

Springfield Honors Academy



VESTRI OPTIMUS PRO MUNDO

Be Your Best for the World.

2017-2018 PARENT/STUDENT HANDBOOK

Table of Contents

Part 1. General Information	3
Overview	3
SHA Student Policies	4
Program of Study	7
Calendar	12
Culture Norms	13
Part 2. Academic Policies	17
Promotion Standards and Grading	17
Daily School-Wide Routines	22
Caring for Materials and Space	26
School-Wide Classroom Routines	29
Part 3. Merit System	33
How the Merit System Works	33
Consequences	38
Internal School Suspension	39
Out of School Suspension	40
Part 4. Student Life and Additional Programming	41
Ritual and Tradition	41
Signature/Acknowledgement Page (<i>Please complete and return</i>)	45

**The larger part of this handbook was inspired by, and in many cases, a very close paraphrase from exceptional handbooks created by and for communities of higher education, most notably Achievement First Hartford High School and Assumption College. We are indebted to the fine work and precedence of the abovementioned institutions*

PART 1: GENERAL INFORMATION

Overview

A. The Mission

Springfield Honors Academy develops the intellectual curiosity and emotional maturity of every member of its student body. We are committed to providing our students a safe environment in which they can advance their studentship and realize their greatest potential. To that end, our students will gain admission into, find success within, and ultimately graduate from competitive four-year colleges, ready to achieve and contribute greatly to the world in which they live.

B. Vision

Our vision will be built upon five pillars (of attainment) which are essential in living out the institution's motto of *Vestri Optimus Pro Mundo*, translated as *Be Your Best for the World*. These pillars are Integrity, Intellect, Respect, Possibility, and Citizenship. Aligned with the school's mission, our vision is a school where students are strategically supported in the quest for becoming their best selves – academically, emotionally, and in all the other ways their natural gifts will individually dictate.

With this vision, we will endeavor to develop the intellectual curiosity and emotional maturity of every member of our student body. The instructional, curricular and cultural expectations for the high school will be singularly focused on one goal: all graduates of Springfield Honors Academy will gain admission into, find success within, and ultimately graduate from competitive four-year colleges.

The vision will further encompass solid instructional practices, a rigorous course of study supported by both state and international standards, a service learning and seminar component as part of the schools' signature programming, and a culture that builds social maturity and respects the unique individuals who together will make the academy complete.

C. Core Values

Springfield Honors Academy will value most highly our Five Pillars of Attainment, which address the very nature of school success and enables us to promote and uphold our mission and vision. We endeavor to instill these pillars into all structures of our learning community. In addition, measures will be put in place to ensure the attributes of these founding pillars are embedded in all that we inspire to do. Our teachers and staff will be the ambassadors of these values and embody them as genuine role models for our student body.

Students will be led to examine their initial level of personal success within each pillar at the start of their freshmen year. Through intentional coursework, and with the support of leadership, staff and the greater school community, students will elevate themselves in each pillar over the course of their time at Springfield Honors. The values embodied in these pillars will help to create an ideal student; one who is not only able to find solid success at the high school level but also able to identify the skills needed to become highly successful at the post-secondary level.

~ FIVE PILLARS OF ATTAINMENT ~

Integrity

Build trust in your relationships, be honest in your work, and be truthful; even when you find it most difficult. Be most aware of your moral compass, and make decisions that are informed by what is intrinsically good.

Respect

Be polite, thoughtful, and accepting of those who aren't exactly like you. Understand that it is wrong to prejudge and demean others. Do not mistreat others; do not mistreat yourself.

Intellect

Nurture and deepen your curiosity for knowing. Engage in discourse that builds upon your skills as a critical thinker. Absorb knowledge in all its contexts and mediums, and foster a desire to become a perpetual learner.

Possibility

Accept challenges and risks as steps to becoming something even greater than you already are. Believe there are no boundaries for your tomorrow, as long as you work to persevere today.

Citizenship

Learn about your nation and your world. Do your part in serving your community, both locally and at the global level. Appreciate the nature of rules and obey the laws that protect us and teach us responsibility.

SHA STUDENT POLICIES

A. Uniform

To foster a learning community free of distraction and to capture the disciplined academic environment that we promote, Springfield Honors Academy enforces a consistent dress code for all students. Uniforms are checked when students enter each morning and all students are expected to be in full uniform during the school day. Adherence to the school uniform policy promotes a professional and team-oriented experience.

Monday – Thursday: “Dress for Success”, meeting the following guidelines:

ACCEPTABLE DRESS FOR MALE AND FEMALE STUDENTS

Uniform Expectations: Male Students

- Pant color – Tan/Black
- Shirt color and type of shirt – White button down, collar (tucked in)
- Sweater color – Gray, no hoods
- Sweatshirt – Athletic, ¼ zip issued to Class of 2021 students may be worn only (tie showing)
- Sport Jacket / Blazer – for Juniors and Seniors only

- Tie – preferably red or gray, but any appropriate tie or bow tie will be acceptable

Uniform Expectations: Female Students

- Pant/skirt* color – Tan/Black *(Skirt length to be no higher than 1-1.5” above the knee)
- Shirt color and type of shirt – White button down, collar or White Polo (if not wearing a tie)
- Sweater color – Gray, no hoods
- Sweatshirt – Athletic, ¼ zip issued to Class of 2021 students may be worn only
- Sport Jacket / Blazer – for Juniors and Seniors only
- Tie – optional for girls

Fridays: Dress Down (upon meeting dress code measures during the week successfully); specific guidelines for dress down days to be outlined in school handbook

T-shirts, sweatshirts, sweaters, or button-down shirts.

- For women: blouses are acceptable.
 - ✓ Must have short or long sleeves; no spaghetti straps.
 - ✓ Shirts must cover up all undergarments.
 - ✓ Must be opaque; no material that is transparent.
 - ✓ Jeans (No rips), long pants, skirts or shorts (no more than 2 inches above the knee), or capri pants are acceptable
- For men:
 - ✓ Pants may not have chains or metal.
 - ✓ Jeans, long pants or shorts to the knee.
- Must be business casual fit for tops and bottoms.
 - ✓ Stretch pants are not acceptable.
 - ✓ Must not be too loose, determined at school’s discretion (e.g. no baggy jeans or over-sized shirts).
 - ✓ No low-cut shirts.

Unacceptable Dress for Male and Female Students

- Three-quarter length pants (capris), except for women on “Dress Down” days.
- No hats, bonnets, bandanas, or do-rags of any kind inside of the school building. Cloth headbands are fine so long as they are not bandanas. Exceptions made if a head wrap or head covering is part of a student’s cultural tradition.
- No nylon or fishnet Stockings.
- No sunglasses.
- Administration has discretion to determine if an outfit or outward appearance is appropriate for school. If it is deemed inappropriate, a member of administration will call home and the school will work to develop a solution.

Upon arrival to school, administration will ensure that all students are in compliance with the policy. Through the day, all staff are owners of ensuring our schoolwide expectations are set.

B. Uniform Transactions

If a male student arrives at school and they are missing a tie they must do the following:

- ✓ The school will keep extra ties under the front desk. Administration will supply them with a tie for a fee of \$1. The fee will be returned once the tie is returned. They will also note a *Major Uniform Violation* (L2).
- ✓ If a student is missing a more substantive part of their uniform (e.g. uniform shirt, pants, shoes, etc.) they will be sent to ISS to check in with Ms. Cooper. the following process:
 - Call home to see if someone from home can drop off the missing uniform item.
 - If the option is not available, the school will do what they can do to get the student in uniform. This may mean loaning them a pair of shoes, a pair of pants, a uniform shirt.
 - There will be rare circumstances in which the school has exhausted all of the above options and the student is still missing parts of the uniform. If this is the case, we will still send the student to class, but administration will email the student’s teachers to let them know why they will be out of uniform that day. While inconvenient, we do not believe that missing a portion of the uniform merits missing an entire day of instruction.
 - If the student approaches administration versus administration noticing an out of uniform violation, the student will not receive a *Major Uniform Violation* (L2).

C. Additional Uniform Information

Shoes, Socks, Jewelry and general Accessories are considered ways in which high school students can express their personalities and interests. However, please use appropriate judgement in your selection of these items. Distracting items, (shoes that light up or spiked collars) as well as shirts/ties/belts with inappropriate content or language on them will not be allowed. Shoes must have a closed toe and heel; no clogs, sandals, flip-flops, slippers, moccasins or any shoes deemed unsafe. Heels must not exceed two inches (2”) from the back top of the heel to the bottom. Students may wear boots as long as the pant leg covers the boot or the boot height does not exceed the calf area. Hats are not allowed to be worn in the building (unless as part of a charity event. Hair wraps, bandannas, scarves or any other head wrap is not part of the uniform.

Backpacks - Students are not allowed to carry backpacks from class to class. Students may carry small clutch purses.

Body Piercings and Tattoos Tattoos, body piercings (nose rings, lip rings, eyebrow rings, etc) and/or other body markings are not allowed to be visible during the school day.

Hair and Facial Hair Hair must be kept clean and neatly styled. Students may not wear drastic hairstyles such as mohawks exceeding 1.5” in height, afros that are too overgrown. Unnatural hair colors are allowed, but only one unnatural hair color is allowed at a time. Each student must have their facial hair neatly maintained. Gentlemen’s hair should be no longer than the top of his collar. If a male student has long hair, we ask that it be tied back and up during school hours. Both male and female students should not have hairstyles which cover eyes, as faces must be visible to staff at all times.

D Student ID’s:

It is not mandatory for students to wear their IDs, however if a staff member asked you to show your ID, please have it readily available to show.

E. Cell Phones & Electronic Device “OFF & AWAY”

Cell phones and iPods/MP3 players may be brought to school but must be secured in the student’s locker (or on the student) and remain on silent for the entirety of the school day. Cell phones and iPods/MP3 players may not be used during school hours without explicit permission from administration. Teachers may request permission to use the devices for instructional purposes. This request must be approved in

advance of the intended lesson. Cell phones may be used at after-school or sports activities, only with the permission of the coach, instructor or other program director. Cell phones may not be used at any time on school grounds for text messaging, photos or other functions. Springfield Honors Academy is not responsible for lost or stolen property.

Cell Phone Violations: In keeping with Springfield Public School policy, the following violations and consequences will be in effect.

- 1st offense - Phone is taken away and held in a locked cabinet within the Assistant Principal's office for retrieval at end of the school day.
- 2nd offense - Parent must pick up the phone from Assistant Principal and an office detention will be issued.
- 3rd offense - The phone is confiscated for up to 30 days per Springfield School Committee policy and an Internal Suspension will be served.

Please note the following:

If a cyber-bullying offense is suspected, administration reserves the right to look at student devices. For the safety of our school community, unless in immediate danger and without a staff member available to them, students are not allowed to use cell phones during emergency drills or lockdown procedures.

Program of Study

Curricular Approach: English

Reading and Writing curriculum measures will be first met with an **Advanced Honors Literary Analysis and Composition** course, required for entering freshman. **Advanced Honors Literary Analysis and Composition** will focus on the fundamental practices of critical reading and literary analysis, both oral and written. Students will be expected to engage in a complete genre study, review and acquire a robust understanding of grammar and usage, participate in informal and formal discussions, conduct oral presentations, and produce writing pieces which are creative, sophisticated, and/or academic, depending on their purpose. Authors and texts of both traditional and modern worlds will be explored and celebrated throughout the course. In addition, students will be exposed to AP and SAT style questioning to prepare themselves for the rigorous curriculum expectations which lie ahead. The freshman course will include the following texts: Sandra Cisneros' *The House on Mango Street*, Homer's *The Odyssey*, Gareth Hinds' *The Odyssey (graphic adaptation)*, Joseph Campbell's *The Hero With a Thousand Faces*, Katherine Boo's *Behind the Beautiful Flowers*, Harper Lee's *To Kill a Mockingbird*, Reynold's and Kiely's *All American Boys*, William Shakespeare's *Macbeth*, Adiohie's *The Thing Around Your Neck*, and poetry anthologies *The BreakBeat Poets* and *The Ecco Anthology of International Poetry*.

Summer Reading assignments for the freshman, sophomore, and junior summers will consist of Thomas Foster's *How to Read Like a Professor* paired with an additional text of their choosing. A series of literary analysis prompts and additional projects will be assigned and due when they return to school in the fall.

Students will take eight semesters of English in their time at the academy and acquire proficient/advanced proficient scores on the English MCAS.

Curricular Approach: Mathematics

Our freshman will be placed in their ninth-grade mathematics course based on their prior level of math studies in their eighth-grade year. Students who have successfully completed Algebra I in Grade 8, and who have been additionally endorsed by the teacher of the course, will be able to take an **Advanced Honors Integrated Geometry and Algebra II course**. All other freshman will be enrolled in either an **Honors** or **Advanced Honors Algebra I class**. As recommended by Abbott Lawrence Academy, students will use Pearson's *CME Project Mathematics* program/textbooks for their Algebra and Geometry studies. Additionally, teachers will use Haese's mathematics text as a resource to ensure global alignment as well as provide access to application and inquiry-based learning activities not as readily supported within the *CME Project* texts.

The instructional approach to these courses, though intentionally honors-level, will need to take into consideration the realistic mathematic capabilities of our first-year cohort. We will plan to operate in a model that guides the learners with direct instruction, practice, and review but will also endeavor to shape these learners to embrace rigorous levels of mathematics during their high school career.

Honors/Advanced Honors Algebra I is well-aligned with the common core standards and will focus on the study of systems of equations, exponents and radicals, functions, graphs, linear inequalities, quadratic formula, rational expressions, statistics, and arithmetic and geometric sequences. Students will become appliers of mathematics and gain an understanding of how math works in the world. Linking mathematics to real-world situations and relevant problem solving will deepen their experience with algebra.

Advanced Honors Integrated Geometry and Algebra II will require students to have already formed a solid foundation in the skills learned in Algebra I. The course will introduce students to higher-level topics within geometry and algebra. The students will practice the mechanics of both familiar and new topics through real-world and geometry-based application, with a strong focus on group problem-solving. Topics to be explored will include linear, quadratic, polynomial, and radical functions, conic sections, factoring, matrices, and a special emphasis on theory, probability and trigonometry.

Students will take eight semesters of Mathematics in their time at the academy and acquire proficient/advanced proficient scores on the Mathematics MCAS.

Curricular Approach: Science

All students will be required to take **Honors or Advanced Honors Biology** as freshman. All students will be prepared to take the Massachusetts Comprehensive Assessment System (MCAS) near the end of this required course of study. The 2004 and 2017 editions of *Prentice Hall's Biology* texts and lab manuals will be utilized.

Honors Biology will be a course dedicated to the study of living things and their processes. The class will begin with a comprehensive review of the scientific process, and move on to explore the following topics: biochemistry, cell biology, cell energetics, cell cycle and division, Mendelian and molecular genetics, evolution, ecology, classification of life, and the human body systems. The goal of the course is to heighten student understanding and awareness of the interconnectedness of life through the process of critical thinking and inquiry. Students will be assessed through class engagement (approaches to class work and discussion), lab work and written lab reports, homework, quizzes, and tests.

Advanced Honors Biology will follow much the same course of study as the Honors Biology class, but will work at an accelerated pace, allowing for more time and depth on the topics covered. Students with general plans to study the sciences at the post-secondary level will be best served in this level of Biology. In addition, and with intentional/specific teacher guidance and support, Advanced Honors students may elect to take the SAT II: Biology exam.

Students will take a minimum of six semesters of science in their time at the academy and acquire proficient/advanced proficient scores on the Biology MCAS.

Curricular Approach: History

All entering freshman of Springfield Honors Academy will have two required history courses: **Pre-AP World History** and the **World Scholar Seminar**.

Pre-AP* World History will guide students into the history of our world, beginning in prehistoric times through to the present day. The course will engage students in a rigorous examination and analysis of primary source documents as well as interpretive (secondary) sources; encountering a wide variety of historical materials and other media in order to access the very core of the history of their world. Major components of Massachusetts history and social studies curriculum guidelines are critical reading, research and writing, and therefore, independent research projects will be required of students within the format of insightful written analysis as well as productive, respectful group discussions. Texts to be used include: *World History in Documents: A Comparative Reader*, *World History : The Human Experience*, and *The AP Edition of Traditions and Encounters - A Global Perspective on the Past, 6th Edition*.

**Pre-AP points to specific strategies and activities recommended by the College Board in order to purposefully develop skills to support achieving at higher levels in specific content areas.*

In the **World Scholar Seminar**, students will gain and foster intercultural understanding and competence as they investigate relevant and challenging global issues, study varying perspectives, sharpen communication skills, and engage in coursework which teaches the responsibility that comes with global citizenship, both at an individual and collective level. Student-centered learning will be assessed through critical essays, presentations which reflect growth in communication skills, and culminate in a service learning project and capstone paper connected to the service option chosen by the student group. Seminar topics surrounding social, political, economic, and environmental issues will be studied in a global context, as well as in the context of the core disciplines studied in freshman and sophomore year. Guest lecturers, community building events, and a presentation evening will all be part of the seminar. Travel opportunities, (virtual, domestic and international in nature), connected to the heart of each teams' service project will be highly supported.

Students will take a minimum of six semesters of history in their time at the academy.

Curricular Approach: Visual and Performing Arts, Physical Education / Wellness, and Language

It is the intention of the academy to offer students coursework experiences and exposure to the following content areas in their freshman year: the arts, physical education, wellness, and world language. Given the size of our student body and teaching staff, we will work creatively, calling upon all of the talents of a founding team of educators as well as reaching out for community partnerships in order to provide students with these additional learning opportunities. Doing so will both allow students to meet

graduation requirements successfully and give students a chance to think more deeply about the program of study they will choose to follow, shaping their remaining years at the high school.

The **Demystification of the Arts** course will examine the history, theory, and techniques of the arts, music, and drama through individual or group projects crafted by the students themselves, based on their choice of two categories and time periods from a list of visual and performing art styles. Students will demystify the knowledge surrounding their chosen categories, and their year-long course will culminate in an art show/gallery for peer and public viewing. Demystification of the Arts is inspired by a liberal arts college course, and is to be further developed by our academy faculty.

Students will take a minimum of four semesters of the arts in their time at the academy.

Wellness is an interactive class that builds on students' strengths and connects students to our Five Pillars of Attainment: Integrity, Responsibility, Intellect, Possibility, and Citizenship. The class will empower students to build commitments, attitudes, values, skills and a sense of identity that supports and guides them from within. Through book study as well as individual and class activities, students will develop and strengthen their character and leadership skills. Topics will include, but not be limited to, the following: organization, prioritization, academic and personal goals, time management, personal values and character development. Students will use Sean Covey's *The Seven Habits of Highly Effective Teens* as a foundational text, to ground their work in this important area of study. The Wellness course will also be the scheduled block when students will meet their physical education requirements.

Students will take a minimum of four semesters of wellness/health/physical education in their time at the academy.

Students who play a sport for the High School of Commerce will be eligible for a waiver towards their Physical Education requirement. Students who do not fall in the student-athlete arena will gain opportunities to fulfill a semester's worth of physical education in their freshman year through their participation in a Wellness course, taught primarily by their school counselor. Students will additionally be able to take part in actual physical education activities during this scheduled block, sourced by student-teachers / community connections made over time.

Honors Latin I exposes students to the language, culture and history of the Romans. The result of the student's study of Latin is improved knowledge of both English vocabulary and grammar, an expanded understanding of the relationship of the ancient world to his or her own, and appreciation of other foreign languages and culture. Texts and resources will be teacher selected. Course will not meet daily.

Students will take a minimum of four consecutive semesters (six semesters recommended) of a world language in their time at the academy.

Curricular Approach: Serving Diverse Needs of Students – EL

English as a Second Language

It will be anticipated that all student WIDA levels are shared with the high school counselors from their sending middle school counselors, prior to the start of the school year. Expectations for meeting any needs

for entering ELL students will fall into three categories: Instruction, Evaluation, and Professional Development. Essential to our success in meeting the needs of our ELL students is the expectation of our staff to be solid lesson planners, consistent assessors, and perpetual learners. Content and language objectives will be required within every lesson plan and must be posted and stated for each subject, daily. Internal evaluations, both in-formal and formal, will be utilized on a consistent basis to purposefully support teachers in their efforts to meet the needs of all of their students.

As a consequence, we will intentionally look for teachers to use SEI strategies for reading, writing, and comprehension. Professional development, both state-required as well as additional PD based on staff need, will be viewed as a key area to prioritize in order to keep our staff current and well-positioned to bring their EL students to the mastery level of conversational and academic language. All teachers and administration will be required to hold the SEI endorsement and maintain this endorsement by acquiring PDPs in this arena, consistent with state regulation.

Understanding that EL students also bring their unique cultures as well as their own language and experiences into our schools, it will be important for our staff to not only welcome their differences, but celebrate them in a way that allows them to share their culture and language readily with their peers.

Curricular Approach: Serving Diverse Needs of Students - SPED

Special Education

At Springfield Honors Academy, we believe all students will successfully engage in, and benefit from, rigorous learning experiences and instruction. There will be some students who will require additional supports to meet their personal learning goals with success. Students in need of supports to service their diverse needs, IEPs, and 504 plans, will be provided these supports without compromise. Teachers, as well as administration, will be aware of necessary accommodations for individual students and will carry them out as prescribed within their given plans.

Teacher teams will sign off on having read student plans and evidenced how they will support necessary accommodations. Parents and guardians will be included in the process, assessment, and review of their student’s plans, progress and needs. The academy’s practice will be an inclusion model, and whenever appropriate, special education teachers will be provided to meet the support required within a student’s specific plan. In respect of all learning styles, strong attention will be afforded our grading system, to ensure equity and consistency.

Teachers who feel intervention is needed for a student who does not currently receive services will present concerns to the principal and school counselor through a Request for Additional Support Form.

Calendar

Year-Long Calendar

Key Dates	
August 9-23: Teacher PD Days	February 7: Parent Teacher Conference (4:00-5:30; 6:00-7:30)
August 25: Convocation-Early Release	February 19: Schools Closed – President’s Day
August 24: First Day of School- SHA	February 20-23 – Schools Closed – Mid Winter Break
August 24: SHA Family Tour (3:00-4:00)	
August 25: Student Early Release	

September 4: Schools Closed - Labor Day September 13: SHA Open House (5:00-7:00)	March 9: Schools Closed – Teacher Professional Day March 30: Schools Closed – Good Friday
October 9: Schools Closed- Columbus Day October 11: Parent Teacher Conf. (2:00-4:00; 5:00-7:00)	April 16: Closed – Patriot’s Day April 17-20 Schools Closed – Spring Break
November 7: Schools Closed – Teacher Professional Day November 10- Schools Closed - Veterans Day November 22-24 Schools Closed – Thanksgiving Break	May 25: Schools Closed – Teacher Professional Day May 28: Schools Closed – Memorial Day
December 22 – Schools Closed – Teacher Professional Day (Early Release) December 25 – Jan. 1 – School Closed – Holiday Break	June 20: Student Early Release – Staff Professional Day
January 1: Schools Closed – New Years Day January 12: Schools Closed – Teacher Professional Day January 15: Schools Closed – Dr. Martin Luther King, Jr’s Birthday	<i>Tentative Summer Schedule:</i> TBD

Culture Norms

As the strength of our professional character and culture is ultimately the most powerful determining factor of the success of our students, we must honor the following norms and strive to meet them, even when it may be difficult. We look to express our individuality and have fun as a school team all the while maintaining the highest standard of professionalism and facilitating the highest level of achievement for our student body.

A. Staff: Student Interaction

The following guidelines will be used to inspire positive student-teacher interactions to ensure the success of all students.

- **Respectful**
 - Control tone and body language
 - Acknowledge student perspective
 - Keep information confidential unless harm is probable
 - Follow the school/district code of conduct
 - Student exchange of personal contact information is not allowed
- **Healthy Environment**
 - Keep shared space organized and clean
 - Encourage participation of all students
 - Honor student diversity
 - Recognize success and correct errors with mindfulness

B. Staff: Family and Community Interaction

Developing strong connections to home – grounded in an understanding of the values that our families place on their children’s education - will be central to the success of our school. Parents/Guardians entrust their young adults to our care and our mission; it is our goal to be inclusive of our parent/guardian base, keep clear, open channels of communication, and build a trusting relationship from which both home and school will benefit. The following norms will be used to guide all family interactions:

- Respond to communication from families within 24 hours of the initial contact.
- Value the perspective of the parent/guardian
- If a meeting becomes hostile, politely remove yourself from the conversation and inform the parent/guardian an administrator will contact them within 24 hrs.
- Intentionally communicate both positive and constructive feedback to parent/guardians

C. Attendance Policies & Procedures

STUDENT ATTENDANCE POLICY

Springfield Honors Academy believes that regular school attendance is imperative to academic success. A student must attend school for at least three and a half hours to be marked present. Class attendance is one of the requirements for academic promotion.

Massachusetts General Law requires every child between the minimum and maximum ages established for school attendance by the Massachusetts Board of Education to attend school during the number of days required in each school year.

- **Parents must notify the school by 8:00 a.m. the day that their child will be absent.** If a phone call is not made, the parent may expect a call from the school office. Students are required to bring a note to the main office within two (2) days when they return to school that includes the following: a) The date of the absence b) The reason for the absence c) A phone number where a parent or guardian can be reached and d) The parent/guardian signature.
- A student who has enrolled in a class is expected to be present each time the course is in session. High school students will not receive full credit when they exceed the following number of absences:
 - Fourteen (14) class absences per two semester course
 - Seven (7) class absences per one semester course
 - Vacation days taken during regularly scheduled school time are unexcused absences
- Parents and/or guardians will receive written notification at the student's 5th absence from school and every multiple of five (5) up to thirteen (13) absences. Students and Parents will receive written notification of student's loss of credit due to exceeding fourteen (14) absences. The failure of parents/guardians to receive these notifications does not change the facts or consequences regarding a student's absences. Attendance is required to earn credit for all subject areas.

The following is a list of absences which will not count toward the loss of credit:

- Religious holy days. The student's religion must require that the student does not attend school on the specific holy day or that school attendance would interfere with required religious observances.
- Court appearance. The student must have been subpoenaed to appear in a court of law. The student must be a witness, plaintiff, or defendant in a court proceeding. Within five (5) school days before or after the required court appearance, the parent/guardian must notify the school in writing and provide documentation from the court.
- Extended hospitalization. The parent/guardian must submit to the school release papers from the hospital documenting the student's extended hospitalization. Because of a serious illness documented in writing by a doctor, any student who will be out of school for fourteen (14) consecutive days will receive home or hospital instruction.
- Documented medical absence for repeated days when excused by a physician.
- A death in the immediate family or other significant family crisis.

Days out of school because of out-of-school suspensions are absences which do not count towards a loss of academic credit. Students who are absent because of out-of-school suspensions must make arrangements to make up missed assignments, homework, and/ or tests. Allowing students to make up the missed work is at the discretion of each teacher. The principal can determine that other extenuating circumstances justify absences which do not merit a loss of academic credit. The principal has the right to require and seek additional medical opinions and diagnosis regarding a student's absence(s) due to illness.

PART 2: ACADEMIC POLICIES

Promotion Standards and Grading

To receive City of Springfield High School Diploma, students must meet the following minimum requirements. These requirements are more rigorous than state requirements so that students may be more competitive in the college admissions process and be prepared for college level courses.

- Earn 27.5 weight bearing course credits in required courses
- Completion of World Scholar/Service Learning Capstone
- Enroll in two or more AP courses

Weighting System

Springfield Honors Academy will operate on a 4.0 weighted grading system.

- Advanced/Honors courses will have a .3337 added to course GPA
- Advanced Placement courses will have a .6667 added to course GPA

Marking System

A = 93 – 100 (4.0)

A- = 90 – 92 (3.7)

B+ = 87-89 (3.3) B = 83-86 (3.0)

B- = 80-82 (2.7)

C+ = 77-79 (2.3) C = 73-76 (2.0)

C- = 70-72 (1.7)

D+ = 67-69 (1.3) D = 63-66 (1.0)

D- = 60-62 (0.7)

F = 59 & under (.0)

P = Passing INC = Incomplete

W = Withdraw

MED = Medical

Beyond a reflection of their level of command of each subject matter, students' grades will reflect their attitude and approach to each course. Students with a quarter average that drops below a 75, indicated at both the progress report mark and the end of each quarter, will be required to participate in extra help after school until the grade is lifted.

- Students and their families will receive interim reports at the halfway mark of each quarter as well as quarterly report cards. Students will take midterms and finals, as is tradition of most high school programs. Students enrolled in AP courses as well as seniors with an A average (at the end of their second quarter senior year) will be required to take midterms, but exempt from finals. Parent conferences will take place once each semester. Students will be encouraged to attend the conference with their parent/guardian to further our mission of student ownership of their education.
- Grades/credits earned will be the primary factor considered in promotion or retention decisions. The Springfield Pupil Progression Plan will be closely followed in respect to Honors Academy students meeting Massachusetts credit requirements and course completions to advance each year and successfully graduate. Promotion and retention decisions will be made by the Principal after close consult with the teacher team and family representative.

Class of 2021 Graduation Requirements

English	8 semesters
Mathematics	8 semesters
Science (lab-based)	6 semesters
History	6 semesters
World Language	4 consecutive semesters; (6 semesters recommended)
Visual/Performing	Arts 4 semesters; (Demystification of the Arts, required freshman year)
Physical Education/Wellness	4 semesters
Elective Courses	10 semesters: Including required World Scholar Seminar (4 semesters)

Grading Practices & Policies

Given that the transition from middle to high school is challenging, we want to provide a scaffold to ensure that a student's GPA is not decimated early in their career because the proper skills have not yet been developed. However, we also want to ensure our grading practices align with college expectation to help students prepare for the more difficult transition from high school to college.

- No report card grade lower than a 50% 1st and 2nd quarter only
- If a student has a grade of 75% or lower, tutorial assistance will be required until the grade is lifted higher than 75%
- Teachers are expected to notify home following 2 assessment failures

Percentage Policy:

Staff will be given the autonomy to determine categories and weighting based on the unique constructs of their disciplines. The principal will review and approve grading policies to ensure consistency with our school's mission.

This being said, the following homework percentage will be highly recommended to staff for the ninth-grade year only:

- ✓ The category weight of homework will decrease over time to mimic college, where homework completion is expected in order to learn the content, but often not tied to a grade. It is worth more in 9th grade so students can learn good homework habits and the importance of completing homework on time. The recommended homework weighting is no less than 10% and no greater than 20% in the students' freshman year.

Academic Honesty Policy*

In line with the high standard of practice upheld by colleges, universities, and the professional world, Springfield Honors Academy considers plagiarism to be a form of academic dishonesty, a violation of one of our school's—and our society's—core values, Integrity. Cases of plagiarism are serious and sometimes complex: Some students are unclear about the guidelines for using others' ideas in their own work, some are careless about citing sources, some do not understand the difference between collaborating with (a) peer(s) and plagiarizing, and some are genuinely attempting to deceive by passing off the work of others as their own. In all cases where plagiarism is suspected, the school's investigation is guided by the following principles: careful examination of evidence, just consequences, and mistakes as opportunities to learn. The protocol below outlines the formal process that teachers and staff who suspect plagiarism should follow.

In keeping with Springfield Honors Academy's role as an educational institution, students will be educated about what constitutes violations of academic honesty in specific situations and the consequences of such violations.

Teachers who suspect a student of plagiarism should communicate this information by email to the administration as soon as possible. The following outlines necessary steps to be taken:

- ✓ Save the original copy of the suspicious student work and the assignment description.
- ✓ Obtain a copy of the apparent original source of the suspicious student work (i.e.: a copy of the assignment or test that belongs to the student from whom the first student appears to have plagiarized or a link to and printout from the website/source from which the student appears to have plagiarized.)
- ✓ (optional) In a non-confrontational and non-judgmental tone, and in a one-on-one format (i.e. away from other students), ask the suspected student relevant questions about the circumstances in which they completed the assignment. After this conversation, record the student's initial responses and forward to the principal. If, in the course of answering these questions, the student inquires about whether the teacher suspects him/her of plagiarizing, it is appropriate for the teacher to acknowledge those suspicions and assure the student that the teacher is merely gathering information at this point. It is important that you gain the trust of the student in all situations, as it is the only way we can hope to learn where the student went wrong and how to assist the student in correcting his/her mistake and keep from repeating it.

- ✓ A written report of the situation must be submitted to administration, along with above mentioned documentation, within 48 hours of the suspected offense. A determination will be made by administration as to the severity of the act and the consequence.

Consequences for plagiarizing can range from a mark of “0” for the assignment and detention to a more exacting punishment, including a Level 3 demerit, all depending on the severity of the case.

Make-Up Work

Following an absence, students are expected to return to school with the homework completed that was *assigned* the day *before* the absence. Students who return from an absence will have the amount of days absent to make up the work assigned. * In extreme circumstances, such as an extended hospitalization, administration will extend the deadline for work assigned during the student’s absence.

Students absent for two or more days in a row must communicate directly with the main office to coordinate collection of their work from school. Teachers will maintain folders which hold current day to day work, in order to assist students in making up work missed. However, it is the student’s responsibility to obtain missed work from these folders, or parent/guardian’s responsibility if the student is otherwise unable. Teachers are not required to provide work for students who are going to miss school due to vacation plans. Please note: This policy is school-wide and not at the discretion of individual teachers.

***Note: This does not apply to pre-determined assignments in the syllabus.**

Submission of Late Work

The chart below outlines the consequences for submission of academic assignments after the deadline communicated by the teacher.

Submitted by...	Highest Score Possible
5:00 PM on due date (“same day late”)	85%
1 day late	70%
2 days late	60%
More than 2 days late (may not be accepted)	35% - 50% (teacher discretion)

Academic Student Support

In collaboration with Springfield Public Schools, Springfield Honors Academy staff are responsible for ensuring that information is entered in the appropriate time frame for students with Individualized Educational Plans, and/or 504’s. In order to adhere to the roles and responsibilities of students we will work collaboratively with the High School of Commerce Evaluation Team Leader (ETL) for team meetings. The following goals will be met:

- Implement agreed upon objectives and goals
- Maintain contact with building administrator, ETL, general education staff and special education teacher
- Complete all quarterly progress reports and documentation in Easy IEP database

We will monitor closely the progress of each student to ensure we are meeting all needs.

In the event that a teacher feels that a student needs additional support, they must complete a Student Request for Additional Support Form, located in the main office. (See Appendix)

Athletic Eligibility

The athletic eligibility policy is in keeping with the MIAA and High School of Commerce policy, with the following Springfield Honors Academy exception:

- If a student fails one or more classes in the previous quarter with a grade ranging from 60% to 69% they may sign up for their preferred sport but may not participate until they have brought their grade up to 70% or higher at the time of progress reports. We will refer to this status as limited eligibility. Student athletes must have a 70% or higher to dress for games.
- Springfield Honors Academy will use the previous quarter to determine eligibility.
 - Quarter 1 Report Card: Fall/Winter Athletics
 - Quarter 2 Report Card: Winter/Spring Athletics
 - Quarter 3 Report Card: Spring Athletics
 - Quarter 4 Report Card: Fall Athletics

Freshmen will be automatically eligible to participate in athletics in the fall. The only 10-12th grade students that will be ineligible to participate in fall athletics will be those students that failed more than one course the previous year (i.e. they are dragging an academic credit because they were only able to make up one in summer school).

- If a student that started the athletic season with “Full Eligibility” status is failing one or more classes at the time of progress reports, they are temporarily suspended from dressing for games. It is the responsibility of the student to bring their grades up to passing and communicate this progress to their coach. Once all grades have returned to passing, the coach will restore “full eligibility” status and the student will once again be asked to dress for games.

The principal will work closely with the administrative team of the High School of Commerce to ensure that only those students deemed eligible are participating in athletics.

Detention: If a student earns a demerit, they are required to attend their assigned detention instead of going to practice. Each coach will set a policy related to attendance at meetings or practice and the number of practices/meetings that students may miss before they are no longer able to participate. If a student is required to attend detention, their absence from practice will not be excused.

NOTE: The above policies apply to team managers as well as student athletes

Course Add/Drop

The window for yearlong courses add/drop will be **September 1 through September 15**. No requests for add/drops will be allowed after September 15th. All add/drops must be approved by administration. Parent and student signature are required before approval.

- Please note that in a ½ year course, students have only the first five days of the semester to drop.

Daily School-Wide Routines

A. Late to School

On-time attendance is a critical priority to reinforce the sanctity of learning time and to build habits of personal responsibility. It is a cornerstone of our culture with students and our professional culture as colleagues. Administration is ultimately responsible for ensuring that we meet our goals for on-time attendance.

- ✓ Students that arrive after 7:30 am and prior to 7:33 am will receive a “Minor Tardy” (L1) demerit. The “Minor Tardy” demerit is an attempt to acknowledge the difference between running a couple minutes late and arriving more egregiously late.
- ✓ Students who arrive after 7:33am will be issued a tardy slip, be marked in PowerSchool, and then issued an *Unexcused Tardy* (Attendance) demerit requiring that they serve detention the following day.
- ✓ Students who arrive to school after 7:40 will need to enter through the front doors of the High School of Commerce to be screened and then come directly to our main office.
- ✓ The Assistant Principal. will send out an absent/tardy list to all staff by 8:00 am and complete calls home by 8:30 am. Calls home will include students that have arrived, but were tardy.

B. Breakfast

Students have the option of eating breakfast at school each morning. Breakfast is eaten in 1st period classrooms. Teachers should either be in their room or at the threshold supervising students during this time.

Students may bring breakfast from home. Breakfasts must also adhere to a few basic guidelines:

- **Single –serving portions.** Students must bring breakfast that can reasonably be eaten with 10 minutes by one person.
 - **Require no preparation and no significant clean-up.** Students will not have access to refrigerators, microwaves, or any other preparatory devices.
- ✓ When breakfast is over, students should discard trash in the trash bags stored in their classrooms, even if they are not finished. Students may not have food at any time OTHER than meal or snack times and may not snack at their locker during transitions.

C. Lunch

The key goals for lunch procedures are: 1) allow students a positive and organized break, 2) ensure that students who did not complete their homework or did not complete homework to quality have an opportunity to do it correctly and 3) ensure that students have the option to enjoy relaxation privileges.

Students can participate in 1 of 4 different kinds of lunch:

- ✓ **Study Lounge:** Students in this lounge will have an opportunity to get a jump start on their homework or revise or complete unfinished work
- ✓ **Electronic Lounge:** Students who are interested in gaming, listening to music or playing games are allowed in this lounge
- ✓ **Wellness Lounge:** Students in ISS or on supervised status must eat in a designated classroom.
- ✓ **Relax Lounge:** Students in this lounge will be able to just relax and refresh for the second part of the day

Note: Any student in ISS will remain in ISS during lunch

D. Leaving School Early

General Policy: Students are expected to remain in school until the very end of the day (2:20 pm for regular dismissal). Early pickups are disruptive to the learning environment and by nature require students to miss class time. Because of this, parents are strongly encouraged to provide advance notification if a student will need to leave early. Prior notification is defined as at or before 9:00 am that day. If parents arrive for an end of day pick-up, they are welcome to wait in the lobby until the 2:20 pm dismissal.

Communicating Early Dismissal:

Parent	Student	Student Life Coordinator
1. Send student to school with a note explaining the reason for the early dismissal as well as the time the student will be picked up. Or... 2. Call the front desk prior to 9 am the day of the early dismissal to notify the student Life coordinator of time and reason for early dismissal.	Drop the note off with the main office at the front office upon arrival. Keep an eye on the clock and asked to be dismissed at the appropriate time. NOTE: It is the student's responsibility to remember this last step, not the teacher's.	Send an email to the student's grade level team to notify them of the student name and dismissal time.

Early Dismissal & the Merit System:

Event	Consequence
Student is picked up early for an appointment, no note.	Office Detention
Student is picked up early for an appointment, doctor's note provided the following day.	No Consequence
Student is picked up early because the nurse has sent them home.	No Consequence
Student is picked up early for a standing appointment (e.g. counseling).	No Consequence

E. Dismissal

The key goals for this procedure are: 1) ensure respectful and positive end to the day, 2) reinforce and market positive & corrective systems and 3) be as efficient as possible. Some key notes:

- The school day is over at 2:20 pm. Any student leaving before 2:20 pm will be marked as an early dismissal unless going to an approved elective/athletic program.
- Detention will occur M-Th until 3:00 pm. Any student leaving detention early will be marked as not having attended detention, unless in the event of a medical or legal emergency.

- We will not accept any temporary or single day bus/pick-up transportation changes. Families must plan to come early to dismissal if they would like to pick up a student who usually goes on the bus. Otherwise, the student will depart on the bus.
- Ensuring that at least 95% of students attend the assigned detention is an important school-wide priority. It will take everyone working together to make this happen.

F. After-School Procedures

Students that are not staying after school for tutoring, a meeting or detention are expected to have left the building by 2:25 pm. This also means that if a student does plan to stay after for tutoring or a meeting, they must be in their after-school location by 2:25 pm.

If a student needs to go to their locker, another classroom, the bathroom, etc. they may be in the hallway without a pass, but teachers should only allow one student to leave the room at a time. Students staying after should be supervised by the teacher that has asked them to stay after at all times. This is a time in which many teachers plan to get work done in order to prepare for the next day so it is important that students staying after keep their volume at low and do not do anything to disrupt the rest of the building.

All students are required to leave the building by 4:00 pm Monday – Thursday and by 3:00 pm Friday. Administration will sweep the building to ensure that all students have left by 4:00 pm. If a student refuses to leave the building or attempts to avoid the person sweeping the halls at 4:00 pm they will be issued an *Ignoring and Refusing* (L2) demerit.

G. Demerit Report Distribution

During lunch lounge on Thursdays morning teachers will distribute demerit reports. The following is the procedure for this process:

Students	School Staff
<ul style="list-style-type: none"> ✓ Arrive in lunch lounge and start eating. ✓ Reflect on what went well and what could have been better based on your Demerit Report. Think about goals for the upcoming week ✓ If there is a demerit with which you disagree, pick up a “Demerit Report Appeal Form” kept at the front desk and complete it. ✓ Once the form is completed, hand the appeal form to the specified teacher at your earliest convenience (i.e. the next transition). If they have a moment to talk, they will, otherwise you can check in with them again later in the day. ✓ If the demerit is in fact appealed, give the signed form to Ms. Cooper before the end of the day on Thursday. She will remove the demerit and let you know if it has affected your Friday dress down. 	<p>Demerit Report Printer: Ms. Cooper</p> <p>Before 7:10 am Thursdays, all demerit reports in teacher mailboxes who have lunch lounges</p> <ol style="list-style-type: none"> 1) <u>Ms. Cooper will review demerit reports ahead of time and make personal comments as needed. If students have struggled, administration will have a quick check-in conversation with the student.</u> 2) Teacher hands out Demerit Reports as students begin to eat. Make sure that students are taking a minute to read it over! 3) If student would like to make an appeal, remind them to pick up one of the forms from the front office during the next transition. If a student would like to make an appeal to you, they must still fill out one of the forms in order for the change to be logged in the system. 4) Make sure that students are aware of whether or not they have earned the following privileges or disincentives: <ul style="list-style-type: none"> ✓ If a student has less than 75, they will have to wear full uniform on Friday ✓ Dress Down Friday: Any student who has a weekly total AND average of 75+

H. Homework Submission

Students must complete homework in full and in accordance with SHA’s standards. SHA’s teachers track homework completion daily. Students who fail to complete homework assignments to the expected level of quality earn grading penalties. In all grades, these penalties involve homework demerits, up to detention.

Because time management and thoughtful preparation for class are such an important component of college readiness, SHA prepares students for college-level homework expectations using a de-scaffolded approach that considers 1) quantity 2) feedback and 3) time management.

Grade-Level	Focus	Notes
9	Completion	<ul style="list-style-type: none">• May be assigned multiple classes per night (on avg. 20-30 minutes each).• Homework must be meaningful and connected.• <i>Missing Homework</i> (L2) demerit or an <i>Incomplete Homework</i> (L2) demerit given. Note that this demerit does not trigger an office detention unless multiple are missed.

Final Notes on Checking Homework:

- ✓ Teachers must assign something that specifically holds students accountable for having completed that work. For example, if you would like students to study for an upcoming test, make sure that they are also handing in a study guide or some other review sheet. If you would like students to “read” be sure that there is something that they hand in as evidence that they have completed this reading.

Caring for Materials & Space

A. Locker Use

Each student will be assigned a locker in the first week of school. The following are school-wide expectations regarding student use of lockers.

- **Times of Day:** Students may use their lockers during any transition. It is up to them, however, to plan ahead and consider when they will have more time to stop at their locker and when they will not. This will depend on the particulars of the transition (e.g. leaving lunch, need to stop at the bathroom, need to stop by and ask a teacher a question, etc.). If a student arrives late to class, they will receive a *Late to Anything* (L2) demerit.
- **Locking Lockers:** All students are required to use their locker code. If a staff member sees that a locker is open, they will close it and issue a *Lack of Responsibility* (L1) demerit. Ms. Cooper has a list of locker assignments should you need to check. The school will not investigate instances of items missing from unlocked lockers.
- **Sharing Lockers:** The lockers do not provide sufficient space for students to share while still keeping them organized. Further, sharing a locker would require that students share their locker

combinations. If students are found to be sharing lockers, they will be asked to move their belongings back to their own lockers and then be issued a level 1 “disorganization” demerit. Locker combinations should never be shared.

- **Sports Equipment:** During certain athletic seasons, students may be required to bring equipment that does not fit in their locker. Ms. Cooper will open the storage closet in her room during morning entry so that students can store equipment there. It will be unlocked at 2:20 so that students can pick equipment back up prior to going to the athletic waiting room. It should not be stored in classrooms as this quickly leads to sloppy looking instructional space.

B. Locker Cleanliness

Students and staff must work to keep our space and materials clean and organized. Once a quarter, grade-level teams will designate time for locker clean-out and organization. This most frequently occurs during Study block and/or on a day in which the schedule has been adjusted (e.g. practice SAT day). Following a locker clean-out day, administration will then do an audit on the following rubric:

Unacceptable	Solid	Excellent
<p>INSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ Old materials or trash strewn (e.g. paper, old snacks, etc.) ✓ Any writing or marks. ✓ Old library books or school materials that should have been returned. ✓ Decorations that cannot be easily removed. <p>OUTSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ Any decorations or marks. ✓ No Lock. 	<p>INSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ Materials stacked neatly for easy access. ✓ Clean, without marks, crumbs or scraps. ✓ All decorations easily removable at end of year. <p>OUTSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ No decorations or marks. ✓ Lock on locker. 	<p>INSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ Materials stacked in folders/binders. ✓ Decorations or posting on the inside of locker reflect goals and progress. ✓ Extremely clean <p>OUTSIDE LOCKER:</p> <ul style="list-style-type: none"> ✓ No decorations or marks. ✓ Lock on locker.

C. Daily Use of Planner

We strongly encourage students to utilize either google calendar or purchase a personal planner for school. We are trying to ensure college readiness and this is a step in the right direction.

- **Recording Homework:** The default expectation before students begin working on the do now is to copy the night’s homework into their personal planners. To facilitate this, teachers must have the homework visibly and obviously displayed somewhere in the room. If students do not have homework for a certain class, they should write NONE.
- **Recording Long-Term Assignments:** If a teacher plans to assign a longer-term assignment, they must walk students through recording the various due dates in their planners. They will also have to determine ways to best break up the assignment into smaller parts, and assist students in setting interim “due dates.”
- **Lost Planners:** If a student loses their planner, they will be issued a *Disorganization* (L1) demerit and the student will need to purchase a new planner. If a student has not lost their planner, but

does not have it with them that day, they will be issued an *Unprepared* (L1) demerit for each day they do not have it. Regardless of whether it is a school-issued or personal planner, students are expected to bring this to every class.

- **Failure to Bring Planner to Class:** If a student fails to bring their planner to class, they will be issued a level 1 “unprepared” demerit. If a student has left their planner at home, they should receive just one demerit for the day (as opposed to one for each class). If a student has left their planner in their locker between classes, students should earn an *Unprepared* (L1) demerit from that particular teacher. If a student says they have left their planner at home, they should not earn more than one *Unprepared* (L1) demerit.

NOTE: If a student needs to sharpen their pencil DURING class, a good practice is to establish an exchange system so that their sharpening does not interrupt the class.

D. Bathroom Policies & Conduct

Ensuring that students use the bathroom at appropriate times and durations as well as enforcing excellent conduct in the bathroom are tremendously important priorities for SHA. In struggling schools, the bathrooms regularly foster cutting class, bullying, online bullying, vandalism, cheating, substance use, damage to plumbing, fighting, the list goes on...

Bathrooms must be completely safe, impeccably clean, and offer no means of entertainment or distraction. We must establish a clear system that provides students to use the bathroom quickly during transitions or meal times, with excellent conduct.

Student Bathroom Expectations:

- ✓ Use the bathroom before school, during breakfast, lunch and transitions as much as possible.
- ✓ Always use the restroom as quickly as possible, NOT using the bathroom for self-grooming or as a break from class.
- ✓ Be clean and neat in the bathroom, leaving no scraps, puddles, or drips on floors or toilets, and absolutely no marks on the walls or stalls of the bathroom.

During transition, there will be a staff on duty to monitor the flow of traffic in the restroom. If students decide to use the restroom during transition, they must keep in mind

- Transitions between classes are only 4 minutes long and they are still responsible for arriving at the next class on time.
- Any student late to class will earn a *Late to Anything* (L2) demerit.

If students need to use the bathroom during Internal Suspension they will be escorted and the following will apply:

- Students will be issued no more than 3 passes per day and will not be allowed to use the bathroom at a time in which a school-wide transition is Occurring.
- Students in internal suspension will not be dismissed to use the bathroom more than once in an hour.

The table below shows key responsibilities for maintaining the cleanliness and respectful use of the bathroom.

Situation	Common Merits	Common Demerits
Student leaving the bathroom unclean.	<i>Respect:</i> Taking care of your space and your community.	<i>Not following class or school procedure (L2):</i> Not cleaning up materials.
Bathroom Vandalism	<i>Integrity:</i> Letting a teacher know that there is a mess in the bathroom.	<i>Major Disrespect to Property (L3):</i> A phone call or in-person meeting will be set up with parent and student. Student will receive a full day of ISS; student will also have to complete a red reflection and go to the Honor Council for a hearing.
Taking too long in the bathroom.	<i>Possibility:</i> Moving quickly in the bathroom so that other students can use it and you do not miss additional class time.	<i>Not Following Class or School Procedures (L1):</i> Taking too long with a pass (e.g. over 5 minutes to use the bathroom). Time will be marked on the log so that teachers can easily check.

School-Wide Classroom Routines

A. Classroom Visitors

Visitors will occasionally come to watch the teaching and learning in our school. Expectations are described below.

Visitors	School Support	Teachers & Students
<ul style="list-style-type: none"> • Must stop at the front desk to sign in, receive information about expectations, and pick up visitor's guide. • May enter and exit classrooms and move around as they wish, but may not interrupt teachers or students during lessons or transitions. • May speak with students during lunch. • May email the teachers or staff afterwards with questions or feedback, cc'ing the principal. • May ask administration any questions or for any support necessary during visit. 	<ul style="list-style-type: none"> • Administration schedules visit (if pre-arranged) booking work rooms and meetings with other staff if necessary, and provides a visitor's guide. 	<ul style="list-style-type: none"> • Teachers will frequently keep extra work packets by the door. Visitors should feel free to look through one of these. • When a visitor enters the room, teachers should continue teaching. It is OKAY, though, to make eye contact and smile. If the teacher would like the visitor to stay in a particular area or has any other directions, they may communicate these. • Students should continue to focus on the lesson and only interact with visitors if they ask direct questions.

B. Going to the Nurse

Students may occasionally feel sick at school. However, students may also request a visit to the nurse to avoid class, work or an unpleasant social situation. Nursing services are shared between The High School of Commerce and SHA. The nurse's office is open from 7:45am to 2:20pm. Typically, an hour during lunch is closed for medication administration.

During these hours, if a student requests to visit the nurse, teachers should:

- Diagnose the seriousness and authenticity of the situation based on the student's affect, specific symptoms, and background knowledge of the child. If a situation seems to involve a true medical issue, the teacher should:
 - ✓ Write a hall pass for the student to go to Administration.
 - ✓ Administration will escort the student to the nurses' office.
- If a student misses class time due to a visit to the nurse, they are responsible for collecting work that was missed and agreeing on an appropriate way to make up the work the teacher.
- If the situation does not seem to involve a true medical issue:
 - ✓ Determine the best way to diagnose the real issue with the student in the moment or after class.
 - ✓ Ask the student to wait 20 minutes and let you know if they are still feeling ill (oftentimes the moment will have passed and the student will forget to follow up because they no longer feel ill).
 - ✓ Suggest that the student get some water, use the bathroom, or take off a sweater and see if it helps them feel better.

Before 8:00 am or after 2:30 pm, teachers should follow the same procedure, but at this point the administrator will help to determine what needs to happen next. The administrator will:

- Send the student home if the situation seems obviously serious, or
- Let the student rest, take off a sweater, get some water, or use the bathroom (with a pass) if the situation seems superficial and as though it is likely to pass.

Some key notes:

Medication:

- ✓ Neither the nurse nor school staff, are allowed to give students any medication, even Tylenol, without written consent from the family.
- ✓ Prescription medications are kept on file.
- ✓ Teachers are not allowed to give any medication to students, unless certified.
- ✓ Students may not have medication with them; they must give the medication to the nurse with a written family consent note.

Field Lessons/Off-Site Visits:

- ✓ Whenever students travel off-site, the teacher must check in with the nurse and the administrative team to see if they are required to travel with any medications.
- ✓ If a student has an allergy that requires an EpiPen, the teacher must receive a short training on proper use.

C. Hallway Passes

Any student in the hallway outside of normal transition times must have a hallway pass or be supervised by a staff member. Adhering closely to this norm allows us to preserve the sanctity of the learning environment and drastically minimizes the possibility of students skipping class. There are two types of passes:

Bathroom Passes: These will be kept in classrooms. There will only be one per classroom. Students need to complete a sign-out sheet in the front of the room if they need to use the pass. They will sign back in upon returning.

Teacher Hallway Passes. Each teacher has a booklet of passes that they must keep under close supervision. If a student needs to leave for the nurse or any other reason, the teacher must fill in the information on the pass and give it to the student. The student must carry the pass with them for the entire time they are out of class.

During lessons, students may only leave class for true emergencies.

In general, students may NOT

- ✓ Deliver papers, materials, notes or messages to other staff members or students, or pick up or drop off papers to/from the copier, printers, laminators, or poster-makers.
- ✓ Deliver water, coffee, tea, etc. for staff members. These errands to “help the teacher” are distractions and do not support the kind of school culture aspire to.
- ✓ Students outside of class must show their pass upon request. If they fail to do so, they should receive a *No Pass* (L2) demerit.

D. Asking to see a Staff Member

There may times when a student asks during class to go see a member of the school staff (this is most common with the school counselor or administration). This may be because the student is authentically struggling and needs to talk to someone before doing something they may regret. Simultaneously, this may be a simple attempt to avoid being in class. Given the potential sensitivity of such a request, the following are the recommended steps that a teacher should take if this Occurs:

- ✓ Explain to the student that it is possible the requested staff member is not in their office or that they are in another meeting and therefore unable to talk (it is more likely than not that this *is* the case).
- ✓ Tell the student that you will send the staff member a text or an email to let them know they are interested in checking in (make sure that you remember to do this shortly thereafter)!
- ✓ If the student appears to need some time and space, offer them the option of taking a few minutes to themselves (they can do this in the classroom). Oftentimes this is enough for students to recollect themselves and re-engage in class.

If said staff member is available it is okay for them to stop by, pull the child into the hallway for a quick check-in and assess whether or not it makes sense for them to leave class for a longer period of time. More often than not the quick check-in and then scheduling a meeting with the student later in the day is enough for the student to understand that they are being heard thus allowing them to re-engage in class.

E. Fire Drills, Emergencies & Bio. Spills

Fire & Emergency Drills – Key Goal: Entire routine takes less than 5 minutes from learning.

☒ District and Administration will schedule monthly fire drills, in coordination with the other schools in the building, making sure that the drills do not occur during academic core blocks, as much as possible.

☒ Administration will arrange materials and lead a short training for staff members, including a map of where each teacher should lead their class. Administrators will also make sure the maps and class rosters are posted in each classroom, near the door and in an accessible space.

☒ Student expectations, particular to the drill, include:

- ✓ **Silence.** This is critical so that everyone can hear directions and stay calm.
- ✓ **Walking, with no physical contact.** Side hugs, fist bumps, high fives, etc. are not appropriate during an emergency drill.
- ✓ **Follow all directions immediately.** This is always an expectation, but even more critical in an emergency.

Other Emergencies and Biological Spills – Key Goal: Learning continues uninterrupted as much as possible.

For biological spills, teachers should:

- Send the student to the nurse immediately with a pass. Teacher may send another student or a staff member as a support if necessary.
- Call the Main Office for a custodian. Administration will work with custodians so they are there immediately to take care of the situation.
- Cover the mess with paper towels or move students as necessary so learning can continue.
- If ever in doubt, staff should feel free to call the principal. In extreme cases if others are in significant danger, staff should also call 911.

F. Student Main Office Use

To avoid student congregation in the Main Office, SHA will institute “open hours” for students. During open hours, students may visit the Main Office to ask questions, change personal information, return permission slips, purchase event tickets, etc. During school hours, students are permitted to come only with a pass from a staff member. Open hours will be held during the following times:

- Breakfast
- Lunch
- After-School

All other student activity at the Main Office should be limited only to the case of emergencies (such as nurse visits) or as requested by a teacher. In general, teachers should use their discretion as to whether the visit is necessary or high importance before writing a student a pass to visit the office.

G. Student Use of School Phones

To prevent tying up the Main Office phone line, student use of school phones should be very limited. There are some situations including illness or emergency where administration will allow a student to make a call home. Calls will be monitored to ensure that they are local calls and that they are kept brief. Parents should also be reminded that the Main Office phone should not be used to communicate about the coordination of regular day-to-day coordination. This coordination must be done with students in advance of the school day. Students may only use the phone during Main Office “open hours” as outlined above.

Part 3: The Merit-Demerit System

Student discipline will be consistent with high school policies/measures arrived at within the district, and be further driven by guidelines provided within The Honors Contract. The contract, to be signed by both

student and parent/guardian, will outline the privileges of students of the academy and provide clear messaging surrounding the consequence of losing said privileges.

As teachers and staff members, we must utilize the merit system in a way that allows us to reinforce positive behaviors, redirect negative behaviors, and invest students in the idea that the merit system is a tool that supports them in making positive choices and ultimately fosters student independence. As such, there are several guiding principles that all teachers and staff must hold.

No Exceptions – While it may at times seem reasonable to deal with discipline issues on a case by case basis, the logic of the merit system argues against this approach. “No exceptions” is in fact a core component of the merit system. We want students and families to unambiguously understand that “If I do x, then y will happen (in 99.9% of cases).” If we deviate from “no exceptions,” we step out onto a slippery slope where consequences become less consistent and predictable. While the “no exceptions” mindset can at times lead to difficult conversations, inconsistently administered consequences ultimately lead to greater tension and less defensible rationale. Alignment creates clarity for students and is one of the most important things we can do to make the merit system fair and to promote positive behaviors.

Demerits = Feedback –It is a way to provide students with small, but tangible feedback on their behavior and choices. It is important that we make sure our students understand that this feedback is coming from a place of love. It would be easier for us to let some stuff go, but because we care about and respect our students, we instead choose to sweat the small stuff and give them this feedback. If we are successfully managing the merit system, students will come to perceive a demerit not as a form of punishment, but rather as a useful piece of feedback.

Warnings – In many schools, it is standard operating procedure to give one (or several) warning(s) before issuing a consequence. These warnings quickly appear arbitrary to students as it is often unclear what merits a warning and what merits a tangible consequence. Warnings can be harmful because they send the implicit message that it is okay to not follow rules *up to a point*. As a staff, we will create norms when it is okay to restate an expectation or provide redirection versus when a demerit should be given. The consequence/demerit must be predictable and proportional to the behavior.

Professionalism – The merit system seeks to promote a school culture grounded in professionalism. We work with students to help them internalize standards of professionalism that will set them up for success in the world outside of and after high school. Arriving to a meeting prepared, conveying respect through body language and tone, and making eye contact with speakers are all behaviors that are expected in a professional setting. Therefore, these same behaviors are addressed by the merit system.

Students with IEPs and 504 Plans – While consistency in our use of the merit system is essential, there may be some cases in which we adjust what constitutes a redirection versus a demerit as well as the triggers for detention/extension. In order to receive this differentiated support a student must have an IEP, 504 plan or behavior plan. These adjustments will be made on a case by case basis in consultation with the Dean of Special Services and communicated to teachers accordingly.

Chapter 2

Chapter 3 How the Merit System Works

- Merits are a way for our school to hold true to our 5 pillars: integrity, intellect, citizenship, respect and possibility. We will not monitor merits daily, however students will have an opportunity to nominate a student they feel have exemplified the definition of each pillar. Students will be able to get a referral card during their wellness class and complete it. These cards will be returned to Ms. Cooper by Friday. She will tally up the nominations and announce the student anchors for each character value during morning announcements on Monday. To be recognized by your peers is a powerful incentive to maintain school culture.
- Teachers will also be able to nominate students. These nominated anchors will be announced during our Anchor meetings the last Friday of each month and a celebration will happen during Anchor meetings, the last Friday of the quarter.

Merits	
Merits Core Value	Definition/Explanation
Integrity	<i>Build trust in your relationships, be honest in your work, and be truthful; even when you find it most difficult. Be most aware of your moral compass, and make decisions that are informed by what is intrinsically good.</i>
Intellect	<i>Nurture and deepen your curiosity for knowing. Engage in discourse that builds upon your skills as a critical thinker. Absorb knowledge in all its context and mediums, and foster a desire to become a perpetual learner.</i>
Citizenship	<i>Learn about your nation and your world. Do your part in serving community, both locally and at the global level. Appreciate the nature of rules and obey the laws that protect us and teach us responsibility</i>
Respect	<i>Be polite, thoughtful and accepting of those who aren't exactly like you. Understand that it is wrong to prejudice and demean others. Do not mistreat others; do not mistreat yourself</i>
Possibility	<i>Accept challenges and risks as steps knowing to becoming something even greater than you already are. Believe there are no boundaries for your tomorrow, as long as you persevere today.</i>

Merit Points

Students can earn 5 merit points, unless otherwise noted

Volunteering to help teacher or peer	<ul style="list-style-type: none"> • Staying after to help maintain organized environment • Qtly BIC/LIC volunteer (20 merit points)
Providing academic assistance to peers	<ul style="list-style-type: none"> • In-Class support • Afterschool support with teacher
Climate Control	<ul style="list-style-type: none"> • Advocate against negative behavior • Diffusing outbursts, possible altercations • Informing staff of possible issues
Attendance	<ul style="list-style-type: none"> • Qtly Perfect Attendance (25 merit points) • No Tardies for the Month (15 merit points)

Demerits

Demerits serve as immediate and actionable feedback for students, allowing them to reflect on their behavior and choices. The consequences of demerits are designed to be proportional to the behavioral infraction. Every instance of a student infraction should result in an immediate and non-negotiable consequence that matches the severity of the infraction and falls in line with our pre-established merit

system. When earning a demerit, students are expected to react in a neutral manner (argument or disrespect results in a level 2 deduction). If students disagree with a demerit, they may later write an explanation, using the “Merit Appeal Form” raising other information the teacher may have missed. The teacher will follow up within 48 hours with an in-person conversation about any of these disagreements. Written statement may be required. Levels 3 and 4 may require reflection form to be completed before returning to class.

Students will receive 100 points at the beginning of each week. Demerit points will be deducted based on the level of demerit the students receive. If students have received less than 75 points in demerits, they will not be allowed to dress down.

Demerits will be reviewed bi-weekly during lunch lounge to identify trends, reflect on areas of growth and create goals for the upcoming week. The demerits will be monitored by staff and demerit forms will be given to Ms. Cooper daily.

Attendance & Homework

Attendance and homework completion forms the basis of the merit system. Both are tracked daily and have the following merit points and deduction associated with them:

Homework Demerits (-5 Level 1)		
Demerits	Violated Value	Definition/Explanation
Missing Homework	Possibility	Work is not present when assigned to be turned in or requested
Incomplete Homework	Possibility	Work does not meet “completeness” standards (not all problems done; sections skipped; sentence fragments), etc.
Unprofessional Homework	Possibility	Work lacks neatness or tidiness; work is wrinkled or stained; would not be acceptable if turned in as an adult’s work

Attendance Demerits (-5 Level 1)		
Demerits	Violated Value	Definition/Explanation
Minor Tardy Unexcused	Integrity	Arriving at the front door after 7:30 am and before 7:32 am
Tardy Unexcused	Integrity	Arriving at the front door after 7:32 am
Absence	Integrity	Failure to attend school – excused or unexcused

Level 1 Demerits (-5 TEACHER DETENTION)		
Demerits	Violated Value	Definition/Explanation
Minor Uniform Violation	Integrity	Un-tucked shirt; tie not tightened; buttons undone; sagging pants, etc.
Unprepared	Citizenship/Integrity	Not having required pen/pencil, calculator, notebook, texts, planner or other materials, charged laptop
Disengaged	Respect	Not paying attention during instruction; not tracking when asked; off task
Disruptive (Minor)	Respect	Distracting others; calling out; side conversation, etc.
Lack of Responsibility	Citizenship	Not leaving a space clean; not caring for items as if they were one’s own; leaving a computer unattended

Not Following Class or School Procedure	Citizenship	Not following a class or school procedure
Passing a Note in Class	Intellect	Passing notes in class
Sleeping or Attempting to Sleep	Intellect	Sleeping or attempting to sleep

Level 2 Demerits (-10 OFFICE DETENTION)

Demerits	Violated Value	Definition/Explanation
3 Teacher Detentions or Missed	Integrity	Student receives 3 or more teacher detentions or misses a teacher detention
Minor Use of Profanity	Respect	Student is heard swearing during the school day
Disrespect to Property	Respect	Doodling on a desk; abusing a book, etc.
Gossiping	Integrity	Spreading malicious rumors about another student
Ignoring/Refusing	Respect	Refusing to complete work; refusing to comply with teacher directions within a reasonable timeline
Inappropriate Contact	Respect	Putting hands on another student in any form other than high five or side hug
Inappropriate Reaction	Integrity	Responding to a correction inappropriately (talking back, refusing to wait to discuss, etc.). Context is important.
Late to Anything	Integrity	Being late to any scheduled class or activity (including lunch) during the day
Low-Level Disrespect	Respect	Negative attitude about an individual (but not directed <i>at</i> an individual)
Minor Integrity Violation	Integrity	Being untruthful; lie of omission
Administrative Accountability Requests	Citizenship	Not turning in require forms when requested by district or school administration
Prohibited Item	Integrity	Having electronic devices and accessories visible when not permissible. Having any GIII devices in school
No Pass	Citizenship	Not being able to produce a hall pass during a time outside of a transition
Unauthorized Location	Integrity	Being in a Location in which students are not allowed to be; teacher work room, other school's space, etc.
Major Uniform Violation	Integrity	Any uniform violation that cannot be fixed in the moment (missing tie, shoes, uniform pants, etc.)

Level 3 (-15 Demerits Automatic Internal School Suspension)

Demerits	Violated Value	Definition/Explanation
2 Office Detentions for swearing	Respect	Receiving 2 office detentions for swearing
Deliberate Derailment of Lesson	Intellect	Intentionally attempt to disrupt or derail a lesson
Insubordination	Citizenship	Repeatedly refusing to follow directions (a more severe form of ignoring/refusing)
Major Integrity Violation	Integrity	Claiming work that is not 100% one's own; being dishonest or not telling the whole truth; plagiarism.
Major Use of Profanity	Respect	Using any form of profanity. (damn and hell, when directed towards another person) and/or having received 2 office detentions

Removed from Consequence	Respect	Being asked to leave detention, study hall or tutoring; walking out of a consequence without permission
Repeated L1 and L2s	Integrity	3 to 4 L1s in a class or 2-3 L2s in a class (consistent and deliberate derailment or disrespect)
Skipping Class	Integrity	Not attending class when scheduled to do so
Unsafe Contact	Respect	Play-fighting; rough-housing; throwing an object; slamming something in anger
Verbal Altercation	Citizenship	Verbal argument between students
Fighting	Citizenship	Fighting in defense after investigation has been conducted and it has been deemed self-defense

Level 4 Demerits (-15 Potential Out of School Suspension)		
Demerits	Violated Value	Definition/Explanation
Bullying/Harassment	Respect	Repeatedly teasing another student or being mean-spirited in a way that assails the dignity of another individual
Insult to Adult	Respect	Undermining the dignity, authority or emotional safety of an adult (includes sexual harassment)
Insult to peer	Respect	Undermining the dignity, authority or emotional safety of another student (includes sexual harassment)
Hate Speech	Possibility	Using language that undermines the dignity of a race, sexual orientation, religion, etc.
Insubordination	Respect	Repeatedly refusing to follow directions (a more severe form of ignoring/refusing) once assigned to be in ISS
Major Destruction to	Citizenship	Damaging school property in a way that requires replacement or repair; taking what
Physical Violence	Respect	Physical harm of any kind (e.g., fighting, grabbing, shoving, slapping); Threats of violence, regardless of intent
Threatening	Integrity	Threatening a student or adult; issuing a threat that implies a negative consequence ("She better shut up...")
Illegal Substances	Integrity	Being in possession of or using an illegal substance, including alcohol

Chapter 4 Consequences

There are consequences to every action we take. The same is true at SHA. We want to ensure that we are encompassing and building in skills that will help students always think of these natural consequences before they make decisions. The following consequences will be a direct result of numerous demerits, which is unbecoming of an honor student:

Consequence	Team Responsibilities
Teacher Detention: This will be served the following day after the detention has been issued. It will be served with the teacher who assigned the detention from 2:20-2:50 pm. Transportation will be the responsibility of the parent/guardian and must be decided before the start of school the day of detention	<input type="checkbox"/> Teachers fill out referral form for any student receiving a detention <input type="checkbox"/> Teacher makes a phone call home to notify the parent by 6 pm that day <input type="checkbox"/> Teacher documents level 1 demerit. <input type="checkbox"/> Teacher has student sign in and out of detention <input type="checkbox"/> Teacher calls home if student skips detention and reassigns new date <input type="checkbox"/> Teacher documents date of skipped detention and reassigns detention
Office Detention: This will be served the following day after the detention has been issued. It will be served with an administrator and duration will be from 2:20 pm to 2:45 pm. Transportation will be	<input type="checkbox"/> If teacher sends student out of class, they must call parent to explain event before 6pm that day. <input type="checkbox"/> Teachers fill out referral form for any student that must be removed.

<p>the responsibility of the parent/guardian and must be decided before the start of school the day of detention.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administrator tracks entry and exit information: time in and out, referring teacher, and reason for out of class time. Inputs a level 3 demerit. <input type="checkbox"/> To the extent possible, the referring teacher must have a conversation with the student removed as soon as they are done teaching. The teacher may request support from other staff in this conversation.
<p>Loss of Privileges: The consequence of loss of honors privileges will be handed down 1) if behavior continues to escalate after an office detention, or 2) for more serious incidences of disrespect or defiance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parents/Guardians will be notified of students' loss of privilege <input type="checkbox"/> Student will not be allowed to participate any events outlined by administration
<p>Internal School Suspension: In School Suspension (ISS) will be reserved for serious disciplinary infractions or for students who are seriously disruptive. Because ISS results in a loss of instructional time, the goal will be to use ISS as an opportunity to return students to learning as soon as possible. ISS may be used for multiple days (no longer than 2 days) or portions of the day until the student has shown they are capable of returning to class in a manner that is reflective of SHA.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student typically will start ISS the following day after the incident <input type="checkbox"/> Teachers fill out referral form <input type="checkbox"/> Administration will track the referral and document level 3 or 4 demerit. <input type="checkbox"/> Administration will ensure that all students in ISS are able to eat lunch and breakfast. <input type="checkbox"/> Administration and/or school counselor will check student readiness to return to class. If students have completed all their work and are able to explain what they should have done differently and how their behavior was disrespectful/hurtful/disruptive to the community, they may return to class. Students who do not show that they are ready to return to class must wait. If a student does not show they are ready to return to class by the end of the day, they must start the next day in ISS <input type="checkbox"/> Students who are assigned to ISS for a full day (or multiple days) must complete the full time without exception. <input type="checkbox"/> Reflection sheet will be required and will be filed in student behavioral folder <input type="checkbox"/> To the extent possible, the referring teacher must have a conversation with the student removed as soon as they are done teaching. The teacher may request support from other staff in this conversation.
<p>Out of School Suspension: Out of School Suspension (OSS) will be assigned by the Principal in cases of repeated defiance or a danger to the safety of the students and/or adults in the building. OSS will occur only following a disciplinary hearing in accordance with state discipline laws. L3 and L4 violations or refusal to go to ISS are ways to earn OSS.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administration decide on all OSS consequences: including whether to assign the consequence, the number of days for this consequence, as well as any additional requirements for returning to school. <input type="checkbox"/> Work will be provided in the main office for suspensions lasting more than 2 days <input type="checkbox"/> It is the responsibility of the student to meet all deadlines and complete work that was missed during suspension <input type="checkbox"/> Parent meeting will be required before the student returns to school <input type="checkbox"/> Reflection sheet must be completed and brought to the meeting and will be filed in student behavioral folder
<p>Long Term Suspensions. Long term suspensions will be issued in accordance with state discipline laws only in cases of severe threat to the safety of individuals in the building, weapons or drugs on the school premises, or students who are charged with a felony.</p>	

If a student is in ISS due to a uniform violation that cannot be immediately rectified, and a family member is able to bring in a solution but cannot do so immediately, students may be permitted to go to class as opposed to

waiting for the parent to arrive.

A) The Merit System during Detention

Students may earn demerits for misbehavior in detention, along with the relevant consequences, but may not earn merits. This is so we do not provide conflicting incentives around earning detention. Because detention is high on the student consequence scale, the consequences for level 1 and 2 demerits earned during detention are more significant.

Behavior	Consequence
Earning repeated and related demerits and/or deliberate disruption of the environment.	<ul style="list-style-type: none">• Student is sent to administration to serve remainder of detention OR• Re-serve the detention properly the following day.

Students are required to arrive at the detention room by 2:25pm. Students should plan to bring homework upstairs with them. The transition is intentionally scheduled to be 5 minutes so that students have more than enough time to transition from their enrichment, to their locker and back up to the cafeteria.

NOTE: If a student has an IEP or 504 plan that implies they need frequent positive behavioral recognition (i.e. merits) it is acceptable to issue merits. We will issue these merits privately and we will treat these instances on a case by case basis.

B) Being Excused from Detention

Families will have 24 hour notice of a detention via an automated call and are responsible for arranging transportation home after detention. Families must also make arrangements if there is any conflict with the scheduled detention day since we do not reschedule detention. SHA recognizes that there are Occasionally times when family commitments require students to miss detention or extension. Thus, we provide every student with one “detention pass” per quarter. These passes will be issued at the beginning of the year and students must show them to the detention monitor that afternoon in order to be excused. Students do NOT need to make up this detention.

SHA also automatically excuses students from detention for either medical (doctor’s appointments, dentist’s appointments, etc.) or legal reasons (court appearances, DCF meetings, etc.) **as long as a note is brought into the school.** Students must bring the note first thing in the morning and deliver it to the student Life coordinator. If the student does not bring a note, the detention will be considered unexcused and they will receive an office detention and it will be assumed that they skipped. The school also, on a case by case basis, may excuse students for extreme situations (i.e. death of a family member). If a student is in a situation in which they need to go home to take care of younger siblings it is the parent’s responsibility to call the school and arrange for them to serve the detention the following day.

C) Detention Appeals

If a student believes that they have been assigned a detention in error, SHA has a process by which students can appeal their detention. To appeal a detention, students may fill out a “demerit appeal form.” As part of the process, they must explain the concern, bring it to the teacher who gave the demerit and if the teacher signs off, they deliver it to the main office who will then give it to administration. Administration will decide if there are any students that no longer need to attend detention that day. Because students know whether or not they have earned detention 24 hours prior to the start of detention they have ample time to go

through the demerit appeal process. **If a student has not gone through the demerit appeal process, then they are required to report to detention that afternoon.**

Chapter 5 Internal School Suspension

The overarching goal of SHA is to ensure that all students have the opportunity to attend the college of their choice. There are times when it is in the best interest of a student AND the broader community to remove a student from class to teach an important character lesson, and preserve the integrity of the learning environment and the authority of the teacher. SHA provides students with a structured, silent room known as the Independent Study Center (ISS) in which students are given supports to help them understand the long-term impact of their choices.

A) Sending a Student to ISS

A student may be placed in ISS for any of the following:

- ✓ A Level 3 Infraction
- ✓ Two-Three disruptive/disrespectful Level 2 Infractions
- ✓ Three-Four Level 1 Infractions (teacher discretion depending on nature of L1s)
- ✓ Major Uniform Infraction

If a student needs to be sent to ISS, teachers should complete the following steps:

- ✓ Fill out a referral form and give it to the student to take with them to ISS.
- ✓ It is a school expectation that students will walk to ISS themselves, but a good practice is to shoot the ISC coordinator a text or email to notify them that a student is on their way when you have a moment. This way they can take next steps if the student did not arrive in ISC.

B) Expectations for Students in ISS

General Expectations:

- ✓ Students must sit in the seat assigned to them.
- ✓ Students should start by filling out the appropriate colored reflection form.
- ✓ Students may not sleep and unless they are in distress, should not put their head down.
- ✓ Students must remain in full uniform.

Repeated misbehavior while in ISS represents gross insubordination. As such, if a student is refusing to listen to administration and is repeatedly causing disruption, at the school's discretion the student may be suspended for the day and will be asked to "redo" the day in ISS the following day. Parents will be notified if this has happened, and will be expected to provide transportation for their child. The child may not "wait out the day" at SHA.

C) Readmitting Students to Class

When a student is sent to ISS for repeated infractions or a single significant infraction, it is a serious offense; they have stolen time from a class and/or degraded the school's culture/environment. To return to class, a student must reflect on their behavior by earnestly completing the packet and debrief(s) outlined above. In order for a student to demonstrate learning from this experience, the student must:

- ✓ Be unemotional and in a logical state of mind (e.g. thinking state vs. feeling state)
- ✓ Be able to speak in a respectful tone
- ✓ Be able to articulate exactly what happened from the teacher/class perspective as well as their own, while taking full responsibility of the part that s/he played.
- ✓ Be able to articulate how s/he will handle the situation in the future.

In most cases it is best for a teacher to complete the debrief process with the student in ISS. At the same time, teachers are often in class for multiple periods and might struggle to make it over in a timely manner. The following process is a means of ensuring that students are not asked to remain in ISS for an undue period of time:

- ✓ When a student enters ISS, they log the time they entered and sets a timer.
- ✓ Teachers are expected to visit ISS the first time they are available.
- ✓ If a student has been in ISS for one hour without the teacher stopping by *or* the student appears to be ready to debrief, administration will begin the debrief and deem whether or not they are ready to be readmitted to class. Administration will then email the referring teacher and rest of the behavior team to recap the debrief conversation and note any additional follow up that may be needed.
- ✓ For cases in which the teacher was unable to debrief the teacher should find time to debrief with the student before they next time they come to their class (i.e. during lunch, study hall, or dismissal that day or the following day).

Out-of-School Suspension

For serious violations to the learning environment or the health and safety of others, the principal will issue an out-of-school suspension. When this occurs, the student, as well as their family, must meet with the principal to determine a plan for how to productively re-enter the school community. Failure to follow-through on this plan could lead to further out-of-school suspension.

The following behaviors constitute an automatic suspension:

Automatic Suspension
<ul style="list-style-type: none">• Physical harm of any kind (e.g. grabbing, shoving, slapping or punching)• Threats of physical violence, regardless of intent• Hate speech• Being under the influence of drugs or alcohol• Sexual activity of any kind• Possession of a weapon of any kind (including a Swiss Army knife)• Possession of illegal substances on school grounds• Distribution of illegal substances on school grounds• Behavior that severely or egregiously disrupts the learning process

A. Behavior on the School Bus

SHA takes student behavior on the bus very seriously and sees it as an indicator of how students choose to behave in settings that are less supervised by adults. Poor bus behavior is also as a matter of public health and safety. We will thoroughly follow up with misbehavior reported on buses. SHA reserves the right to suspend a student from the bus if he or she in any way threatens the safety and well-being of his or her peers. We believe that the right to free transportation is dependent on a student's good behavior while waiting for and riding the school bus.

General Bus Expectations

1. Students will stay in their seat, with feet on the ground, and will not move around the bus while the bus is in motion

2. Students will not make inappropriate physical contact on the bus
3. Students may use Group Talk volume and must speak respectfully

*Buses will not leave school unless all students are meeting the above expectations

** Any students who are extremely emotional, not following directions, or being repeatedly disrespectful will not board the bus, or will need to leave the bus. Families are responsible for arranging transportation.

B. Behavior in Public

SHA students should always act in a way that leaves a lasting, positive impression. Students represent themselves and the school in public, whether on the city bus, on the street, in the park, at the mall, at the movie theater, or at sporting events or artistic performances. If Level 3 misbehavior that occurred in public spaces is reported to the school, the school has the discretion to administer consequences. You are always a student and always accountable for your behavior.

PART 4: STUDENT LIFE & ADDITIONAL PROGRAMMING

Ritual & Tradition

A. Birthday Celebrations

Birthdays are a great opportunity to shower our staff and students with some extra attention and love. As our school grows, it is important that we make this ritual easy-to-execute (we could have as many as 200-300 birthdays a year), but also ensure that students feel celebrated on their day. When one of our students has a birthday, we will recognize them in the following ways:

Provide them with a birthday pin upon morning greeting: The SLC will keep these at the front desk and have the correct number set out at morning entry. Attendance-takers will shower birthday students with well wishes as they enter and “crown” them.

Morning Announcement: Students will wish “Happy Birthday” to individual students on the morning announcements that day.

Birthday Bulletin Board: A designated bulletin board in the front hallway will feature photos of students and staff whose birthday is that month. The board will be switched out at the beginning of each month (to preview upcoming birthdays).

Ownership:

Crown at Morning Entry	Morning Announcements	Bulletin Boards
<p>SLC – ensure that pins are ordered at the start of the year.</p> <p>SLC – Compile spreadsheet of every student’s birthday and check this each morning.</p>	<p>SLC – Communicate birthdays to during announcements.</p>	<p>SLC – Photograph students for upcoming month during lunch or enrichment. Print photos to display.</p>

B. Anchor Days

One the last Thursday of each quarter throughout the year, every member of the school joins together for a student-led anchor day. The meeting follows a similar agenda each quarter and is filled with rituals, each intended to build a sense of family, pride and investment in the school community. Student voice intentionally dominates and teacher interference is kept to a minimum. It is important that students view this as an opportunity for self-expression and student voice. Anchor meetings are an opportunity for students to celebrate one another's successes as well as recognize peers for the contributions they have made to their community, both within the school and beyond. Students are asked to take risks, knowing that these risks will be celebrated and supported. As noted in our priorities overview, authentic investment necessarily requires a balance between fun and challenge. Anchor meeting is intended to be an opportunity for students to both practice and celebrate this balance.

Entrance: As students enter music plays. Students should sit with their teacher during the period they are in during the meeting. Once everyone has been seated, the music will stop and this will be the cue that anchor meeting is about to begin. The Student Body President will call all students to attention and everyone will shift to silent.

Declamation: Once the school has gone silent, the declaimer for that week should walk to the front and center. They do not require an official introduction, but should instead say a few words about what their declamation or scene is about. At the end of the declamation, the school will show praise through applause.

Anchor of the Month: The "Anchor of the Month" is a more prestigious award and as such it is only awarded to one student at the end of each month. This is an all-around achievement and character award that will be selected by a committee comprised of students and teacher leaders. Selection criteria will focus on each of the five pillars of attainment. The committee will work together to select a student and then write a statement that describes how this student exemplifies each of the five pillars of attainment. The more specific the language is to that individual student, the more meaningful the award will be. The "Anchor of the Month" will be announced by a member of the class at the last anchor meeting of each month. The recipient from the previous month will be responsible for crowning the newest inductee. We will celebrate and remember the acts of these students by adding their picture and the written statement to the "Anchor Court" bulletin board posted near the entrance of the building. These students will also have the option of having a special breakfast on the Friday following Anchor Meeting.

Announcements: The emcee will ask the school if they have any announcements for the community. If a student has an announcement, they may simply stand to deliver it.

Giving Recognitions and Offering Praise: The spirit of giving recognitions is to express appreciation or gratitude for someone else. While recognitions may be a form of showing gratitude toward someone that has helped you, it can also be a more general statement about something you have noticed. Offering praise can be done in the form of a shout-out.

Finally, while there can be value in hearing from staff, we want to be sure that anchor meeting is student-led and dominated by student voices. In an effort to ensure this, we ask that no more than two staff members stand during this part of the programming each week (an exception may be made for teacher announcements).

Closing: One minute prior to the end of anchor meeting, the emcee will step forward to center stage. This is the cue for the end of giving recognitions and sharing thoughts. Anchor meeting should end with a brief moment of silence. Each quarter the moment of silence will intentionally have the same prompt --“reflect on one moment from this quarter in which someone was kind to you and one moment in which you did something kind.” After the moment of silence, the emcee should thank the community for their participation and dismiss the first class. Once the first class has cleared the auditorium, the next class may be dismissed. Students that have detention should dismiss with their class.

C. Enrichment Activities Offered in 2017-2018

Enrichment/Club offerings are dependent upon teacher and student interests/skills, the following list is not yet comprehensive. It is intended, however, to provide a general sense of what will be offered. In order to establish continuity and allow students an opportunity to cultivate a skill, we will work to maintain consistent enrichment offerings year over year. Unless we find that interest is significantly flagging, enrichment activities will be offered for the duration of the school year. The only instances in which an enrichment offering will not meet for the full school year are those in which the teacher sponsor chooses to coach a sport one season. All enrichment/club offerings will happen at the end of the day, no later than 4:00 pm. Transportation is the responsibility of student/family.

Athletics	General Enrichment
Varsity Sports Fall ✓ Boys Soccer ✓ Boys Football ✓ Girls Soccer Winter ✓ Girls Basketball ✓ Boys Basketball ✓ Cheerleading Spring ✓ Girls Volleyball ✓ Boys Volleyball Clubs ✓ TBD by teacher	Year-Round (not comprehensive): ✓ Will be determined based on student interest. * Student-led w/ teacher sponsors.

D. Study Hall Expectations

Study hall is a class that is in every 9th grade schedule. We believe that there is value in exposing our underclassmen to the study habits to prepare them for their future. A member of the staff will be assigned to monitor the study hall.

Study hall runs just as a regular class. Students are expected to arrive to study hall with all their work they will be focused on during this time. Students will be able to ask the monitoring teacher questions, but it should be a quick check. Conversations should be at a minimum among students, in order to give others that are working independently the respect of their work environment. Students that arrive late without a pass will receive a *Late to Anything* (L2) demerit. Teachers should not pull students from study hall for tutoring. It is important that our students learn the skill of completing work for a period of time without

the assistance of their teachers. Teachers frequently stay after school to conduct office hours and this is the time that students can reach out should they need additional help. We believe this policy will help to develop increased independence as well as help to protect teacher time.

E. Mandatory Tutoring and Assistance

With the intention of providing all supports necessary to ensure student (personal) success, it will be mandatory for any student with a quarterly average of 75 or less to stay for afterschool tutoring in that content area. Additionally, students must receive an 85 average (or higher) in order to enroll in an Advanced Placement class.

Teachers will also be required to stay after school to provide additional support to students. This time should be spent providing any deeper knowledge and ensuring students have greater understanding in order to complete their assignments and be prepared to participate in class the next class session. Teacher and student time is important and we want to ensure we are always maximizing the most within the given space.



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SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

2017-2018 Report Card and Term Schedule

Marking Period 1

September 28, 2017	Progress Reports Distributed to Students
September 28, 2017	Cut-off for Marking Responsibility in Elementary Schools
November 3, 2017	Marking Period Closes
November 17, 2017	Report Cards Distributed to Students

Marking Period 2

December 8, 2017	Progress Reports Distributed to Students
December 8, 2017	Cut-off for Marking Responsibility in Elementary Schools
January 19, 2018	Marking Period Closes
February 2, 2018	Report Cards Distributed to Students

Marking Period 3

February 27, 2018	Progress Reports Distributed to Students
February 27, 2018	Cut-off for Marking Responsibility in Elementary Schools
April 2, 2018	Marking Period Closes
April 13, 2018	Report Cards Distributed to Students

Marking Period 4

May 11, 2018	Progress Reports Distributed to Students
May 11, 2018	Cut-off for Marking Responsibility in Elementary Schools
TBD	Marking Period Closes for Seniors
<i>Marking period close date and report card distribution for non-seniors determines at school</i>	

Springfield Honors Academy
PARENT/STUDENT HANDBOOK SIGNATURE PAGE 2017-2018

Dear Students and Parent(s)/Guardian(s): The Springfield Honors Academy Parent and Student handbook serves as a guide for students and parents to reference for school procedures and expectations. The handbook includes school safety information, various procedures to be followed on campus, and helpful information about our school.

This handbook is aligned to and supplements the Springfield Public Schools Parent and Student Handbook, Springfield Public Schools Code of Conduct and the Massachusetts General Law. The Springfield Honors Academy Handbook is located on our website at www.dvUSD.org/anthem, click on Resources then Parent Resources. We ask that you review the handbook and sign this page as evidence that you were informed of this handbook and are aware of Springfield Honors Academy policies and procedures.

Please return this paper to your homeroom teacher. Paper copies of the Parent/Student Handbook are available in the office as needed upon request. Please pay special attention to the updates and changes that will be highlighted in the front of the handbook each year.

I have been informed of Springfield Honors Academy Parent/Student Handbook and its location. I have read and understand the content that is provided in the Parent/Student handbook regarding Anthem School's policies and procedures.

Signature of Parent/Guardian

Date

Signature of Student

Date

Teacher name: _____

Print Name of Student: _____

Grade of Student: _____