University Heights Charter School

Parent and Scholar Handbook

<u>Mission:</u>
To develop in ALL students the
character, scholarship, and leadership
necessary to succeed in
life, college, and community.

2019-2020

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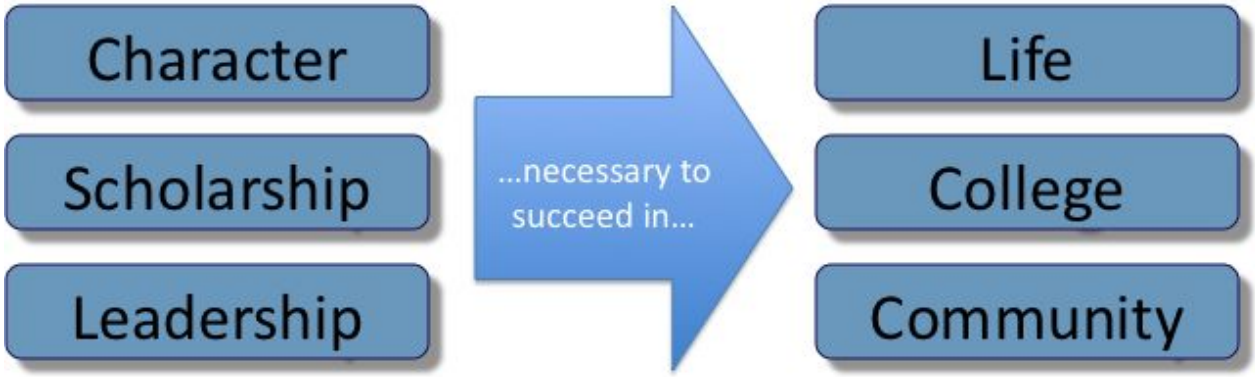
UNIVERSITY
HEIGHTS
CHARTER SCHOOL

MISSION & GOALS

The Mission of University Heights Charter School is

1. to provide each scholar with innovative, experiential and collaborative learning experiences emphasizing character education that develop positive intellectual, social, and physical outcomes of significance;
2. to promote self directed, lifelong learning skills;
3. to facilitate the scholar's ability to make responsible decisions.

In short, UHCS seeks to develop in children:



The Goals of University Heights Charter School

All scholars will acquire and demonstrate the knowledge, skills, and attitudes needed to:

- Communicate effectively by speaking, writing, listening, and reading for information and enjoyment.
- Be an active inquirer, problem solver, and appropriate risk taker.
- Be a responsible citizen, show strong character, showing respect and concern for my classmates, school, community, environment, country, and world.
- Practice effective decision-making and commit to a healthy, productive lifestyle.

We believe to achieve these goals; everyone will have to "Work Hard, Get Smart. Work Harder Get Smarter." We also practice the REACH core virtues of Respect, Excellence, Accountability, Caring, and Honesty.

UHCS Early Childhood Program

UHCS provides a high quality early childhood educational program designed to improve outcomes, narrow achievement gaps, and convey long-term benefits for children in school and life. UHCS is committed to providing every 3- and 4-year old, regardless of individual needs, with a high-quality Pre-K Education that also puts the health of children and the engagement of families at its core, by ensuring equal access to the opportunity to learn and by providing developmentally-appropriate resources and services that promote children's learning and development to ensure readiness for life, college, and community.

ATTENDANCE POLICIES

ARRIVAL PROCEDURES

Students in grades	May arrive as early as	Must arrive by	Will eat breakfast at
PreK	7:00 AM	9:00 AM	8:30 AM- 9:00 AM
K-2	7:00 AM	8:00 AM	7:15 AM-7:40 AM
3-6	7:00 AM	8:00 AM	7:00 AM-7:45 AM
7-8	7:00 AM	7:45 AM	7:00 AM-7:45 AM

ARRIVAL PROCEDURES

R.E.A.CH. Program	7:00 AM	8:00AM	7:00 AM-7:45 AM

Scholars who arrive late will be permitted to eat breakfast.

For morning entrance, at the **Lower School**, ALL scholars should use the **Main Entrance** at **74 Hartford St**.

At the **Elementary School**, scholars arriving:

- **BEFORE 7:45 AM**
  - Grades 3-6 should use the **GYM ENTRANCE on Internal Driveway.**
- **AFTER 8:00 AM** all students should use the **MAIN OFFICE ENTRANCE on the Internal Driveway**.

ATTENDANCE Students are expected to be present by **7:45 am** so they have enough time to be prepared for school and eat if they choose to do so. School begins promptly at **8:00 am.**

If a student does not arrive by 8:00 am s/he is considered late to school. Late students are required to get a late pass from the office in order to be admitted to class.

Being late to school robs students of precious educational time. It is also very disruptive to the rest of the class and harms their learning as well. Therefore, tardiness should be avoided unless absolutely necessary.

Excused Tardiness: Tardies will only be excused for:

- Medical appointment (with a doctor's note)
- Another situation that, in the judgment of the school administration, is serious enough to merit excuse.

All other tardies will be considered unexcused, including those related to transportation or taking siblings to school.

Consequences for Unexcused Tardiness:

- Parents will be called each day a student is tardy.
- After 3 tardies, the parents will be required to attend a conference with the Dean.
- For the purposes of truancy court, 3 tardies will be counted as an unexcused absence. Ten or more unexcused absences, either in the form of actual absences or equivalent tardies, will be reported to truancy court.

ABSENCE POLICY Learning can only happen in school if students are present. Therefore, absences should be avoided unless absolutely necessary.

Excused Absences: Absences that will be excused include:

- Student illness (with a doctor's note)
- Medical appointment (with a doctor's note)

- Religious holiday (with parent/guardian note)
- Another situation that, in the judgment of the school administration, is serious enough to merit excused status.

In order for a student to be excused, staff must receive written verification of the reason for the absence from a parent/guardian or doctor within two days of the absence. Suspensions will be considered excused absences. If students want to attend a program not sponsored by University Heights Charter School, e.g. a church event, they must bring in a note from a parent and get permission from the principal. Students must also remember to get assignments from all their teachers.

Consequences for Unexcused Absences

- **Four unexcused absences are considered excessive. After the fourth unexcused absence, the parent/guardian will need to come to school to meet with a school leader.** The parent has the responsibility to meet with the school staff within 5 days of being contacted about the need for a meeting. At the meeting, a written attendance plan will be developed among the three parties. The plan will document the avoidable obstacles to the student's attendance and the concrete strategies that will be implemented in order to overcome these obstacles. All three parties will sign the plan, pledging to make it a reality. If the parent/guardian or student fails to attend the meeting, the student may be denied other privileges until the meeting takes place.
- **After 10 unexcused absences, students will be referred to truancy court, which may include fines of $100 or more per unexcused absence or mandatory attendance improvement program participation.**

SNOW DAYS, DELAYED STARTING, AND EARLY DISMISSAL Weather and other emergency conditions may require a delay in the opening of school or an early dismissal. Normally, the decision to close school or to delay opening will be made by 6:15 a.m. on the day in question. When weather is questionable, parents should monitor radio stations carefully. When the decision for a two-hour delayed opening is made, all school-related procedures, i.e., starting times, classes, etc.will be delayed for two full hours. However, school will be dismissed at the regular time.

Early closings will be avoided whenever possible. However, when an emergency early closing is decided upon, a calling chain of school staff will attempt to telephone all parents or emergency contacts with the information about the situation. No child will be released unless the parents have been notified of the early release. We ask that parents cooperate with us in emergency situations by being available when these emergency calls are being made.

VISITING POLICY To ensure student safety and minimize class disruption, all visitors, including parents, should adhere to our visitors' policy as follows:

- Upon entering the building, visitors should sign in with the Security Guard and walk directly to the office. Parents/guardians must check in with front office staff, in addition to signing in with the security guard.
- If parents are bringing in students late, they should be checked in with the Security Guard and left in the lobby on all days. Staff will escort them to class.
- Office staff will assist visitors with their purpose in visiting. If they cannot address their purpose, they will determine which staff members can best do so and arrange for a meeting.
- At the conclusion of the visit, the visitor should exit directly out of the building, signing out with the Security Guard as they do so.
- If a parent seeks to speak to a teacher, the office will make an appointment. If it is urgent, they should see the principal or executive director first, and they will determine if disruption of class is warranted.
- If a child is being picked up early, a staff member should retrieve that child. Parents are not permitted to go to classrooms to pick up their children.
- At no time should visitors go directly without staff escort to any room except the office. This includes classrooms and support staff offices.

LEAVING SCHOOL DURING THE SCHOOL DAY Scholars should bring a signed note, indicating the time and reason for early dismissal. The note should be handed into the classroom teacher first thing in the morning. Parents should go to the Welcome Desk first in the lobby when picking up scholars. The staff member will have your child sent or brought to the office for you.

DISMISSAL Times and locations for dismissal are as follows:

Scholars that are picked up via the carline - are dismissed 1st

Scholars that walk home will be dismissed with their homeroom

- **Lower School** (PreK-Grade 2) will ALL dismiss at **3PM Monday - Friday** in the Lower School gym. If the gym is not available for dismissal a One Call will go out to notify parents of the modified pick-up location.
- **Elementary School** (Grades 3-6) will dismiss at **3:20 PM Monday-Friday.**
- **Middle School** (Grades 7-8) will dismiss at **2:45 PM Monday-Friday.**

Parents/Guardians should present their placard to pick up scholars at dismissal. After 15 minutes, scholars will return to the main lobby until a parent parks and comes in to pick them up. Every minute after that students are considered late in being picked up. The fee for late pick up is $1 every minute. A staff member will clock the time the parent arrives and parents will sign the late pick up form. An invoice for payment of this late pick up will be mailed to the family.

CUSTODY & RELEASE OF SCHOLARS Unless the principal has been presented with a valid court decision affecting parental rights, both parents will have full rights regarding school-related matters relating to their children.

Scholars will be released only to parents or designated emergency contacts unless written permission for an alternate has been presented to the principal or teacher. In an emergency situation, please call the main office.

BEHAVIORAL STANDARDS

INTRODUCTION A main goal of University Heights Charter School is to assist scholars in developing positive self-discipline and responsibility for their actions. A second goal is to create and maintain a safe, orderly, and responsible school and classroom environment that promotes individual and group achievement and physical and emotional well-being.

The teachers, staff, and principal look forward to working in partnership with parents and guardians to foster the social and academic development of children. Please don't hesitate to contact your child's teacher if you have a concern relative to academic, social, emotional, or behavioral areas. If a problem or concern cannot be resolved at that level, feel free to contact the social worker, or principal who will work together with all concerned to solve the problem.

The school will also attempt to keep parents informed of scholars' progress and potential problems. Teacher notes and newsletters, phone calls, progress reports, report cards, and conferences are some of these methods.

If students do not comply with behavioral expectations, a student's age and maturity level are considered when consequences are given. This can range from a warning and apology, to loss of privilege, time in the Dean's Office or Principal's Office, or in or out of school suspension, depending on the severity of the infraction. Working with students to help them develop an understanding of why particular behaviors are inappropriate is part of the discipline process. A detailed scope and sequence of behavior infractions and consequences is outlined in the Tiered Code of Conduct on page 10.

AREA & ACTIVITY SPECIFIC RULES Specific rules for the use of the gymnasium and cafeteria are in the addenda to this document. All scholars are expected to know, and abide by, these rules.

ARTICLES NOT TO BE BROUGHT TO SCHOOL Large sums of money or other valuables. (The school cannot be responsible for these items).

1. Radios, walkman-type portables, iPods, MP3 players electronic games, beepers or pagers, virtual pets, Pokemon cards, Webkinz, etc. These are distracting and are liable to disappear. In addition, they tend to prevent the active physical play so necessary for our children

2. Weapons and other dangerous objects such as knives, box cutters, razor blades, and other items which might intentionally or accidentally hurt people have no place at school. Administrative penalties will be severe. Parents will be notified immediately, and depending on the item, the authorities may be notified.

3. Skateboards and roller-blades; no sneakers with wheels (Heelys a/k/a Heelies).

4. Fireworks. In New Jersey State, the possession and discharge of fireworks by unlicensed or unauthorized persons is illegal. Individuals involved in the discharge of these devices will be suspended immediately, and their parents will be notified.

5. Laser Pointing Devices. The high intensity beam of light from these devices can cause serious eye injuries.

CANDY, GUM, SUNFLOWER SEEDS Candy, gum, mints, sunflower or pumpkin seeds are not to be eaten or chewed during the school day.

CELL PHONES & ELECTRONICS Students may not use or show cell phones or electronics in school without teacher permission. Cell phones and electronics will be confiscated if seen or heard. For the first offense, they will be returned at the end of the day. On the second offense they will be turned over to the principal and must be retrieved by the parent/guardian.

Social media

Social networking has become an integral part of many lives, and we recognize and respect the value of such outlets for receiving and sharing information and developing personal and professional connections. Whether to permit a child to access social media is a family decision, but most social media sites prohibit those younger than 13 from participating and students may not connect with any such sites at school. Should your student engage in social networking outside of school, he or she should espouse the same values and behaviors online as offline in the school building:

- Be a friend not a bully, and keep things positive
- Be honest
- Accept responsibility for mistakes and try to make them right
- Remember that quality matters and it is difficult if not impossible to erase an online footprint fully
- Think about the consequences of your actions, including your posts

All members of the School community are asked to abide by the following guidelines in the use of social media:

- Be clear that you are speaking for yourself, and not on behalf of the School
- Respect copyright, fair use, and other disclosure laws
- Use respectful language, and be careful to avoid language that could be viewed as insulting by readers
- Do not share confidential or proprietary information of the School
- Do not share any information about students, including photographs, contact information, names of family

members, or anything else specific to any student enrolled in the network

- Do not disparage the School or the school community

CLASSROOM BEHAVIOR University Heights teachers know that if they are vigilant about small behaviors, larger ones tend not to occur. They "sweat the small stuff." The following are some behaviors that will prompt immediate correction:

- Talking or making comments while the teacher or a peer is talking.
- Putting one's head down in class or slouching
- Uniform infractions such as un-tucked shirt or wearing a non-uniform sweater/jacket
- Calling out without permission
- Tapping the desk or chair
- Making faces or trying to get scholars to laugh at them
- Playing with an object or one's hair
- Leaning backwards in one's chair
- Being loud in line, touching others, or playing during transitions will result in a **Behavioral Study Hall for UPPER-SCHOOL** students
- Pouting when not called on or when not getting one's way

Teachers will address these misbehaviors with quick, confident verbal corrections, by eye contact, or with proximity. Paycheck deductions can also be used or the moving of a scholar's card to another color.

DISRUPTIVE BEHAVIOR Any action, noise or statement that interrupts a lesson or other instructional activity or distracts other scholars or the teacher during such activity can be said to be disruptive.

BEHAVIORAL STUDY HALL In the Upper School, Students talking during silent transition will receive a one hour after school study hall.

DRESS/UNIFORM The uniform policy will be strictly enforced and scholars out of uniform will be addressed and parents notified. Boys and girls should not wear hats of any kind within the school building. They tend to distract from scholar concentration on learning. Parents should be careful to assure that scholars wear or bring appropriate coats, hats, gloves, jackets, sweaters, etc.for the weather, as children do go outside throughout the year. See Addendum E for specific Dress Code/Uniform standards. Scholars must wear proper uniform to school. No jewelry is allowed. During the first week, teachers will call parents of scholars not wearing proper uniform and warn them that further infraction will mean scholars cannot attend class until the parent brings in a proper uniform. After the first week, scholars will not be allowed to attend class until the uniform violation is rectified. They will stay with an administrator. Scholar dollars will be deducted for any uniform violation, including un-tucked shirts.

FIGHTING OR BULLYING University Heights Charter School prohibits acts of fighting, harassment, intimidation or bullying on school property, at any school-sponsored function, or on a school bus. The school expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, and community members, the educational purpose underlying all school activities, and the care of school facilities and equipment. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

HOMEWORK Consequences for incomplete (less than 75%), poor, or missing homework will be as follows:

- Lower School: Parent will be notified and missing work will count against grading. In cases of chronic incomplete or missing homework, students may be required to complete work during recess or at another time as deemed appropriate by teachers and administration.
- Upper School: Students will serve study hall immediately that afternoon from 4:15 to 5:15 pm, except on Fridays. In cases of chronic incomplete or missing homework, students may be required to complete work during recess or afterschool time as deemed appropriate by teachers and administration.

ILLEGAL USE OF DRUGS OR ALCOHOL The use of alcohol, stimulants and depressants, or other illegal drugs, other than those prescribed by a doctor, are forbidden.

INSUBORDINATION Scholars will be expected to follow the reasonable guidelines and requests of teachers, teacher's aides, bus drivers and other supervisory staff at all times.

SCHOLAR BUCKS University Heights Upper School scholars are young professionals who are learning the habits of adult professionals. Just as adults earn money for fulfilling their professional responsibilities, University Heights scholars also earn eagle bucks for fulfilling theirs.

At University Heights Charter School, whole class incentives are utilized to support the development of a positive classroom culture and the development of individual skills across all developmental domains. PreK-Grade 2 utilizes research-based methodology such as the *Responsive Classroom* Approach and the *PBIS* (Positive Behavior Supports)/*CSEFEL* (Center for Social and Emotional Foundation for Early Learning) framework/guidelines to support positive behavior for individual students and maintain a classroom environment and culture that encourages positive growth across all developmental domains.If there is a need for a behavioral plan for individual students, teachers will inform parents/guardians of the plan and keep them informed of the progress, so that parents can be part of the process to support the shaping of positive behaviors.

PLAY-FIGHTING & ROUGHHOUSING Due to the possibility of accidental injury and the chance that what started as play might escalate into a real fight, both play-fighting and other rough body contact are prohibited.

SAFE ENVIRONMENT UHCS is committed to maintaining an environment that creates a safe haven for scholars. The school acknowledges that scholars are entrusted to us with the expectation that their educational experience will take place in such an environment. With this in mind, the school will not tolerate activities on its premises, or on trips and activities, which endanger the safety, morals, health, or welfare of its scholars. Disciplinary and/or legal actions will take place for individuals who are members of the school community or visitors who engage in the following:

1. Physical violence.
2. The use of foul or threatening language toward a student, staff member or other visitor.
3. Possession, using or selling alcohol, drugs or other controlled substances, or drug paraphernalia, including beepers or pagers.
4. Vandalism.
5. Theft or robbery.
6. The possession, use or sale of weapons, fireworks, or other dangerous instruments, or contraband, including instruments that may have the appearance of a weapon, or may be reasonably mistaken for a weapon. No scholar or visitor shall have on his or her person any firearm, knives, dangerous chemicals, explosives, or any other object which could be used as a weapon.

SCHOOL GROUNDS & BUILDINGS Scholars should use school facilities at times and in ways that are safe and appropriate. Off-limit areas for scholars include driveways, parking lot, basement, elevator, faculty room, the roof of any structure on school property, and school lawns not designated as playing areas. Only scholars participating in approved after-school activities should be in school buildings after school. All other scholars should leave the school premises immediately after school each day.

SELLING ITEMS IN SCHOOL On occasion, the principal may give permission for the limited sale of items to benefit scholar activities or charitable causes. Other sales are not allowed.

VANDALISM Care and respect for school property is important to our mission of providing an optimal education for all scholars. Therefore, it is important that scholars respect school facilities and supplies. This includes school buildings, grounds, furniture, buses, textbooks and library books, and other school supplies, etc.

VULGARITY-PROFANITY Obscene or other objectionable language has no place in school whether in anger, casual conversation, or as a joke. It will result in immediate disciplinary action. Parents who engage in such acts will not be welcomed at the school in the future.

A. Discipline Overview

We work hard to ensure that the School is a place where all students can learn and teachers can teach in a safe, secure and orderly environment. We define "discipline" as helping children develop self-control and self-motivation in a safe school community. We have developed a framework that addresses student behavior and its causes, and the maintenance of order within the school and while people are engaged in school activities.

The Discipline Policy sets forth the policy of the School regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the School will respond when students fail to behave in accordance with these rules.

Responses to student behavior may include those focused on:

- Reflection: helping the student or students involved to reflect on the incident and on their behavior
- Restoration: restorative practices focused on repairing the harm caused to the School community, classroom, or individual student relationships
- Exploration: for example, diagnosing the potential causes of behavior, and partnering with family and community resources to address them
- Loss of privileges
- Exclusion: for example, short-term or long-term suspension

In looking at the School's Code of Conduct, parents will notice that there is a wide range of potential consequences for certain behaviors. **In determining the proper consequence, school personnel will keep in mind a student's age and developmental level, the context in which the incident occurred, and any relevant extenuating or exacerbating circumstances.** We will also strive for an understanding of the causes of a student's behavior, and where possible take steps to help the student to develop a more appropriate set of behaviors.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions.

Special Education Services

The School seeks to serve all students in the least restrictive learning environment possible. We use an inclusion model for educating our students with special needs to ensure regular interaction among all students. Special education students are served outside of the classroom only when appropriate services cannot be provided in the regular classroom setting. Our teachers and support staff are mindful to ensure a positive learning and emotional environment for all our students, and to ensure that every student develops a sense of belonging with fellow students, teachers and support staff.

Services for English Language Learners

ESOL (English for Speakers of Other Languages) is a program designed specifically to improve the language proficiency of students whose native language is not English. In addition to receiving academic instruction in reading, writing, speaking and listening; the program strives to develop an appreciation of diverse cultures and languages.

ESOL students known as ELLs (English Language Learners) receive their language arts instruction from ESOL certified teachers. The bilingual assistants help students with academic instruction and provide assistance to families with translations and home/school communications.

Level 1 Behavior Violations

a. Unexcused lateness to school. Refer to Truancy Office.
b. Bringing prohibited equipment to school without authorization (for example, toys or electronic devices)
c. Violating the School's student cell phone policy, without authorization as per Executive Director and/or Principals discretion.
d. Failing to be in one's assigned place on school premises (for example, staying within your classroom or in your assigned location without permission).
e. Intentional disruption during the education process (for example, making excessive noise, singing when inappropriate, interruptions, calling-out, humming, in the classroom and in the hallway, etc.)
f. Engaging in verbally rude or disrespectful behavior (towards adults or peers: talking back when given a direction, name-calling, mimicking, harassing, teasing, taunting, etc.)
g. Posting or distributing material on school premises in violation of School rules.
h. Using school computers, faxes, telephones, or other equipment without permission.

Level 2 Behavior Violations

a. Congregating in bathrooms with other students without permission.
b. Gambling for monetary gain.
c. Being insubordinate; defying or disobeying school personnel or school safety agents.
d. Using profane, obscene, vulgar, lewd, or abusive language or gestures.
e. Lying, or giving false information to school personnel.
f. Misusing property belonging to others (including breaking, destroying, ripping, etc.).
g. Engaging in or causing disruptive behavior on the school bus. (See bus policy). (see exec/principal for approval)
h. Engaging in inappropriate or unwanted physical contract of a minor nature, such as poking, pinching, tapping, and throwing of non-harmful objects.
i. Violating the School's Internet use policy, e.g., use of the school's system for no-educational purposes, security/privacy violations. (create internet use policy as per exec director)
j. Engaging in scholastic dishonesty which includes: cheating, plagiarizing, copying, and related behaviors. For these purposes, plagiarizing refers to using someone else's work as one's own for credit without required citation and attribution. Student grades and credit will also be affected by incidents of scholastic dishonesty.
k. Using or touching other people's property without permission (both teachers' and peers' property, belongings, equipment, supplies, etc.)
l. Engaging in a pattern of persistent Level 1 behavior.

Level 3 Behavior Violations - subjected to HIB

a. Being seriously insubordinate: defying or disobeying school personnel or school safety agents in ways that potentially create danger or that seriously disrupt school instruction or operations.
b. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability.
c. Fighting or engaging in physically aggressive behavior.
d. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules.
e. Engaging in theft or knowingly possessing property belonging to another without permission.
f. Engaging in inappropriate or unwanted physical contact.
g. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or any electronic means.
h. Posting or distributing defamatory material or literature containing a threat of violence, injury or harm.
i. Engaging in vandalism or other intentional damage to school property, staff property, or others; including student bathrooms.
j. Engaging in gang related behavior (e.g., wearing gang apparel, writing graffiti, making gang-related gestures or signs)
k. Smoking, use of smokeless tobacco and/or Vaping or similar devices.
l. Harassment, bullying, put-downs, inappropriate behavior, inappropriate photos on cell phones, electronic devices, email, and social media.
m. Leaving class or school premises without permission of supervising school personnel.
n. Engaging in a pattern of persistent Level 2 behavior

Level 4 Behavior Violations - subjected to HIB

a. Engaging in intimidation, coercion or extortion or threatening violence, injury, harm or retaliation to another or others.
b. Falsely activating a fire alarm or other disaster alarm, making a bomb threat, or contacting emergency personal when not warranted.
c. Engaging in behavior that creates a substantial risk of serious injury or that results in serious injury.
d. Engaging in serious intimidating and bullying behavior- threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability.
e. Engaging in sexual harassment (to peers or school staff).
f. Possessing, using, or selling illegal drugs, alcohol or controlled substances.
g. Engaging in threatening, dangerous or violent behavior that is gang-related.
h. Participating in an incident of serious group violence.
i. Threatening to use any instrument that appears capable of causing physical injury.
j. Engaging in behavior on the school bus that creates a substantial risk of injury or results in injury.
k. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity.
l. Committing arson.
m. Inciting/causing a riot.

n. Possessing a weapon or an item intended to be used as a weapon (for example, a broken bottle).
o. Using any weapon to attempt to inflict injury upon school personnel, students or others.
p. Possessing or using a firearm
q. Inflicting or attempting to inflict serious injury against another person.
r. Engaging in a pattern of persistent Level 3 behavior

Level 1 Violations Range of Consequences (subjected to Special Education Services, English Language Learner Services, and Grade Level)

1. Admonishment or reprimand by school staff
2. Student/teacher conference
3. Parent/guardian conference
4. Exclusion from in-school activity (for example, from extracurricular activities or communal lunchtime) or loss of specific privileges
5. Removal from the classroom by teacher

Level 2 Violations Range of Consequences (subjected to Special Education Services, English Language Learner Services, and Grade Level)

1. Any of the consequences listed in Level 1, above
2. Restitution
3. In-school-suspension subjected to short-term out-of-school suspension (1-5 days in length)

Level 3 Violations Range of Consequences (subjected to Special Education Services, English Language Learner Services, and Grade Level)

1. Any of the consequences listed in Levels 1 and 2, above
2. Long-term out-of-school suspension (more than 5 days in length)
3. Manifestation Determination Meeting, when necessary.

Level 4 Violations Range of Consequences (subjected to Special Education Services, English Language Learner Services, and Grade Level)

1. Any of the consequences listed in Levels 1 through 3, above.
2. Expulsion.
3. Manifestation Determination Meeting, when necessary.

Please note that behavior violations in Levels 3 and 4 typically involve serious incidents of misbehavior on the part of students, and are therefore much more likely to result in more severe consequences such as suspension. Level 4 violations are particularly serious, and will typically result in long-term suspension or expulsion.

In addition, please note that school officials will report student behavior to law enforcement authorities and child protective services whenever they are required to do so by law or to maintain the safety and security of the School and its students and staff.

UHCS UNIVERSAL RULES

1. Our approach is to Teach, Guide, Support, and help our scholars to develop appropriate social and emotional skills. It is not to punish.
2. We give clear expectations of our scholars at the beginning of the year. We provide them with reinforcements daily by modeling how it should look, sound and feel.
3. We are intentional about our response to inappropriate behaviors. We plan in advance how we are going to deal with scholars challenges ahead of time.
4. We make ourselves attuned and aware of scholar triggers, recognizing each scholars' individual needs. Collecting and documenting data for support. (Be Proactive and not Reactive.)
5. We respect the uniqueness of each scholar by responding to their individual needs, not the behavior.
6. We address the behavior, do not become part of the problem. (Don't take it personally). Respect the uniqueness of each incident, and circumstance. Forgive and move on...Tomorrow is a new day with Love and Respect!

HARASSMENT, INTIMIDATION OR BULLYING

University Heights Charter School believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school will not tolerate acts of harassment, intimidation or bullying.

The following is a summary of University Heights Charter School Policy 5131.1: Harassment, Intimidation, or Bullying. The full policy was approved on June 21, 2011 and is immediately available on our website www.uhcs-newark.org or by request.

Definition

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived 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 by any other distinguishing characteristic, that takes place on school grounds**,** at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

B. Has the effect of insulting or demeaning any student or group of students; or

C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

Consequences and Remedial Measures

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct (see next section) and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

A. Correct the problem behavior;

B. Prevent another occurrence of the problem;

C. Protect and provide support for the victim of the act; and

D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination.

School Anti-Bullying Coordinator & School Anti-Bullying Specialist

The Executive Director will serve as the school anti-bullying coordinator who is responsible for coordinating and strengthening the school's policies to prevent, identify, and address harassment, intimidation, and bullying of students; collaborate with the school anti-bullying specialists and the Board of Trustees to prevent, identify, and respond to harassment, intimidation, and bullying of students in the school; to provide data to the Department of Education regarding harassment, intimidation, and bullying of students.

The School Social Worker will serve as the school anti-bullying specialist who is responsible for chairing the school safety team; leading the investigation of incidents of harassment, intimidation, and bullying in the school; and acting as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Team

University Heights Charter School has a school safety team to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team will be chaired by the school anti-bullying specialist, meet monthly, and will include school principals, teachers, a parent of a student in the school; and other community members.

The school safety team shall:

A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;

B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;

C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the principal or the school anti-bullying coordinator may request;

G. Collaborate with the school anti-bullying coordinator in the collection of school-wide data and in the development of school policies to prevent and address harassment, intimidation, or bullying of students; and

H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or school anti-bullying coordinator.

No parent/guardian who is a member of the school safety team shall:

A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;

B. Receive copies of reports prepared after an investigation of harassment, intimidation or bullying incident;

C. Identify and address patterns of harassment, intimidation or bullying of students; or

D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:

- Taking of statements from victims, witnesses and accused;
- Careful examination of the facts;
- Support for the victim; and
- Determination if alleged act constitutes a violation of this policy.

The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.

The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.

The results of the investigation shall be reported to the Executive Director within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.

The results of each investigation shall be reported to the Board of Trustees no later than the date of the next board meeting following the completion of the investigation.

The Executive Director shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include the nature of the investigation, whether the school found evidence of harassment, intimidation, or bullying; or whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

University Heights Charter School recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school levels or by law enforcement officials.

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

Retaliation and Reprisal Prohibited

University Heights Charter School prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted_service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted-service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

Appeal Process

The parent or guardian may request a hearing before the board after receiving the information from the chief school administrator regarding the investigation. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next Board of Trustees meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the Executive Director's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The school, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14).

ROUTINES & OPERATIONS

MORNING MEETING Morning meeting begins at 8:00 a.m. Scholars arriving after 8:00 a.m. must report to the office to sign-in and be admitted to class.

LUNCH All scholars will eat lunch in school. Scholars may not leave school property during lunch. We offer a free and reduced-price lunch program for qualifying families. Applications will be sent home at the beginning of the year and are also available at the office. Scholars may also be permitted to bring in nutritious snacks according to individual teacher practices. Carbonated sodas and sugary snacks will not be permitted during lunch. If these items are brought to school, they will be confiscated by a staff member and returned to a parent at the end of the day.

RECESS Because it is important for children to get fresh air and run around, careful consideration is used in determining if the children will have outdoor or indoor recess. On days that the decision is unclear, the temperature and wind chill factor are checked, and at least one staff member goes outside to get a "feel" for the weather. No specific temperature is used as a cut off, but the temperature, wind, and amount of sun are used to make the decision. At no time will the children be allowed to play in the snow. Please send your child to school each day prepared to go outside for recess with hats, gloves, scarves, and winter coats. It is better to be prepared than to be cold!

BIRTHDAYS Birthday celebrations may only be conducted during the student's lunch time where parents may opt to bring in a healthy snack or cheese pizza for the **entire class**. Sugary foods, such as cookies, cupcakes and cakes are **not permitted**. Beverages must be water or **100% juice** (no artificial juices) —**no soda**. Invitations for out-of-school birthday parties may not be distributed during school hours unless the **entire class** is invited to attend.

LOST & FOUND Articles lost or found will be held in the cafeteria until they are claimed. All items not recovered at the end of the month will be donated. Scholars are reminded that placing their names on articles reduces the chance that items may be lost.

PERSONAL BELONGINGS Scholars should limit personal belongings they bring to school. The responsibility for these items is with the parents and the scholars. In the event of loss, theft, or damage of personal property the school cannot accept responsibility.

TELEPHONE USE Scholars may make emergency calls only with teachers' permission.

FINDING ANSWERS/DEALING WITH CONCERNS When a parent has a concern about a child's progress in a specific class or school activity, he or she should first contact the teacher. Teachers wish to maintain open lines of communication with parents. For concerns of a general nature, educational program or school activity, the Principal should be contacted directly.

LOST BOOKS Scholars are responsible for textbooks issued to them and library books borrowed from the library. A fee will be charged for lost or damaged books. Report cards will be withheld until fines are paid.

FIELD TRIPS University Heights will offer field trips at each grade level. These trips provide "real-world", hands-on experiences for children. Eligibility for participating on field trips will be based on children's behavior. We will require a signed permission slip in order for scholars to attend trips. Parents will be asked to pay for admission and transportation related to all field trips. You will be notified in advance by the teacher of the cost and deadline for submission of money. Field trips are a great time to volunteer with your child's class and chaperone with the teacher. Student's who do not meet behavior expectations will be required to have a parent chaperone.

WEEKLY TAKE-HOME FOLDER

Yellow communication folders will go home every Wednesday. The yellow communication folders will pertain to school-level and district information.

HEALTH & OFFICIAL RECORDS

MEDICATION Children may not take medicines in school without a written prescription from the child's doctor. All medications must be delivered by an adult, to the school nurse or her designee in the **original prescription container**. (The pharmacy will divide a prescription into two containers - home and school, if necessary). Children should not carry prescription or other drugs at any time.

NURSE'S OFFICE A scholar who finds it necessary to visit the Nurse's Office during the school day must get permission from the classroom teacher.

SCHOLAR RECORDS Parents, guardians, and scholars are entitled to review school records relating to their children or to themselves. Access to scholar records will be provided according to applicable Federal and State Laws. All scholar records will be considered confidential except for information identified as "directory information." "Directory information" includes information that is not likely to cause harm, embarrassment, or an invasion of privacy if disclosed. Such information is limited to the scholar's name and address, telephone number, date of birth, parents' names, dates of attendance, diplomas and awards received, teacher names, and the present and most recent educational institutions attended. State and Federal requirements prohibit the release of any information regarding the special education status of scholars.

Parents, guardians, and eligible scholars may inspect and review the scholar's official record files and data directly related to the scholar by making a written request to the school principal. If a scholar's records are maintained in several locations, they will be collected so that they may be inspected at one location. Access to special education records may be obtained through a written request to the school administration.

Appropriate school personnel will be present during record inspection to interpret and explain records. Copies of records not normally provided to parents during normal school operations or requests for additional copies of such records will be charged at a cost of $.25 per page. Confidential scholar records will be released only under the specific conditions outlined in the Family Educational Rights and Privacy Act of 1974. When a child is transferring to another school, copies of scholar records will be provided directly to the new school.

SCHOLAR SCREENING & TESTING There are a number of reasons why scholars might be tested or screened at school. For example, state law requires us to screen all new entrants to kindergarten and older scholars who move to University Heights from other districts and states. In addition, other reasons for testing scholars include a follow up on speech, reading, math, or other academic concerns. We also administer all New Jersey State Assessments in grades three and higher.

We frequently notify parents whenever individual or group testing will be conducted. This may be through flyers or notes distributed at school, newsletter, phone call, or mail.

In the case of a referral of a scholar for evaluation for possible special needs conditions, parents will be asked to sign the Consent for Testing Form.

DRESS CODE

It is the goal of the school to have a dress code that makes things easier for parents and students rather than more difficult. For that reason, we have made every effort to be clear about this policy and consistent in its enforcement. Although it may seem as if small exceptions should be no problem, we cannot allow deviations from this code. If an exception is made for one student, it would then have to apply to all students, and the code has changed. It is in the best interest of everyone if UHCS means what it says and says what it means.

The dress code for grades Pre-K-5 is as follows:

Regular day:

- Navy blue, short-sleeved or long-sleeved polo-style shirt with UHCS logo (2 or 3 buttons).
- Khaki-colored dress pants, shorts, skort, or jumper
    - Students may not wear khaki pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, wide-legged, overly tight or baggy, or made of denim or corduroy. Pants made by Dickies will not be allowed.
    - Skirt, skort, and jumper length must be no shorter than one inch above the knee cap.
- Navy blue sweaters with UHCS logo are permissible.
- Black or brown belt.
    - Belts must look professional, must be all black or brown, and may not be overly wide.

- Scholars are premitted to wear appropriate footwear of any color.
- Students may not wear clothing with logos, unless it is the UHCS logo or a small dress pants logo (i.e. Dockers) on the rear pocket. No other logos are allowed.

Gym day/

Navy blue sweats or shorts with UHCS logo.

- Navy or khaki (tan) t-shirt

The dress code for grades 6-8 is as follows:

Regular day:

- Light blue, short or long sleeved buttoned-down Oxford (UHCS logo)
- Gold and navy blue tie for boys and plaid cross tie for girls
- Navy blue dress pants for boys
- Plaid skirt (no shorter than one inch above the knee cap) or navy blue dress pants for girls
- Navy blue sweaters with UHCS logo are also permissible
- Black, or Brown belt Black shoes or sneakers

Gym Uniform (to change afterschool)

- Navy or khaki (tan) t-shirt or navy sweatshirt (UHCS logo)
- Navy blue sweat pants or shorts

Students may not wear hats in the school, unless the hat is worn for religious reasons. This goes for girls as well as boys. This is important because students must learn that taking off one's hat is a basic statement of respect in our country. The school is a serious place of work and hats do not belong on heads. There is an additional strategic reason for forbidding hats: the "broken-window" theory. If we let students know that small gestures of disrespect are immediately noticed and addressed, they will be less likely to attempt more daring and disruptive misbehavior. In other words, if we consistently address the little things, the big things should take care of themselves.

Parent-School Commitment Pledge to Our Children

COMMITMENT PLEDGE BY PARENTS/GUARDIANS:

Attendance

- We believe that our child's attendance and timeliness are vitally important to his/her success in school.
- We will make sure that our child has a safe and reliable means of transportation to and from school each day.
- We are fully committed to an 11-month schedule, from August to June, and support the idea that our children will be in school during August. We will not plan for vacations or other extended absences in August.
- We will make certain that our child attends school every day, except in cases of illness or legitimate reason.
- We will make certain out child arrives no earlier than 7:00 a.m. and no later than 8:00 a.m.
- We will telephone the school prior to 9:00 a.m. on the day of any absence to report why the child is out.
- We will not schedule routine doctor and dentist appointments during the school day. Consulting the school calendar, we will try to schedule appointments on days or at times when school is not in session; or if such an appointment becomes absolutely necessary during school hours, we will return the child to school after the appointment.
- We will provide notes for any absences more than one day and will provide doctor's notes for any absence for more than three days or for repeated absences.
- We will see to it that our child arrives on time each morning, and fully understand that lateness will result in public apologies and detentions.
- We understand that 20 or more absences without a doctor's note may require that my child repeat the grade.

Uniform

- We promise that our child will wear the University Heights Charter School uniform to school each day.
- We understand that our child is not allowed to substitute the required clothing and that uniform violations will result in the child missing class, being sent home or the parent bringing the proper items to school.

Homework

- We understand that our child will have 30 minutes to 2 hours hours of homework each night, including weekends, depending on my child's grade level.
- We understand that regular homework completion is one of the keys to academic success.
- We understand that it is our responsibility to see that homework is completed. We will check our child's homework each night to ensure that it is complete, accurate and neat.
- We will provide a quiet, undisturbed time and space for the work to be completed.
- We understand there will be a series of consequences for my child if homework is not completed, including detention, poor grades, possible retention and mandatory parent attendance to show completed work.

Discipline

- We understand and support the University Heights Charter School Code of Conduct including all its rules, rewards and disciplinary consequences.
- We understand that our child cannot be excused in-house suspension unless there is a family emergency.
- We understand that if our child is suspended that s/he will have to be picked up from school on the day of the offense, that we will have to accompany the child for a meeting in order for the child to return to classes and that our children will have to present a sincere apology before the community.

Promotion Policy

- We understand that our child must pass all but one core academic class in order to be promoted to the next grade. One failure or more in a core academic subject (mathematics, science, ELA, reading, social studies) may result in retention.

- We also understand that in the lower school other factors are considered regarding student promotion, including appropriate progress in reading and ELA, as well as age/grade level growth in social and emotional domains, which is particularly important in PreK and K. Students who fall significantly below grade level in reading may be retained, at the discretion of administration.
- When contacted by staff members to schedule conferences concerning our child's academic or social emotional progress, we will schedule and attend those meetings. If there is a scheduling conflict, we will work with the teacher to ensure that the meeting is rescheduled.

Parent Conferences and Report Cards

- We understand that parent conferences and the report card are essential to understanding a child's academic growth, strengths and weaknesses.
- We will pick up our child's report card on each Report Card Night between the hours of 1:30 p.m. and 7:00 p.m. and will attend all parent-teacher conferences at scheduled times.

Parent – School Communication

- We agree to support our child's academic work by communicating regularly with my child's teachers.
- We will attend conferences to help our children succeed academically.

We understand that we are not required to sign this covenant as a term of our child's admission to University Heights Charter School, but do so voluntarily because we believe that University Heights Charter School is a partnership between parents and educators.

Signed: _____ Date: _____

Child's Name: _____

Print name and relationship to child: _____

COMMITMENT PLEDGE BY THE SCHOOL:

1. We will operate University Heights Charter School in accordance with its mission and its charter from the State of New Jersey.

2. We are fully committed to an 11-month schedule, August through June.

3. We will see to it that teachers always come to class prepared and that they continually engage students in the challenging, hard work that paves the way for success in school and life.

4. We promise to keep the school's doors open to parents, who may come into the school at any time – after gaining office clearance – and enter any classroom for observation, as long as there is no disruption.

5. Faculty will assign productive, meaningful homework each weeknight (except in special circumstances) to focus students on working to their fullest potential.

6. We will host Report Card Nights and/or Conference Nights during each trimester when faculty will be available to parents to discuss student progress.

7. We will facilitate the creation and organization of the Parent Council, which will provide parents a forum to offer input and express their concerns.

8. We will enforce the University Heights Charter School Code of Conduct consistently and fairly. When students are detained or suspended, we will notify parents of the reason.

9. We understand that this covenant goes above and beyond the call of duty. We sign it voluntarily because we believe that University Heights Charter School is a partnership between the parents and the faculty and staff in creating the best possible education for our students.

Call & Response

At UHCS we are a **TEAM** – **T**ogether **E**veryone **A**chieves **M**ore!

University Heights Charter School's Scholar Affirmation

Today I will **REACH** TO BE THE BEST Scholar I AM DESTINED TO BE.

I WILL RESPECT THE OPPORTUNITY TO LEARN.

I WILL SHOW EXCELLENCE IN ALL THAT I DO.

I WILL BE ACCOUNTABLE FOR MY ACTIONS.

I WILL CARE FOR MY PEERS AND SCHOOL ENVIRONMENT.

I WILL BE HONEST AND TAKE PRIDE IN MY WORK.

With Love and Respect _____.

University Heights Charter School's Teacher Affirmation

Today I will REACH TO BE THE BEST TEACHER I AM DESTINED TO BE.

I WILL RESPECT THE OPPORTUNITY TO EDUCATE ALL SCHOLARS.

I WILL SHOW EXCELLENCE IN MY INSTRUCTION TO SCHOLARS.

I WILL BE ACCOUNTABLE TO ALL SCHOLARS.

I WILL CARE FOR MY SCHOLARS AND MY WORK ENVIRONMENT.

I WILL BE HONEST AND MAINTAIN MY INTEGRITY.

With Love and Respect _____.