

# **PROPEL SCHOOLS**

## **CODE OF CONDUCT AND RELATED POLICIES**



**INSPIRING ACHIEVEMENT**

## **Code of Conduct and Related Policies**

### **□ Code of Conduct**

#### **Introduction**

Discipline is an integral part of teaching and learning. Young people must develop good work habits and attitudes if they are to be successful students and become successful members of the larger community.

Because one of the primary goals of Propel is to promote constructive and respectful behavior, the procedures and consequences described in this Code are designed to modify unacceptable behavior, not to punish.

Propel's Board has authorized the school administration to make reasonable and necessary rules and procedures for guiding student conduct. The intent of the rules, procedures, and consequences that follow is to explain how students will be held accountable for their behavior.

#### **School Wide Behavior Support Plan**

Propel has developed a school wide behavior support plan designed to encourage positive and productive behaviors and handle relatively minor infractions in a consistent and fair manner with a constant goal of returning the student to active engagement in the classroom.

#### **Guidelines**

The following serves as a framework for behavior expectations throughout the school. Additional rules may be established in each area (acting responsibly, being prepared, etc.) by school staff to guide student behavior in classrooms and elsewhere in the school.

#### **Respect yourself and others by...**

- acting responsibly
- being prepared
- listening carefully
- expressing yourself clearly and appropriately
- asking permission
- being respectful of yourself and others
- acting in a safe manner at all times

Propel Schools has placed violations of the Code of Conduct into three categories based on the seriousness of the offense. Propel administration and each individual building principal reserve the right to determine the seriousness of each offense and place it at the appropriate level.

#### **Major I Violations**

Refer to behaviors that impede orderly classroom procedures or interrupt the orderly operation of the school

#### **Examples But Not Limited To:**

- Repeated classroom disruption or inappropriate classroom or school behavior
- Defiance/Disrespect/Insubordination
- Disorderly bus conduct
- Eating outside of the dining room or in an unauthorized area
- Lying
- Running or shouting in the hallways

- Verbal harassment of others
- Failure to follow a directive
- Violation of dress code policy
- Inappropriate display of affection

Examples of Disciplinary Options:

- Verbal or Written Reprimand
- Parent Contact
- Removal from class
- Special Assignment
- Written Agreement/Contract
- Loss of Recess
- Loss of Privileges
- After School Detention
- Before School Detention
- Saturday Detention

**Major II Violations**

Refer to misbehavior with seriousness or frequency that tends to disrupt the learning climate of the school and/or consequences that endanger the health or safety of others in the school.

Examples But Not Limited To:

- Continuation of or extreme Major I violations
- Continuation of or extreme Defiance/Disrespect/Insubordination
- Property Damage/Vandalism
- Skipping a Consequence (Failure to serve detention, Saturday School or other consequences)
- Abusive, obscene, or disrespectful oral or written language or gestures, swearing
- Plagiarism/Cheating
- Harassment/Bullying/Threats
- Possession of Unauthorized Electronic Devices (Cell phones, handheld games, iPods, mp3 players, laser pointers, cameras)
- Violation of School Technology Policy

Examples of Disciplinary Options:

- Verbal or Written Reprimand
- Parent Contact
- Removal from class
- Special Assignment
- Written Agreement/Contract
- Loss of Recess
- Loss of Privileges
- Confiscation
- Restitution
- After School Detention
- Before School Detention
- Saturday Detention
- Bus Suspension
- Out of school suspension
- Referral to police or District Magistrate
- Expulsion

### **Major III Violations**

Refer to misbehavior with seriousness or frequency that tends to disrupt the learning climate of the school. These acts also may be directed towards a person and/or property that pose a threat to the safety or welfare of others in the school. These violations may lead to administrative actions that could result in removal of the student from school and possibly intervention from legal authorities.

#### **Examples But Not Limited To:**

- Continuation of or Extreme Major II Violations
- Assault
- Theft
- Extortion or attempted extortion
- Possession or use of Tobacco Products
- Vandalism
- Physical Aggression
- Fighting
- Out of Bounds/Out of Authorized Area
- Possession of or use of drugs
- Possession or inappropriate use of prescriptive or over the counter medication
- Undesirable Group Activity (includes clothing associated with undesirable group, language, symbols or gestures and hazing)
- Verbal or physical threats
- Continuation of or extreme Harassment/Bullying/Threats
- Bomb Threat or threatening phone calls
- Racial, ethnic or minority slurs or intimidation
- Possession/use /transfer of weapons
- Arson or attempted arson
- All other violations of local/state/federal laws

#### **Examples of Disciplinary Options:**

- Loss of Privileges
- Confiscation
- Out of school suspension
- Loss of transportation privileges
- Restitution of property or payment of damage
- Referral to police or District Magistrate
- Expulsion

### **Prohibited Items**

A student may not have in his or her possession any of the following items:

- Personal radios, mp3 players, IPods, electronic handheld games
- Toys or playing cards of any type
- Items associated with gambling
- Pornographic or obscene material
- Tobacco and tobacco products
- Prescription and over-the-counter medicines
- Drugs and weapons (see Major Level III Violations for consequences)
- Other items that the administration may from time to time find are disruptive to the learning environment

These items will be confiscated and will not be returned until the end of the school year. Items must be picked up by a parent/guardian or they will be discarded.

### **Cell Phones**

Cell phones (turned off) must be left in a designated location upon arrival and retrieved at departure without penalty. If visible at any other time, they will be treated as prohibited items (see above). The school is not responsible for any loss as a result of theft.

## ☐ **School Dress Code**

Propel has a uniform student dress code in order to provide an environment where the focus is on learning and the distractions of dress are kept to a minimum. All students are expected to be properly dressed in the school uniform every day. All parents and guardians are expected to support their children by ensuring that students are properly dressed when they leave for school each morning.

Students must be properly dressed throughout the school day and during all school activities, including before and after school activities and field trips. Parents and guardians will be notified in advance of any exceptions to this rule (field trips requiring old clothes, for example).

### **Acceptable Clothing**

- **SHIRTS:** Solid pale yellow, navy/ pale blue, or solid white dress shirt with collar, polo style knit shirt with collar, button down oxford or turtleneck, long or short sleeves. Any shirt worn under uniform shirt must be solid white, blue, black or yellow with no visible design/color.
- **PANTS:** Solid navy blue, black or solid khaki *dress* pants (Dockers or Dickies style, for example). Cargo style pants and patch pockets are not allowed. No denim of any color.
- **SHORTS, SKIRTS, SKORTS, or JUMPERS:** Solid navy blue, black or solid khaki, knee length or longer. No denim of any kind.
- **T-SHIRTS:** Any t-shirt with a Propel logo may be worn.
- **SWEATERS:** Solid blue, black or solid white sweaters. No sweatshirts except those sold by the school with the school logo. No jerseys of any kind.
- **HOODED SWEATSHIRTS:** Only hooded sweatshirts with the Propel logo may be worn.
- **HATS:** No hats, bandanas, sweatbands or scarves.
- **TIGHTS AND SOCKS:** Solid white, blue or black tights, knee socks, or leggings under skirts may be worn. Patterned tights are NOT permitted.
- **SHOES:** Black or brown dress shoes, black or white tennis shoes, or boots (during the winter) may be worn. Boots may not be worn above the calf. Open toed shoes, sandals, flip flops, crocs, or bright colored shoes may NOT be worn.
- **BELTS:** Belts are not required but are highly recommended. Belts should be black, brown, blue or khaki.
- **JEWELRY/ACCESSORIES:** Minimal jewelry may be worn if it does not become a distraction to other students and/or the learning environment.

### **General Instructions**

1. Shirts must be buttoned to the second button and tucked inside pants.
2. Pants must be worn at the waist.
3. Sweaters must be worn over uniform shirts.
4. Clothes must be in good repair, clean, and without writing or markings.
5. No coats, hoods, or jackets may be worn in the classrooms.
6. Attempts to violate the intent and purpose of the school dress code will not be permitted.

## **Consequences**

Violations of the dress code are considered violations of the school's Code of Conduct and repeated violations will be treated as described in the section Serious or Repetitive Violations.

- First Offense:** Phone call home; Parents will be given the option to have student changed with school clothing or will need to bring appropriate clothing to school.
- Second Offense:** Parents **MUST** bring a change of clothes that day for student (students will not be permitted to attend class without a uniform).
- Third Offense:** Student will be sent home for the day.

## **PROPEL WIDE POLICIES**

### **□ Propel School Anti-Bullying Policy**

Propel Schools prohibits acts of harassment or bullying. In order for the students of Propel Schools to achieve high academic standards; it is necessary that the buildings be a safe and civil environment. Harassment or bullying, like any other disruptive or violent behavior, is conduct that disrupts a student's ability to learn as well as the learning of others. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying of any kind is expected of administrators, faculty, and staff as they provide positive examples for student behavior.

"Harassment or bullying" is considered to be any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts) that is reasonably perceived to as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic that takes place on school property, at any school-sponsored activity, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- Is directed at one or more students;
- Substantially interferes with educational opportunities, benefits, or programs of one or more students;
- Adversely affects the ability of a pupil to participate in or benefit from Propel's educational programs or activities because the conduct, as reasonably perceived by the student, is so severe, pervasive, and objectively offensive as to have this affect; and,
- Is based on a student's actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have one of these characteristics.

"Bullying" is conduct that meets the following criteria:

- Is directed at one or more students;
- Occurs in a school setting;
- Is severe, persistent or pervasive; and
- Has the effect of doing any of the following:
  - hurting or threatening another person, either physically, emotionally or mentally;
  - Creating threatening environment;
  - Substantially interfering with educational opportunities, benefits, or programs of one or more students; or
  - Adversely affecting the ability of a pupil to participate in or benefit from Propel's educational programs or activities because the conduct, as reasonably perceived by the student, is so severe, pervasive, and objectively offensive as to have this affect; and,

Is based on a student's actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have one of these characteristics. Propel Schools expects students to conduct themselves in a manner keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, and school personnel.

Propel Schools believe that standards for student behavior must be set cooperatively through interaction among students, parents and guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline.

The development of this atmosphere requires respect for self and others, as well and for district and community property on the part of students, staff, and community members.

Propel Schools believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students to learn to assume responsibility and consequences for their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems, and encourage students' abilities to develop self-discipline.

Considering bystander support of harassment or bullying can support these behaviors, Propel Schools prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the proper authority.

Propel Schools require its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

### **Factors for Determining Consequences**

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature of severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between parties involved
- Context in which alleged incident(s) occurred

### **Factors for Determining Remedial Measures**

#### *Personal*

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

#### *Environmental*

- School culture
- School climate
- Student-staff relationships and staff behavior towards the student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with Propel's Code of Student Conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below;

### **Examples of Consequences:**

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out of school suspension
- Legal action
- Expulsion

### **Example of Remedial Measures:**

#### *Personal*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem to reach a goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation in the Care Team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Behavior Support Coach
- Positive Behavioral Support Management Plan
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

#### *Environmental (Classroom, School building)*

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustment in hallway traffic
- Modifications student routes or patterns traveling to and from school
- Targeted use of monitors
- General professional development programs for certificated and non-certificated staff
- Professional development plans for involved staff
- Parent conferences
- Involvement of parent-teacher organizations, such as Parent Council
- Development of a general bullying response plan
- Peer support groups
- Law enforcement involvement

Propel Schools require the principal and/or associate principal at each school be responsible for receiving complaints alleging violations to this policy. All school employees are required to report alleged violations of this policy to the building principal or principal's designee. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Propel Schools requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

Propel Schools prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances by the act. Propel Schools prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Propel Schools requires school officials to annually disseminate the policy to all school staff, students, and parents along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school sponsored events, or on a school bus. The chief school administrator shall develop an annual process for discussing the policy on harassment and bullying with students and staff.

Approved April 17, 2007 Revised July 17, 2008

This policy is hereby incorporated into the Propel Code of Conduct.

## **Propel Internet Safety Policy**

### **Introduction**

It is the policy of the Propel Schools to (a) prevent its computer network from being used to access or to transmit inappropriate material via Internet, electronic mail or other forms of direct communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of minors' personal identification information; and (d) comply with the Children's Internet Protection Act, 47 U.S.C. § 254(h) ("CIPA"). For specific definitions, please see an administrator.

### **Inappropriate Material Access**

To the extent practical, technology protection measures shall be used to block or filter access to inappropriate material on the Internet or in other forms of electronic communications. Specifically, as required by the CIPA, internet filters will be used to block any material deemed to be obscene, child pornography or harmful to minors. Subject to staff supervision technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. 47 U.S.C. § 254(h) (5) (D).

### **Inappropriate Network Use**

To the extent possible, steps will be taken to promote the safety and security of users of the Propel Schools' online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. Specifically, as required by the CIPA prevention of inappropriate network use includes (a) unauthorized access, including so-called "hacking" and other unlawful activities; (b) unauthorized disclosure, use and dissemination of personal identification information regarding minors.

### **Supervision and Monitoring**

All Propel Schools staff members shall be responsible for supervising and monitoring use of the online computer network and access to the Internet in accordance with this policy and the CIPA.

The Chief Academic Officer or his/her designated representative(s) shall be responsible for developing and implementing procedures for disabling or otherwise modifying any technology protection measures.

### **Adoption**

The Board of Propel Schools adopted this Internet Safety Policy at a public meeting, following normal public notice, on November 18, 2008.

## **Photo Permission**

Photographs and videotape footage of students involved in various school related activities are often used as part of Propel's community relations. Photographs/videotapes may be used in school publications, video productions, newspapers and on television. Names of students may be placed in articles in school and local newspapers/newsletters to recognize various student achievements.

Please indicate on the form at the end of student handbook whether or not you give your permission to allow photographs and videotapes to be taken of your child to be used in school publications or video productions or for the name of your child to be published in school publications or local newspapers.

**Attendance**

Immediately upon returning to school after an absence, students are to present an absence form to the school office containing the dates of absence, the reason for the absence, and a parent/guardian signature. Absences for reasons of illness, funeral, medical and dental appointments, religious observance or court appearances will be considered excused.

After three unexcused absences, students and their families are subject to legal action for truancy from school by the sending school district.

Students with 10 consecutive unexcused absences will be permanently dropped from the school's rolls and will not be able to return.

**Tardiness**

**Those students who are not in their seats and prepared to learn when the first class begins at 8:30 are considered tardy to school.**

Students who are tardy to school must be accompanied by a parent or guardian. Tardiness for reasons of illness, funeral, medical and dental appointments, religious observance or court appearances will be considered excused. All other tardies will be considered unexcused.

**Early Dismissals**

Early dismissals may be requested for funerals, doctor appointments, and court appearances. Such requests must be made no later than 8:30AM the morning of the requested early dismissal. Students are to present an early dismissal form to the school office listing the date, time and reason for dismissal, and including a parent/guardian signature. At the time of dismissal, the student must report to the front office to sign out of the building. Students will not be permitted to leave for an early dismissal after 3:00PM.

Students will only be allowed to leave the school after phone verification of the dismissal from a parent/ guardian on the day of the dismissal.

**Transportation**

Any change in transportation must be made no later than 8:30AM the morning of the request. The appropriate forms must be submitted to the main office. For example, if a student is not taking the bus home and is getting picked up by a friend/ relative the office must be notified that morning.

**Bus Behavior**

Students who take a school bus are expected to act responsibly and respectfully at all times. The school takes a number of measures to facilitate responsible and respectful behavior, including but limited to:

**The Code of Conduct and Related Policies apply whenever a student is on a school bus.**

- The Principal or his/her designee reviews expectations for appropriate bus behavior at all Family Orientations.
- Classroom teachers review expectations for appropriate bus behavior.
- The support specialist or an administrator meets each bus every morning to ensure appropriate student behaviors with the bus driver.
- The support specialist or administrator contacts any parent or guardian whose child had failed to act responsibly and respectfully on the bus and imposes the appropriate consequences for the misbehavior.

Children Must:

- Be at the bus stop 5-10 minutes prior to the scheduled time.
- Cross in front of the school bus when crossing a street.
- Keep buses clean, sanitary, and orderly.
- Obey bus drivers, as they are in full charge of buses and pupils while in transit.
- Always ride in an assigned seat.
- Never cause damage to the school bus, and report anything noticed to the driver. Any student disfiguring or mutilating a bus will be required to pay for the damage, and denied further use of buses.
- Never get off the bus at any stop other than your assigned bus stop, unless you have written permission from your parent and the bus driver.
- Never fight, scuffle, or incite any disturbance creating a hazard to the safety of others on the bus.
- Never use obscenities or profane language on the school bus.
- Do not extend arms or head out of the bus window at any time.

Since school officials do not ride the bus, we will act upon referrals given to us by the driver.

Examples but not limited to:

- Phone call home
- Detention (in-school, after school, out of school or Saturday school)
- Loss of bus privileges

**Criminal Activity**

Propel will report to the appropriate authorities any criminal act upon suspicion that such an act has been committed. The school shall also cooperate with the authorities in the prosecution of such offenses.

**Weapons Policy**

Any instance of possession or suspicion of possession of a weapon will be reported to the appropriate authorities. A weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument, or implement capable of inflicting serious bodily injury. Propel will cooperate with the authorities in the prosecution of such offenses. Possession of a weapon will be grounds for expulsion from the school. Any object used in a threatening manner shall be considered a weapon even if its normal use is not as a weapon.

**Smoke Free/Tobacco Free Policy**

Propel is committed to providing a healthy and productive environment for staff, students, student families and community members. We believe that education has a central role to play in establishing healthy habits for children; we also believe it is appropriate to take measures to help students resist the use of tobacco. Students shall not be permitted to use or possess tobacco products of any kind or any form while in a school building, on school property, in a school vehicle, in a school bus, or while attending any school sponsored function at any time

**Prescription and Non-Prescription Medication**

Medication for students will be kept in a central location under the control of the school administration. Prescription medication will be given only if the school has on file an authorization signed by a parent or guardian, and the prescription bottle with the student's name, name of drug, dosage, and time of administration. Non-prescription medication must be sent in the original container from the drug store with a note from the parent or guardian explaining dosage and time to be given. If dosage exceeds the manufacturer's recommendation, a physician's note must verify dosage

**Telephone Use**

Students are not permitted to use the school telephones to make phone calls during the school day. If there is an emergency an adult will make a phone call home.

**Lost and Damaged School Property**

Students are responsible for taking care of and returning school property provided for their use—including but not limited to locks, lockers, lab equipment and books. Families will be billed for lost or damaged items. Students with outstanding balances may be excluded from school activities.

**Complaints**

Students and parents or guardians should direct complaints to the building principal. If the complaint is not resolved it should be directed to a Propel's Chief Academic Officer.

**Accidents**

If your child is injured at school, we will make him/her comfortable and begin appropriate first aid procedures. If you cannot be reached, we will attempt to contact the emergency numbers you have listed on the student information cards. If your child needs to be transported to a hospital, an ambulance will be called. A school staff member will accompany your child to the hospital and stay with him/her until you arrive.

**Volunteer Practices/Procedures**

All volunteers (parents, grandparents, community members) must have the required clearances. Volunteers are assigned duties by the building principal and will work directly with an administrator who will work with faculty or staff for appropriate placement and direction of the volunteer work.

Any other arrangements must be cleared by with the superintendent or his/her designee. Volunteers must have proper clearances to assist with school events, performances, trips, etc. Paperwork to obtain the proper clearances can be provided by the building administrative assistant.

**School-Level Title I Parent Involvement Policy and School/Parent/Student Compact**

This policy and compact has been jointly developed and agreed upon by Propel Charter School and parents of Propel Students. The parent is the child's first teacher and even after entering school, the continued involvement of the parent is critical to the success of the child while in school. In order to accomplish this goal all parents will be given the opportunity to participate in the education of their children. Each parent will receive a copy of the Parent Involvement Policy and Parent/Student/School Compact at the beginning of the school year.

**Parent Involvement Policy**

**Statement of Purpose**

Propel Charter School is dedicated to providing quality education for every student. To accomplish this objective, we will develop and maintain strong partnerships with parents. Parents and teachers working as partners increase student achievement and develop positive attitudes about self and school.

Teachers will keep parents informed of grade level learning objectives. All students will be expected to work toward mastering these objectives. Our school recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to students through the Title I program.

Propel School intends to include parent in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home/school partnership.

**Parent Involvement in Developing the Policy**

Parents, members of the community, and school staff will meet to discuss the design and implementation of the Parent Involvement Policy. Propel will recruit participation through various avenues of publicity. Meetings will be planned at convenient times and locations for all concerned parents.

**Meetings for Parents about Title I**

Propel will hold two meetings during each school year. Parents will be informed of Title I guidelines. Copies of the Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in revising and updating the policy as necessary.

The meetings will be held at a convenient time and location. Childcare will be provided to ensure parent participation and attendance. Written notices will be directed at attracting as many parents as possible.

### **School/Parent/Student Compacts**

In accordance with Title I regulations, the school must develop a parent/student compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for student performance and success.

The compact must explain how students, parents, and staff will share responsibility for promoting student performance and success.

All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish their goals. Parents are asked to discuss the contents of the compact with their child.

Compacts are signed at the beginning of each school year by the Parent/Guardian, the Student, the Teacher, and the Principal.

### **Types of Parent Involvement**

There are many ways in which parents can be involved with their children's education. Propel values both the at-home contributions and those which take place at school.

Many types of parental involvement are needed in a home-school partnership that will help all our children to succeed. Parent involvement opportunities include:

- Supporting their child/children's learning at home.
- Volunteering in the classroom (must possess appropriate clearances).
- Volunteering to help with field trips, and other Title I Reading projects and activities.
- Parent/Teacher conferences throughout the year.

### **Matching Programs to the Needs of Our Parents and Students**

Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment. Workshops and programs will be tailored to meet the unique needs of our students and parents. Parents will be informed of involvement activities through the school office. The school will welcome and promote parent suggestions.

### **Staff/Parent Communication**

Parents will be welcomed through various avenues of communication throughout the school year. Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication.

Staff members will be trained in positive communication activities as well as effective ways to work with parents and community members.

### **Evaluation**

Parents will be questioned about the effectiveness of the program and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement. The school will revise its Parent Involvement Policy based on the results of this annual review.

### **Title I Program**

The Title I program is designed to help each student reach the state's academic standards. In order to achieve this, the home and school must be willing to recognize and agree upon the responsibilities of each party in the learning process.

**Student Responsibilities:**

- Read the Code of Conduct and Related Policies
- Attend school regularly and on time.
- Complete and return homework assignments.
- Read every day at home.
- Respect the rights of others to learn without distraction and disruption.
- Accept responsibility for my own actions.
- Make an effort to do my best work.
- Respect the cultural differences of other students, their families, and staff.
- Work to resolve conflicts in positive nonviolent ways.
- Comply with school rules at all times and during off campus school functions.
- Deliver all reports and notices sent by the school to my parent/guardian.

**Parent Responsibilities:**

- Assure my child gets to school on time and attends regularly.
- Provide adequate rest, food, and medical attention for my child.
- Monitor the completion of homework by establishing a time for homework, reviewing it regularly, providing a well-lighted and quiet place for study, encouraging my child's efforts and being available for questions.
- Monitor television watching.
- Encourage positive use of extracurricular time.
- Encourage my child to read for about 30 minutes each day at home.
- Participate in school activities on a regular basis.
- Communicate with school staff regarding my child's needs and circumstances.
- Stay aware of what my child is learning and his/her progress in school.
- Be aware of and follow rules and regulations of the school. Encourage my child to follow the rules and regulations of the school.
- Support the school in its efforts to maintain proper discipline.
- Update contact information to maintain communication with the school

**Teacher Responsibilities:**

- Maintain and foster high standards of academic achievement and positive behavior.
- Serve as a positive role model
- Respect the cultural differences of students, their families, and other staff.
- Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.
- Provide a safe, caring and pleasant environment that promotes active learning.
- Explain assignments clearly and provide homework that supports the curriculum.
- Help students learn how to resolve conflicts in an appropriate and positive manner.
- Advise parents of their student's progress on a regular basis.
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education.
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.
- Demonstrate exemplary attendance as a model for the students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Continue efforts to develop professionally.

**Principal Responsibilities:**

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parent involvement.
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a clear and understandable format.

**Signature Page**

I have read and understand the Code of Conduct and Related Policies:

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

Parent/ Guardian Print Name \_\_\_\_\_

Student Name/Grade \_\_\_\_\_

Student Signature \_\_\_\_\_

Student Print Name \_\_\_\_\_

**Please initial that you have read and agree with the following policies:**

Prohibited Items \_\_\_\_\_

Bullying Policy \_\_\_\_\_

Internet Policy \_\_\_\_\_

Photo Consent \_\_\_\_\_

Parent Involvement Policy \_\_\_\_\_

Title I Compact \_\_\_\_\_

Attendance Policy \_\_\_\_\_