in a reasonable amount of time
Student takes neat and complete notes and places them in the appropriate section of his or her binder	Student doodles, reads, or passes notes in class while teacher is instructing

The **Participation** table below outlines the expected, positive behaviors for all Point Students, as well as behavior that interfere with learning environment.

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
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Students asks and answers questions during class period	Student does not ask or answer questions during class period
Student participates/engages in the activity	Student chooses not to engage in the activity

The **Teamwork** table below outlines the expected, positive behaviors for all Point Students, as well as the behaviors that interfere with the learning environment.

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student makes a positive contribution to teamwork assignments	Student disrupts progress during teamwork assignments
Student uses his/ her voice to effectively communicate his/her thinking	Student makes noises or beats on desk to attract attention to him/herself
Student remains in seat unless he/she has been given permission to do otherwise	Student gets out of seat without permission.
Student handles book bags, furniture and other objects in the appropriate fashion	Student throws or kicks book bags, furniture, or other object

The **Uniform** table below outlines the expected, positive behaviors for all Point Students, as well as the behavior that interfere with the learning environment.

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student adheres to all aspects of the uniform policy	Student fails to adhere to any part of the uniform policy
Students has shoelaces tied and Velcro strapped	Student has untied laces and/or unstrapped Velcro
Student has tucked in their shirt	Student has not tucked in their shirt
Student's pants are on his/her waist	Student's pants are below his/her waist sagging.

The **On Time** table below outlines the expected, positive behaviors for all Point Students, as well as the behavior that interfere with the learning environment

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student arrives to school on time or has an excused tardy	Student arrives late to school
Student arrives to class on time	Student arrives late to class without a pass from previous teacher



The **Supplies** table below outlines the expected, positive behaviors for all Point Students, as well as the behavior that interfere with the learning environment

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student has all materials and books when needed	Students fails to possess or to take out materials/books
Student has a least 3 sharpened pencils/ pens for class	Student fails to bring pre-sharpened pencils to class

The **Organized** table below outlines the expected, positive behaviors for all Point Students, as well as the behavior that interfere with the learning environment

<b>Expected Student Behavior</b>	<b>Unacceptable Behavior</b>
Student has binders, homework folder, work area, or locker/cubby organized	Students fails to keep binders, homework folder, work area or locker/cubby organized

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**OUTRAGEOUS BEHAVIOR INCIDENTS (LEVEL 2 AND LEVEL 3)**

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<b>Gross Disrespect</b>	Slamming, throwing, not responding to an adult when spoken to, rolling eyes, smacking lips, suck teeth
<b>Cutting/Walking out of class</b>	Leaving class without permission, missed class without permission
<b>Walking of the building</b>	Leaving school building without permission
<b>Profanity / Obscenity</b>	Cursing at any time, inappropriate gestures towards a student or staff member, writing inappropriate notes/letters to/about a student of staff member
<b>Misuse of school property</b>	Inappropriate use of school equipment including computers and internet
<b>Damage of School Property/Vandalism</b>	Writing, painting, drawing, scratching, or otherwise making any marks on school property
<b>Cell Phones/Electronic Devices</b>	Cell phone is seen, rings or vibrates during school hours, electronic devices such as MP3 players, ipods, CD players and DVD players are seen/used during school hours

<b>Lying</b>	That implicates yourself/others
<b>Plagiarism/Misrepresentation/Forgery</b>	Copying someone else's work, having someone else complete an assignment, allowing someone else to copy your work
<b>Forgery</b>	Writing parent's signature with or without parent's permission, allowing another student to write parent's signature
<b>Rough Housing/Horse Playing</b>	Engaging in mutual physical contact in a playful manner
<b>Harassment/Bullying</b>	Name-calling, racial slurs, threats, any form of intimidation/violence
<b>Sexual Misconduct</b>	Unwanted touching or grabbing of sexual parts, indecent exposure, using force that leads to unwanted sexual attention, sexual gestures
<b>Stealing/Robbery</b>	Possess (at any time) the belongings of someone else without right or permission
<b>Assault against a student</b>	Any intent to hurt/harm a student in which the other student does not fight back or only defends him/herself
<b>Fighting</b>	Engaging in mutual physical contact with intent to cause harm; teasing, harassing, threatening, or intimidating others resulting in physical contact; verbally inciting or physically supporting a fight by one's encouragement or presence
<b>Possession of Stolen property</b>	Receiving, retaining, possessing, concealing or disposing of stolen property
<b>Dangerous Weapons</b>	Sticks, guns, bats, knives, BB guns, slingshot, razor, lighters, fireworks, poppers ** This includes possessing at any time a dangerous weapon on school property, at school events and on school provided transportation.
<b>Assault against a Staff Member</b>	Any intent to hurt or harm a staff member unless such physical harm was in defense of him/herself

<b>Possession of Alcoholic Beverages, Illegal Drugs &amp; Controlled Substances</b>	Bringing illegal substances on campus or coming to school intoxicated
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**Consequences:**

**Level 1 Violations** - detention, loss of privileges, quiet time, removal from the classroom, phone call home, bench

**Level 2 Violations** - In-school suspension, culture classes, parent conference, home visit, school counseling

**Level 3 Violations** - out of school suspension, change in learning environment, and referral to outside agency

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**INCENTIVES, PRIVILEGES AND REWARDS**

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**We have 3 main rules at The Point: (MOE)**

**Make good choices**

**Own It**

**Earn It**

Displaying “On Point” behavior will EARN dress-down Fridays, free play, celebrations, Friday Fun Day, field trips and other rewards. The School Leader makes the final determination for rewarding and/or apply consequences.

**GRIEVANCE POLICY**

If there is a concern about a Procedure or Policy of the school, the concerned party will discuss the matter with the School Leader. If satisfactory results cannot be achieved a meeting will be arrange with the concerned party, the School Leader and the Superintendent of Schools. If satisfactory results are not achieved then the concerned party will request in writing a meeting with the grievance committee of the school board for resolution. Written request will be addressed to the School Leader of The Point College Preparatory and Leadership Academy. Grievance meeting request form can be picked up in the front office.

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**ON POINT CULUTRE**

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**VOICE LEVELS**

4 - FOOTBALL GAME / SCHOOL SPIRIT / PRESENTATIONS

3 - GROUP WORK

2 - MEAL TIME / PARTNER WORK

1 - WHISPER

0 - NO TALKING

**“We will be in control of our mind, body, and behavior”**

### **ASSEMBLY CONDUCT**

1. Stay focused on the assembly.
2. Stay in our personal space.
3. Display posture, eye contact, and a neat appearance.
4. Enter and dismiss as a class.
5. Be at Level 0.

### **HALLWAY**

1. Walk in a straight and quiet line on the right side of the hallway.
2. Keep our hands behind your back and our eyes focused ahead.
3. Be attentive.
4. Yield for others.
5. Have a hall pass when alone.

### **BATHROOM**

1. Use the bathroom quickly and quietly.
2. Wash and dry hands thoroughly.
3. Make sure all paper is in the trash.
4. Exit silently, get water, and get back in line.

### **CAFETERIA**

1. Stand in line silently and patiently.
2. Remain in your seat unless given permission.
3. Get all necessary items before sitting down.
4. Walk at all times.
5. Keep hands, feet, and other objects to ourselves.
6. Use good manners.
7. Spend first 10 minutes on level 0.
8. Leave the tables, floors, and seats clean.

**\*Silent lunch is an option for those unwilling to follow On Point Policies in the classroom or cafeteria.**

#### **OFFICE / ENTRANCE**

1. Listen attentively during announcements.
2. Patiently and quietly wait to be acknowledged by office staff.
3. Politely greet office staff.
4. Show your hall pass or note from teacher.
5. Be responsible.

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#### **FIELD TRIPS**

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Students will follow all school rules on field trips. Permission slips and all fees must be returned 7 days prior to the day of the trip. Permission slips must be signed and returned before a student is allowed to go on a field trip. Field trip privileges may be suspended due to unsatisfactory behavior or grades. The School Leader makes the final determination for field trip participation

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#### **POLICY ON HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION**

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Policy Statement

It is the policy of the State Board of Education and The Point College Preparatory and Leadership Academy to maintain a safe, orderly, and caring learning environment in the public schools, an environment that is free from harassment, intimidation, bullying, and discrimination and is inclusive of all students. This policy includes, but is not limited to, the following types of acts: harassment, bullying, and discrimination based on an individual's race, color, sex, religion, creed, ethnicity, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, physical characteristics, marital status, or disability.

The Point College Preparatory and Leadership Academy prohibits acts of harassment, intimidation, bullying, or discrimination. A safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Like other disruptive or violent behaviors, harassment, intimidation, bullying, or discrimination is conduct that impedes both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff, and volunteers are to be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, bullying, or discrimination.

## **DEFINITIONS**

Harassment, intimidation, bullying, or discrimination means any gesture or any written, verbal, or physical act that takes place on the Internet, on school property, at any school-sponsored function, or on a school bus and that:

- a. A reasonable person should know, under the circumstances, will have the effect of harming or humiliating a student or damaging the student's property or of placing a student in reasonable fear of harm to his person or damage to his property; or
- b. Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with the learning process and/or the orderly operation of the school.

### **HARASSMENT DEFINED**

Harassment can be a type of unlawful discrimination. Harassment is unwanted, unwelcome, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. It is possible for harassment to occur at various levels:

between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees and/or students.

### **BULLYING DEFINED**

Bullying is deliberately hurtful behavior repeated often over a period of time or on isolated occasions, by which somebody deliberately intimidates or harasses another. Some acts of bullying are simply one student or group of students exercising power and control over another student or group of students either in isolated incidents or through patterns of harassing or intimidating behavior. Bullying, which is the repeated abuse of a student over time or in isolated incidents by other student(s), can take many forms including any combination of physical, emotional, and verbal abuse.

Specific acts of bullying may include but are not limited to name calling, teasing, physical abuse (e.g., hitting, pushing, pinching, or kicking), taking of personal possessions, sending abusive text messages, instant messages, Internet e-mails, and phone messages, forcing others to hand over money, forcing others to do things against one's will, ignoring or leaving others out, attacking others in any way due to religion, gender, sexuality, disability, appearance, or racial or ethnic origin.

Specific reasons that motivate bullying acts may include but are not limited to the following: racist bullying, sexual bullying, bullying about sexual orientation, bullying about socioeconomic status or disability.

### **INTIMIDATION DEFINED**

**Intimidation** is the use of fear or threat(s) to make others do what one wants. This may be fear of physical abuse, humiliation, loss of property, or the fear of harm to friends or loved ones. Some instances of bullying exemplify intimidation (e.g., stronger person makes weaker one fearful). Intimidation can be a threatening act or communication.

#### **Discrimination Defined**

Discrimination involves making distinctions between individuals or groups so that preferential treatment is given or denied. Types of discrimination include preferential treatment based on race, gender, religion, personal characteristics, national origin, sexual orientation, behavior, age, and political views.

#### **Expectations**

The instructional services manager shall oversee the development and implementation of a school plan, as part of the School Improvement Plan, to identify, to prevent, and to notify parents of acts of harassment, intimidation, bullying, or discrimination. This school plan shall address consequences, effective interventions, reprisals, retaliations, or false accusations associated with acts of harassment, intimidation, bullying, or discrimination.

Discrimination is illegal and will not be tolerated in The Point College Preparatory and Leadership Academy; and furthermore, all forms of abuse are unacceptable in our schools.

Active or passive support for bullying is prohibited. All school employees are required to report and act upon alleged acts of bullying. Students are encouraged to walk away from observed acts of bullying, constructively attempt to stop them, or report them to the designated authority.

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#### CONSEQUENCES AND REMEDIAL ACTIONS FOR STUDENTS WHO COMMIT ACTS OF HARASSMENT, INTIMIDATION, BULLYING, OR DISCRIMINATION

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In determining the appropriate response to students who commit one or more acts of harassment, discrimination, or bullying, school administrators shall consider the following factors: the developmental and maturity levels of the parties involved, the degree of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with case law, Federal and State statutes, regulations, and policies, and school policies and procedures. Consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension or expulsion.

#### Procedures for Reporting an Act of Harassment, Intimidation, Bullying, or Discrimination

At the school, the School Leader or the School Leader's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the School Leader or the School Leader's designee. Since some acts of bullying may be bias-related acts and potentially hate or bias crimes, school officials must report to law enforcement officials either serious acts or a pattern of acts.

The initial report can be oral, but the formal report shall be written and include the written statement of the target individual(s) and the alleged perpetrator(s), and the time, location, and context of the incident including the names and statements of witnesses and/or those involved. Patterns of harassment, intimidation, bullying, or discrimination, if they exist, should be included in the report.

All members of the school community, including students, parents, volunteers, and visitors, are encouraged to officially report, orally, in writing, or anonymously, any act that may be a violation of this policy to a school administrator. All reasonable efforts shall be made to authenticate anonymous reports, but formal disciplinary action requires more than an anonymous report.

#### Prompt Investigation of Reports of Harassment, Intimidation, Bullying, or Discrimination



The School Leader is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the School Leader and/or the School Leader's designee shall conduct a prompt, thorough, and complete investigation of the alleged incident.

#### School Response to Acts of Harassment, Intimidation, Bullying, or Discrimination

Some acts of bullying may be isolated incidents requiring only that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of bullying that they require a response either at the classroom, school building, or school level or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of bullying range from positive behavioral interventions, including suspension or expulsion. The board recommends consequences that rise to the level of the infraction. Administrators shall report harassment, intimidation, bullying, or discrimination as such in reports to the Chief Executive Officer either on a case-by-case basis (if warranted) or in the annual disciplinary data report.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

Any or all of the following responses may be appropriate:

Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups and punitive actions (e.g., in-school suspension, expulsion).

Classroom responses can include class discussions about an incident of bullying, role-playing activities, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management. School-wide responses can include theme days, learning-station programs, parent programs, and information disseminated to students and parents.

Institutional (i.e., classroom, school building, school district) responses may include school and community surveys, mailings, focus groups, adoption of research-based bullying prevention program models, training for certified and non-certified staff, participation of parents and other community members and organizations, small or large group presentations for fully addressing the actions and the school's response to the actions in the context of the acceptable student behavior and the consequences of such actions, and involvement of law enforcement officers.

Other responses may include community involvement in policy review and development, professional development programs, adoption of curricula and coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based). Resources (e.g., counseling) will be made available to individual victims of bullying and responding to victims will be done in a manner that does not stigmatize victim(s).

## Reprisal or Retaliation

Retaliation or reprisal against any person who reports a harassment, bullying, or discrimination incident(s) is strictly prohibited. Likewise, students and staff are prohibited from knowingly or willfully falsely accusing one another of harassment, intimidation, bullying, or discrimination as a means of retaliation, or reprisal. The consequence and appropriate remedial action for a person who engages in retaliation or reprisal shall be determined by the School Leader after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and school policies and procedures.

## Consequences and Remedial Actions for False Accusations

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of retaliation or reprisal range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another, as a means of retaliation or reprisal shall be disciplined in accordance with school policies, procedures, and agreements. Consequences and appropriate remedial action, including reports to appropriate law enforcement officials, for a visitor or volunteer found to have falsely accused another, as a means of retaliation or reprisal shall be determined by the school administrator after careful consideration of the nature and circumstances of the act.

## Policy Dissemination:

The policy shall be disseminated annually in the Student Code of conduct to all students, parents, and school staff, along with a statement explaining that the policy applies to all acts of harassment, intimidation, bullying, or discrimination that occur on school property, at school-sponsored functions, or on a school bus. The School Leader or designee shall develop an annual process for discussing with students the school policy on harassment, intimidation, bullying, or discrimination. All employees, students, and parents will sign a written statement indicating that they have received, read, and understood the policy and agree to abide by the provisions of the policy.

## Staff Training

Training on the school's harassment, intimidation, bullying, or discrimination policy will be provided to all school employees and volunteers who have significant contact with students.

## **Bus Safety Policies and Procedures**

These school bus policies and procedures have been established so students and parents of The College Preparatory and Leadership Academy, both public and non-public, will receive information leading to an understanding of the expectation of students while they are being transported to and from school.

These policies call for cooperation on the part of students, parents, bus drivers, and other school personnel, and have been developed to promote safety.

Parents are encouraged to study these policies and procedures with their child/children. Both parents and students should become familiar with what is expected for safe and orderly transportation to and from school.

### **Getting On and Off the Bus**

Help the driver maintain the scheduled pickup times by being ready and waiting 10 minutes before the bus arrives. Too long of a wait with the departure time will cause late arrival of students to school. This is unfair to students, schools and other highway users, and multiplies hazards for the bus and its occupants.

Parents are responsible for the conduct of students while going to or from pick-up and drop-off points and for students' meeting the bus on schedule. CPLA furnishes transportation as a courtesy to our students. Therefore, parents are responsible for their child's supervision until such time he/she boards the bus and after the student leaves the bus at the end of the school day.

Students are to be waiting in the vehicle or parking lot with a parent/guardian. Parents are required to escort child(ren) to the bus for boarding. No running, pushing or shoving will be allowed when boarding or getting off the bus.

After the bus stops, wait until you get directions from the driver before getting on or off the bus.

### **Riding the Bus**

- Only students enrolled at The College Preparatory and Leadership Academy and registered for transportation are permitted to board the bus.
- All school rules as listed in Parent/Student Handbook are also in effect while traveling on school buses.
- All students will be assigned seats on the bus by CPLA Staff if necessary.
- Take assigned seats as soon as you get on the bus. No standing will be permitted.
- All seats must be shared. If the bus is filled to capacity, state law permits three to each seat as long as students are safely contained within the seat compartment; this applies to junior and senior high students as well as those in the elementary grades.
- No student shall leave or be out of his/her seat while the bus is in motion.

- All parts of a student's body shall be kept inside the bus, especially when a window is open.
- Do not throw anything in the bus or out an open window.
- Nothing shall be held so it extends out of the window or in the aisle of the bus.
- Parents shall be financially responsible for any damage to the interior or exterior of the bus done by their child/children.
- No eating or drinking is permitted on the bus at any time.
- Talk quietly at all times. At intersections and at railroad crossings, there is to be no talking to ensure safety.
- Illegal drugs of any type shall not be permitted on the bus at any time.
- No smoking or use of tobacco products shall be allowed on the bus at any time.
- Absolutely no alcohol is allowed on the bus at any time.
- Live animals (caged or otherwise), firearms, ammunition, explosives or other dangerous materials and objects which may interfere with the safe operation of the vehicle shall not be transported on the school bus.

Learn how to get off the bus in case of an emergency. The bus driver will conduct practice drills periodically.

Students must board the bus at their assigned bus depot location to and from school. Changes in bus pick-up or drop-off must be made through the office. Approval for any change must be requested by the parent or guardian in writing and turned in to the office. In the event your child will not ride the bus in the afternoon, please call the office before 1:00 p.m.

### **Obeying the Passenger Rules**

The CPLA Staff and the driver will be responsible for the orderly conduct of his/her passengers. While on the bus, the student is under the authority of and directly responsible to the CPLA Staff and the bus driver, where applicable. The CPLA Staff and the driver have the authority to enforce the established procedures for bus conduct. If any student willfully refuses to obey the bus driver or the posted safety rules, a School Bus Incident Report shall be completed and turned in to The CPLA Office.

There is a level of NO Tolerance in regards to bus safety and the School Leader shall make the decision and notify the parents in writing of bus suspension with an explanation for this

action. The bus driver will not permit the student to board the bus until the suspension is completed or the School Leader stipulates otherwise. The only due process required is notice to the parent and student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens.

All students must be picked up at the SAME bus depot location Monday through Friday and dropped off at the SAME bus depot location Monday through Friday. Emergency situations arising require parents to notify the office.

Please note that for morning pick-up you will have to remain with your child until they are on the bus. For afternoon drop-off you will have to be present at the bus depot for the safe arrival of your child. If you are not present, your child will be brought back to The CPLA and you will be contacted to pick them up. After 2 times of failing to pick up your child, he/she will be suspended from the bus. After School Care fees will be applied and possible suspension of bus transportation.

We look forward to providing a safe and quality transportation services to your family.

### **Bus Behavior**

Students, at all times while riding a school bus or other school-owned or operated vehicle, shall observe the directives of the school bus driver and/or bus/contract vehicle safety monitor. The following conduct is specifically prohibited and may result in revocation of school system provided transportation privileges; delaying the bus schedule, fighting, smoking, inappropriate behavior of a lewd or offensive nature, using profanity or refusing to obey the driver's instructions, tampering with or willfully damaging the school vehicle, getting off at an unauthorized stop, departing the bus via the emergency door or windows without being told to do so by the driver, distracting the driver's attention by participating in disruptive behavior while the vehicle is in operation, standing or moving around the bus while the vehicle is in motion, throwing objects from the bus windows or doors, failing to observe and obey safety regulations, failing to sit in an assigned seat if applicable, willfully trespassing on a school-owned or operated vehicle, or violating any other Code of Conduct rule while on the school bus. If a violation of this Code also violates other rules, consequences in addition to those listed below may be implemented.

**Consequences:** Suspension from bus and / or from school depending on nature of the violation. Fighting, bullying, intimidation, profanity, or any other behavior that results in the bus having to stop to deal with a student will result in automatic suspension from the bus.

### **Athletic Policy**

Middle and High School students (6-10 grades) have the opportunity to participate in the conference athletics. Students must maintain satisfactory grades (C average or higher), attendance and display On Point behavior. Parents must provide proper documentation of physical examination, and pay appropriate athletic fees. For more information, please refer to The Point Athletic Manual

### **Honors Academy**

Students in grades 4 - 8 have an opportunity to participate in the Honors Academy for Advanced and Gifted Learners. Students will receive an additional 5 hours each week of extension activities that challenge and stretch their learning. Students will also participate in field experiences off campus. It is expected that students maintain a B in all of their courses, meet attendance requirements, and exhibit excellent character. For more information, please refer to the Honors Academy contract.

### **Band**

Students in grades 3 - 8 may participate in band in order to learn an instrument and how to read music. Parents must provide the instrument and needed supplies or books for the course. Instruments are required, or a student will be removed from the course.

### **After School**

The Point will refer families to after school programs off campus. Several buses transport students to programs and camps. Please contact the program directly for more information about early release day camps and teacher work day camps.

### **School Nutrition**

We participate in the Federal School Nutrition and Community Eligibility Programs. All children are welcomed to eat free breakfast and lunch. Accordingly, a meal number will be assigned to students, and they will input their number each day. The school makes accommodations for allergies, but not for personal preferences. Any nutrition exceptions must be documented by a health professional.

Students may bring breakfast and/or lunch, but this must consist of healthy foods that constitute a meal. Sugary drinks, sodas, candy, and other sugary foods/snacks should not be brought to school.

Birthday parties are allowed on Fridays only and must take place at the close of the school day from 2:00 - 2:30. Party food is not allowed in the cafeteria. Schedule birthday parties with the classroom teacher.

To be signed by the Parent/Guardian:

I have received a copy of The Point College Preparatory & Leadership Academy 2016-2017 Student/Parent Handbook.

I have read it and seek to follow its policies.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_