

Hope Charter Leadership Academy

Parent Student Handbook

2018-2019



The
Leader in Me™

great happens here

“Empowering Leaders Today To Change Tomorrow”

Hope Charter Leadership Academy

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<http://hopecharterschool.org>

Clarissa Fleming, Principal

August 6, 2018

Hope Charter Leadership Academy
1116 North Blount Street
Raleigh, North Carolina 27604
(919) 834-0941

Dear Parents and Students:

Welcome to the 2018-2019 school year at Hope Charter Leadership Academy where our mission is “Empowering Leaders Today to Change Tomorrow”. The teachers and staff have been continuously working to improve and support our students of Hope Charter Leadership Academy, because we know that each and every student can be a high achiever as long as we foster academic excellence in teaching, learning and leadership. Our school year theme is Anchored in Leadership, and we’ve adopted last year’s theme as our new motto: One Team...One Goal...No Limits! You will find the school implementing this theme and motto throughout the school year with various activities and events.

The intent of this handbook is to provide you with information about Hope Charter Leadership Academy as well as to establish common procedures. It is important for our parents to know the precautions that have been put in place to keep your child safe and our intent to promote uninterrupted teaching and learning. Please read it thoroughly and keep it on hand for reference throughout the school year. If you have any questions, please feel free to contact our main office at 919.834.0941.

Educational success for all students cannot be complete without an effective partnership with our parents. You are the most essential part of your children’s education and it is important that we build a strong relationship in order to best serve your children’s educational needs.

Thank you in advance for joining us on this great adventure and being a part of another great year of accomplishments for our students. Our charter describes an educational experience for each student that is engaging, exciting, and encouraging. I am looking forward to a fantastic 2018-2019 school year!

Sincerely,



Clarissa Fleming
Principal

Table of Contents

Overview, Vision and Mission Statements, Code of Conduct	Pg 3
School Governance	Pg 4
Community Involvement	Pg 4
Staff Listing	Pg 5
The 8 Habits	Pg 6
Habits at Home	Pg 7
PBIS Overview	Pg 7
Arrival	Pg 8
Afterschool	Pg 8
Attendance	Pg 9
Cafeteria	Pg 10
Celebrations	Pg 11
Change in Student Information	Pg 11
Communication	Pg 11
Curriculum	Pg 12
Discipline - Code of Conduct	Pg 16
Dress Code	Pg 22
Events	Pg 23
Health and Wellness of Student	Pg 24
Inclement Weather	Pg 26
Ongoing Event	Pg 26
Personal Items	Pg 26
PTO	Pg 26
Restrooms	Pg 26
Transportation	Pg 27
Visitors and Volunteers	Pg 28

OVERVIEW

Hope Charter Leadership Academy, with its rich history of tradition, excellence, and innovation, is committed to developing leaders and setting high academic standards for all students. Hope Charter is a tuition-free public school that serves students from Kindergarten through Fifth grades. We are located in the historic Oakwood neighborhood and housed in the Barbee School Building that was erected in 1924. The school's progressive, high-quality, student-centered educational program expands educational choices for parents and their children in the public school system, supports a nurturing community of learners, and focuses on enhancing the academic growth, and builds leadership within all students while nurturing social development in every student.

Hope Charter bases its leadership focus on Stephen Covey's Seven Habits of Highly Effective Kids. As a Leader in Me School, students will discover and practice a set of leadership and life skills from Stephen Covey's book *The 7 Habits of Highly Effective People*. Leader In Me schools receive national recognition for their emphasis on developing leadership in young children. Incorporating The Leader In Me practices within our school's environment and curriculum assists our students in becoming prepared to succeed in the 21st Century, with critical skills and characteristics such as: motivation, problem-solving skills, trustworthiness, a strong work ethic, goal setting, effective interpersonal skills, academic achievement, a sense of teamwork, and valuing diversity in a global market.

Our Vision Statement

Our vision as a school community is to inspire enthusiasm for education and to empower our scholars to learn, lead and succeed. No child's potential is too small, no family's odds too great.

Our Mission Statement

"Empowering Leaders Today To Change Tomorrow"

School-Wide Core Values

Leadership

Encouragement,

Accountability, and

Determination

SCHOOL GOVERNANCE

The North Carolina Department of Public Instruction, with direction from the North Carolina State board of Education, and in accordance with Legislation passed by the North Carolina General Assembly grants authority to the Hope Charter Leadership Academy School Board of Directors to operate Hope Charter Leadership Academy. Positive and supportive leadership is the cornerstone of our success as a school. Without the Board of Directors support and time volunteering to our school, we would not be able to have the great instructional program that we have today. It is with their positive influence that Hope Charter has become the amazing instructional environment for children to attend school and has provided our staff with the means to make continued strides toward a strong and effective educational program.

The Board of Directors is the governing body of the Academy. The Board is responsible for all Academy policies and procedures that affect the instructional and operational functions at the Academy. The Board is accessible through the Board Chair Walt Sherlin.

The 2018-2019 Board Members are:

Mr. Chip Anderson, Ms. Barbara Engram, Mrs. Pamela Jamison, Mr. Joel Kamy, Mr. Leonard King, Mr. Tom Mann, Mr. Tucker Mann, Mr. Walt Sherlin, Ms. Willette Mormon, Ms. Robin Vincent, Mr. Mike Gray, Mr. Ken Mack, Ms. Delores Fogg, Mrs. Allene Adams, Ms. Anna Fonville

COMMUNITY INVOLVEMENT

Community Involvement and partnerships can yield significant benefits to programs and the students that they serve. Community partnerships have the potential to meet a wide variety of academic and character support. Community involvement includes volunteers, families, other schools, businesses, churches, and colleges and universities. Some of more prominent partnerships include:

Alexander YMCA	Red Hat Corporation	Christ Church	Raleigh Charter High School
William Peace College	St. Augustine's College	Cary Rotary Club	"Friends" of Hope
The Raleigh Chapter Links	Shaw University	Samanage	Poe Health Center
Global Achievers School	Fletcher Academy		

LEADERSHIP			
Principal	Fleming, Clarissa	cfleming	Ext 13
Curriculum & Instructional Facilitator	Perry, Cher	cperry	Ext 12
Building & Technology Administrator	Smith, Leroy	lsmith	Ext 11
Leadership & Enrollment Coordinator	Alexander, Lakesha	lalexander	Ext 26
Student & Family Engagement Counselor	Namingona, Elina	enamingona	Ext 29
INSTRUCTIONAL FACULTY & STAFF			
Kindergarten Teacher	Walker, Monika	mwalker	Ext 20
Kindergarten Instructional Assistant	Stokes, Tyril	tstokes	Ext 20
First Grade Teacher	Rucker, Lela	lrucker	Ext 28
First Grade Instructional Assistant	Eaddy, Rahsaan	readdy	Ext 28
Second Grade Teacher	Winstead, Kia	kwinstead	Ext 19
Second Grade Instructional Assistant	Williams, Dominique	dwilliams	Ext 19
Third Grade Teacher	Taylor, Marsha	mtaylor	Ext 23
Third Grade Instructional Assistant	Korgar, Ashleyh	akorgar	Ext 23
Fourth Grade Teacher	Chambers-Smith, Lamonica	lsmith2	Ext 21
Fourth Grade Instructional Assistant	Robinson, Anne	arobinson	Ext 21
Fifth Grade Teacher	McLeod, Pamela	pmcleod	Ext 22
Fifth Grade Instructional Assistant	Richardson, Sade	srichardson	Ext 22
Exceptional Children's Teacher	Heyward, Elsie	eheyward	Ext 15
Exceptional Children's Teacher	Komorowski, Robert	rkomorowski	Ext 15
Music Exploratory Specials Teacher	McNair, Aaron	amcnair	Ext 11
Spanish Specials Teacher	Hudgins, Kelly	khudgins	Ext 11
Literacy Interventionist	Burton, Mary Lou	mlburton	Ext 30
Literacy Interventionist	Atkinson, Susan	satkinson	Ext 30
CLERICAL & SUPPORT			
Attendance & Front Desk	Sutherland, Keith	ksutherland	Ext 27
Child Nutrition Service Manager	Singletary, Annie	asingletary	Ext 10
Cafeteria Manager	Fogg-Collymore, Chaka Khan	ccollymore	Ext 10
Development & Charter Compliance	Burrus, Beth	bburrus	Ext 11
Finance Coordinator & Librarian	Pace, Mabel	mpace	Ext 11

Custodian	Smith, Atonya	asmith	Ext 11
Transportation	Prince, Chawatha	cprince	Ext 11

LEADERSHIP

THE COVEY EIGHT HABITS

Habit 1: Be Proactive

This habit is the ability to control one’s environment, rather than have it control you, as is so often the case. Self-determination, choice, and the power to decide response to stimulus, conditions and circumstances.

Habit 2: Begin With The End In Mind

This is the habit of personal leadership – leading oneself that is, towards what you consider your aims. By developing the habit of concentration on relevant activities you will build a platform to avoid distractions and become more productive and successful.

Habit 3: Put First Things First

This is the habit of personal management. This is about organizing and implementing activities in line with the aims established in Habit 2. Covey states that Habit 2 is the first, or mental creation; Habit 3 is the second, or physical creation.

Habit 4: Think Win-Win

This is the habit of interpersonal leadership, necessary because achievements are largely dependent on cooperative efforts with others. Win-Win is based on the assumption that there is plenty for everyone, and that success follows a cooperative approach more naturally than the confrontation of win-or-lose.

Habit 5: Seek first to Understand, Then to be Understood

This is the habit of communication, and is extremely powerful. Covey helps to explain this in his simple analogy “diagnose before you prescribe’. While simple, yet effective and essential for developing and maintaining positive relationships in all aspects of life.

Habit 6: Synergize

This is the habit of creative co-operation. The principle that the whole is greater than the sum of its parts, which implicitly lays down the challenge to see the good and potential in the other person’s contribution.

Habit 7: Sharpen the Saw

This is the habit of self-renewal. It surrounds all of the other habits, enabling and encouraging them to happen and grow. Covey interprets the self into four parts: the spiritual, mental, physical and the social/emotional, which all need feeding and developing.

Habit 8: Find Your Voice

The essence of this habit is that you will find your voice when you can say you are 100% involved with what you are doing in your life, so that your body, mind, heart and spirit are all engaged in whatever is important to you. To find your voice, you need to examine your natural talent, what you absolutely love to do, what really interests you.

HABITS AT HOME!

While we work hard to instill the 8 habits in our students throughout the day, we need to synergize with families at home to ensure these practices and lessons are being continued after 3pm. Every month, parents will receive a habits newsletter with information, events, and activities that pertain to the 8 habits. Periodically parent letters may be sent home (separate from the newsletter) encouraging you to focus on a certain habit at home.

Some of the practices we have incorporated in our school day aside from the 8 habits are:

- **Mighty Manners:**
 - Students are expected to answer adults with “Yes Ma’am/Sir, No Ma’am/sir
 - Say “Please” and “Thank you” when asking for or receiving something.
 - Using phrases such as “May I please..” instead of “I want” or “I need”
 - Greet all adults by name (Mr., Mrs., and Ms.) and eye contact
 - Shake hands with eye contact when greeting someone.
- Reflecting after conflict or getting in trouble. What could they have done differently?
- Being proactive by speaking up and out for themselves in a respectful manner.

PBIS OVERVIEW

At Hope Charter Leadership Academy, we want to recognize **Positive Behavior** choices, and **Intervene and Support** when students need help making good leadership decisions. Our major behavior system is the behavior chart. Every day your child will be given a color based on a **combination of their leadership skills and behavior**, not personality, and attentiveness alone.

Please note that you will typically see more “Off the charts”, purples, and blues in the beginning of the school year as students are getting adjusted to policies and procedures. As the year progresses, the expectations of the teachers will raise and students will have to intentionally work to climb the behavior chart. Below is a breakdown of the meanings of each color.

- **Off the Charts:** This should be a rare occasion. Off the charts should be when students have shown more than exemplary leadership characteristics. Students should not be clipped up to Off the Charts for daily classroom expectations, generally nice behavior, or sitting quietly throughout the day. Students should be clipped to Off the Charts for living the 8 habits at school and modeling outstanding leadership.
- **Purple:** Student has consistently shown examples of the 8 habits throughout the school day, no redirection or incidents have occurred.
- **Blue:** Student has followed daily school and class expectations, and has shown some examples of the 8 habits throughout the day. Little redirection may have occurred, but no serious infractions.
- **Green:** Student has followed daily school and class expectations, but have not gone above and beyond to show leadership skills or evidence of the 8 habits. Some redirection may have occurred, and clip downs may have occurred.
- **Yellow:** Student has struggled to followed daily school and class expectations, multiple redirection has occurred, little to no leadership skills or evidence of the 8 habits has been shown. Redirection has occurred, minor discipline infractions have occurred. Student has shown reactive behavior.
- **Red:** Student has not followed daily school and class expectations, multiple redirection has occurred, major discipline infractions have occurred. Student has consistently shown poor leadership skills and little to no evidence of the 8 habits.

ARRIVAL

Operating Hours

The main office will be opened daily, (except on holidays and track out periods), from 7:45 am – 3:30 pm. Should emergencies arise, we urge parents and guardians to contact the school's main office at (919) 834-0941.

Important messages will be given to students or staff members upon request.

All incoming calls for teachers and students during instructional hours will be forwarded as a message.

Early Morning Care

The Early Morning Care Program operates from 7:00 am – 7:45 am and is free of charge for our families. Any student who arrives to school in that time frame should be dropped off in the back carpool circle. Students are then supervised by staff in the Media Center located in the back of the school until 7:30 at which time they are dismissed to attend breakfast. Those that are not eating breakfast remain in Early Morning Care until 7:45 when they are dismissed to their classrooms with their classroom teacher(s). Please note that the carpool circle ends at 8:00 am. Those students who arrive after the ending of carpool enter through the front of the building.

Instructional Day

The instructional day is from 8:00 am to 3:30 pm on Monday-Thursday, and 8:00 - 1:30 on Fridays. We encourage parents to make every effort to have their child at school on time no later than 8:00 so that teachers may consistently and promptly begin their instruction on time. **Hope Charter's attendance policy stipulates any student who arrives at school after 8:15 a.m. will be counted tardy and must be escorted into the school building and signed in by an adult at the main desk, receive a tardy slip, and go directly to their classroom.**

In order to protect instructional time and minimize any classroom distractions, parents should not be escorting their child to his/her classroom after 7:45 without having an appointment with the classroom teacher. Classroom teachers are on morning duty at this time and are unable to conference with parents.

AFTERSCHOOL PROGRAMS

Eagle Demics Tutoring

Eagle-Demics is an after-school tutoring program run by Hope staff. The program is designed to help struggling students close academic gaps by providing consistent, individualized academic support. The program is held Monday-Thursday. Students may be referred by a teacher, or by parent. If you are interested in your child participating, please contact Lakesha Alexander at lalexander@hopecharterschool.org

YMCA Y-Learning Program

Y-Learning is a free afterschool program that focuses on homework help, academic assistance and literacy enrichment. Students are provided snack and free time to play every afternoon. You may contact the site director, Dax Palmer, or the site coordinator for an application.

ATTENDANCE

Students should be in school, on time, everyday. In order to optimize your child's learning, it is imperative to limit tardies and absences. While students may be able to make up tangible work, group work and teachable moments can rarely be recaptured. Attendance is an essential component to a student's academic success. As

per the NC Department of Public Instruction, the school is required to advise parents/guardians of excessive absences as follows:

- Your child has **3-5 unexcused absences**. Please work to ensure that your child's attendance improves. Contact the school if there is anything we can do to assist you to improve your child's attendance.
- Your child has **6-9 unexcused absences**. A member of the school administration team will be contacting you in order to discuss challenges regarding consistent school attendance and how we can work together to address the challenges to improve your child's school attendance.
- Your child has **10 or more unexcused absences**. A member of the school administration team may contact you to schedule an Attendance Intervention meeting. Your attendance at this meeting is very important. We will develop an Attendance Intervention Plan and determine the next steps required per school policy and NC State Law.

Absence Procedures

- *Excused Absences are described as: illness or injury; quarantine; medical or dental appointments; death in the immediate family; court or administrative proceedings; religious observances; educational opportunities.*
- In order for an absence to be excused, a parent must supply a written note including your child's name, the date(s) your child was out, a detailed explanation of why, and a parent signature. All attendance notes should be submitted to the front desk coordinator. If the note is not received within 2 days of the absence, the absence will be unexcused.
- **Students who are absent for more than 2 consecutive days due to sickness must turn in a doctor's note in order to be excused.**
- Monday through Thursday, students must attend school for a total of 3 hours and 30 minutes in order to receive attendance credit. If a student leaves school prior to 11:30 and does not return in the same day, they will be marked absent for the day. Every Friday, students who leave school prior to 9:30 am and do not return in the same day, will be marked absent for the day.
- When your child returns to school, you must provide a written note. **Vacations during the school year are highly discouraged**, administration will be reluctant to approve a vacation during the school year. Vacations should be planned over track-outs and summer break.
- For extended absences, make-up work may be collected in advance, during, or after the absence. However, students are more likely to complete large amounts of work during their extended absence, than in conjunction with current assignments when they return.
- Please notify the school immediately if you child has a contagious disease or an extended illness.

Tardy Procedures

- Students are expected to arrive to school on time daily. If the bus is late, students on that particular route will not be counted tardy.
- If a student arrives by car after 8:15, both the student and the parent or guardian must come to the front desk and sign in. Once the parent/guardian completes the sign in, the student will receive a tardy slip and proceed to class.

Letters will be mailed or emailed to parents of students who accumulate excessive absences, regularly late, or checked out of school early on a consistent basis. This is done to ensure parents are aware and informed. Excessive tardies, absences, and early checkouts may result in a referral to a social worker for investigation.

CAFETERIA

Cafeteria Expectations

All rules of the Student Code of Conduct will be observed during the breakfast and lunch time periods. Students who do not meet these expectations during lunch will face the classroom disciplinary process as stated in the Student Code of Conduct.

Cafeteria misconduct acts include, but are not limited to the following:

- Talking loudly in line
- Not following directions given by supervisory staff
- Cutting ahead of another student in line
- Sitting improperly at table or seat
- Using impolite manners
- Leaving the cafeteria without permission
- Taking food from other students
- Refusing to clean up eating area
- Throwing food or other items

Breakfast and Lunch Nutrition Program

Students will have the option of eating breakfast. Breakfast will be served to all students beginning at 7:30 a.m. and the cafeteria will close at 8:00 a.m. Please be mindful of the end time of breakfast if you are interested in your child being served breakfast. All bus riders will be given the option to have breakfast upon arrival to school.

***Breakfast is not served on delayed days.**

Student school lunches are ordered by 8:15 a.m. Our breakfast and lunch program is catered by K&W Cafeteria. If you are running later than this time and your child will be eating lunch, please contact the main office to place an order for lunch. Failure to do this will result in your child not being served lunch. Delivery of bagged lunches from outside restaurants is strongly discouraged. ***Students are not allowed to have soda or candy for lunch even if brought as a bag lunch.**

For accommodations for special diets, **please have a special diet request form completed by a physician and returned to the school.** The school may not make any changes without this documentation. Contact Ms. Annie Singletary for further details regarding the National School Breakfast and Lunch Program.

Snacks

Students in grades K-5 have a daily snack break. The snack period is approximately ten (10) minutes and is scheduled by each individual classroom teacher. Children must bring nutritious snacks, as the school does not provide them. All snacks should be healthy (fruit, vegetables, veggie chips, cheese and crackers, water, etc.).

Candy, sodas and sweets are not acceptable and students will not be allowed to consume those items during the snack or lunch period. Students should be careful when eating inside classrooms and throw their trash away.

CELEBRATIONS

Birthdays: Parents requesting a classroom celebration must submit in writing a request to bring in treats for the classroom at least 2 days prior to the day of request to the classroom teacher or instructional assistant. All approved classroom celebrations are coordinated by the classroom teacher.

Halloween: Halloween is not celebrated at the school. Costumes are not worn to school. Typically we celebrate AutumnFest and have celebrations for students, or utilize our school theme for a dress up day.

CHANGES IN STUDENT INFORMATION

For emergency reasons, it is extremely important that the school office and your child's teacher maintain current, up-to-date information including your address, phone numbers and persons permitted to pick up your child from school. If any of these items change throughout the year, it the parent or guardian's' responsibility to inform the school as soon as possible to ensure an open line of communication at all times.

COMMUNICATION

Effective communication between school and home is vital to the successful academic, social, and emotional well being of all students. The major communication tools are the school website, student folders, monthly newsletters, report cards, and our social media sites. These mediums include timely information from the administration or teachers. In addition, telephone, group meetings, open houses and events, e-mail and other communications will be common.

Conferences

Conferences are scheduled for **October 7th, February 17th, and May 12th**. Parent conference are by scheduled by appointment with your child's classroom teacher. Parents are encouraged to contact their teachers when they have questions or concerns about assignments, grades, and student conduct. .

Interims and Report Cards

Interim reports are sent approximately midway through the quarter: **September 10th, November 18th, February 19th, May 13th**. Report cards are sent home at the end of each academic quarter: **October 4th, December 19th, March 21st, and June 26th**. Students are given numbers 1-5 based on mastery instead of letter grades. Please sign interims and report cards and return them on the next school day. Copies of these documents can be provided upon request.

Newsletters

Each teacher publishes a monthly newsletter that contains upcoming schoolwide and classroom events, volunteer opportunities, classroom needs, and a brief description on what the students will be learning that month. The school also publishes a Habit Happenings Newsletter that connects the habits from school to home!

Social Media

Stay Connected with Us! We encourage you to like our Facebook page and follow our other social media accounts. Look out for special posts that may reward you or your child(ren) if you carry out specific actions!

Facebook: <https://www.facebook.com/HopeElementaryCharterSchool>

Instagram: @hclaleaders

Twitter Account: @hclaleaders

School Website: <http://www.hopecharterschool.org>

Remind 101: <https://www.remind.com/join/hopechar>

Student Folders

Please check your child's red communication folder nightly for returned work, important letters from administration, teachers, and PTO, notices, and announcements. Please review your child's work and these important papers, remove the contents of the folder, sign the space in the folder or agenda (depending on grade level), and return it to school with your child on the following school day. **We appreciate parents returning feedback and other pertinent information promptly.**

CURRICULUM

All of our teachers are required to teach the North Carolina *Standard Course of Study* which consists of the Common Core State Standards in English language arts (ELA) and Mathematics, and the NC Essential Standards in science and social studies.

The following lines describe a flexible curriculum that can be individualized and differentiated within a traditional grade level classroom structure. This plan specifically addresses English Language Arts and Math. Science and Social Studies content is what largely makes up the substance of what students are reading/writing about, and using as a context for applying mathematical skills. Science also has designated time in the weekly schedule. That time is used as much as possible for hands-on, authentic science/social studies project work.

Reading | English Language Arts (approximately 90 minutes total per day)

Teachers will utilize the ReadyGen literacy curriculum and are responsible for following the instructional plans and pacing guides for whole/small group lessons.

Options for small group differentiated reading instruction include:

- By level
- By interest
- By strategy need/strength

Math (approximately 90 minutes total per day)

Utilization of Envision math, online resources and follow lesson plans, pacing guides and assessments contained within the curriculum. Math times follow a similar structure to ELA instruction, with mini-lessons followed by small group/independent work times.

Science (approximately 60 minutes total per day)

Teachers will be utilizing the Department of Public Instruction science wiki and supplemental resources to ensure that students receive engaging and hands-on lessons, as well as authentic projects.

Social Studies (approximately 30 minutes total per day)

Teachers will be utilizing Studies Weekly standards-based curriculum magazines. This curriculum provides the following:

- Highly engaging non-fiction text
- Leverage blended technology
- Lesson plans with engaging activities

Student Academic Achievement

Student academic achievement shall be based on the degree of mastery of the Common Core State Standards (CCSS) for reading, writing and mathematics, the NC Essential Standards for science and social studies, and the application of school leadership standards. The standards reflect the expectation for student academic and leadership achievement, and address the skills and concepts needed for successful performance in all grades, as well as college and career following graduation.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated standard(s). The student's mastery level shall be determined based on the following rubrics:

Kindergarten

Mastery Level	Task Performance	Example
5 (O) Outstanding	The student almost never makes any errors and greatly exceeds expectations for level of understanding and application on a regular basis.	The student's graded work is consistently at an accuracy level of 97% and higher. The student is able to self-evaluate their work, identify areas for improvement, and set goals for future efforts. The student's effort frequently allow him/her to meet their goals. The student logically and coherently explains how they perform academic tasks. The student's reading level is well above grade level expectations.
4 (E) Excellent	The student makes few mistakes and consistently exceeds expectations for level of understanding and application on a regular basis.	The student's graded work is consistently at an accuracy level of 87% and higher. The student is able to self-evaluate and set goals with minimal support. The student most often meets goals through individual effort. The student frequently explains how they perform academic tasks. The student's reading level is above grade level expectations.
3 (S) Satisfactory	The student meets expectations, in terms of academic performance, accuracy and application.	The student's graded work is consistently above 73% accuracy. The student reads at, or within one level of, grade level expectations. The student works with others to evaluate their own academic and leadership performance, and set goals for future efforts. The student meets goals with focused support. The student is beginning to understand the thinking processes involved in learning.
2 (N) Not Satisfactory	The student's academic performance is slightly below expectations. The student makes frequent errors and does not display a secure understanding of skills and their applications.	The student's graded work is often below 72% accuracy. The student expresses confusion and a lack of clarity with academic skills and processes. The student reads below grade level expectations and may comprehend text with inconsistent levels of depth and understanding. The student struggles to evaluate their school performance and set goals. The student needs significant support to meet their goals.
1 (U) Unsatisfactory	The student is significantly below grade level expectations and struggles with most academic tasks.	The student's work demonstrates extreme misunderstandings, lack of proficiency and application. The student reads well below expectations and often fails to comprehend text. The student needs significant support to evaluate their academic and/or social performance, set and achieve goals.

Grades 1st, 2nd, 3rd, 4th, and 5th

Mastery Level	Task Performance	Example
5	The student almost never makes any errors and greatly exceeds expectations for level of understanding and application on a regular basis.	The student's graded work is consistently at an accuracy level of 97% and higher. The student is able to self-evaluate their work, identify areas for improvement, and set goals for future efforts. The student's effort frequently allow him/her to meet their goals. The student logically and coherently explains how they perform academic tasks. The student's reading level is well above grade level expectations.
4	The student makes few mistakes and consistently exceeds expectations for level of	The student's graded work is consistently at an accuracy level of 87% and higher. The student is able to self-evaluate and set goals with minimal support. The student most often meets goals through individual effort. The

	understanding and application on a regular basis.	student frequently explains how they perform academic tasks. The student's reading level is above grade level expectations.
3	The student meets expectations, in terms of academic performance, accuracy and application.	The student's graded work is consistently above 73% accuracy. The student reads at, or within one level of, grade level expectations. The student works with others to evaluate their own academic and leadership performance, and set goals for future efforts. The student meets goals with focused support. The student is beginning to understand the thinking processes involved in learning.
2	The student's academic performance is slightly below expectations. The student makes frequent errors and does not display a secure understanding of skills and their applications.	The student's graded work is often below 72% accuracy. The student expresses confusion and a lack of clarity with academic skills and processes. The student reads below grade level expectations and may comprehend text with inconsistent levels of depth and understanding. The student struggles to evaluate their school performance and set goals. The student needs significant support to meet their goals.
1	The student is significantly below grade level expectations and struggles with most academic tasks.	The student's work demonstrates extreme misunderstandings, lack of proficiency and application. The student reads well below expectations and often fails to comprehend text. The student needs significant support to evaluate their academic and/or social performance, set and achieve goals.

Classwork and Assessments

All students are expected to complete daily and weekly classwork in the specified time frame designated by the classroom teacher. Any adjustments in due date and completion times will be made based on individual student needs and at the classroom teacher's discretion. Teachers will provide at least a 2 day notice on subject assessments. ***Upper grades (3-5) may schedule unannounced "pop" quizzes, but not major assessments.**

Benchmark Assessments

Benchmark assessments are intended to measure student progress and will allow Hope to evaluate the instructional effectiveness of our school. Parents will be provided detailed information regarding student performance on benchmark assessments; however results will not be reflected in student grades.

Benchmark assessments (mClass, NWEA Map, DPI K-2 Math) are completed 3 times per year on the following schedule:

- BOY Assessments must be completed within the first 25 school days. The BOY benchmarking window for mClass will be set for days 5 – 20.
- MOY Assessments will be completed on a split schedule. Paper/pencil school assessments will be completed within the last two weeks before Winter Track-out. The MOY benchmarking window for mClass will be set within the mandated 80-105th day of school.
- EOY Assessments will be completed during the final 30 days of school.

Online Assessments

- mClass Reading 3D is completed with K-2 students. This battery of assessments provides information on students' working memory, processing speed, phonemic manipulations, and reading level, fluency and comprehension. All North Carolina Department of Instruction (NCDPI) required sections of the mClass Reading 3D program will be completed (LNF, WR, FSF, PSF, NWF, DORF, DAZE, TRC) as indicated by grade level.
- NWEA Map measures the academic progress and growth of each individual student. It creates a personalized assessment experience by adapting to each student's learning level.

Paper/Pencil Assessments (to be organized into student assessment folders)

- K-2 should administer *Math Assessments* to each student three times per year during Benchmark assessment periods.
- An *open-ended writing sample* should be collected for each student three times per year during Benchmark assessment periods described above.

Standardized Testing

North Carolina Standardized (End of Grade) Tests are administered in grades 3-5 towards the end of the 4th quarter, with the exception of third grade which will take a Pretest as a predictor at the beginning of the school year. Reading and Mathematics are administered to all 3rd-5th grade students, as well as an additional Science test for 5th grade. These tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study. The standard for grade-level proficiency, for each EOG assessment, is a test score at or above Achievement Level 3. Following the test administration, parents receive an individual student report with your child's score. Additional detailed testing information can be found at <http://www.ncpublicschools.org/accountability/testing/eog/>.

Read to Achieve is a state-mandated program designed to ensure that every student reads at or above grade level by the end of third grade. If your child does not pass the End of Grade Reading exam, they will be encouraged to attend the Summer Reading Camp.

Homework

Homework is an essential component of the learning process and is assigned as a supplement to the daily lesson taught by the classroom teacher. Each student K-5 are expected to complete all homework assignments in the time frame designated by the classroom teacher. Homework is graded by participation and not accuracy so that teachers may assess what students have grasped and what students may need additional support in.

Please refrain from completing your child's homework for them, as this practice does not support your child's academic success.

Missed Work

If an absence is excused in advance and/or if the work is assigned by the classroom teacher in advance, all make-up work is due on the student's first day back. This also includes scheduled tests, quizzes, and projects. Teachers may use discretion for individual cases that may have prevented students from completing assignments in this time frame. If the make-up work has not been assigned in advance, for absences of one to three days, the student will have one day for each day absent. For absences longer than 3 days, the teacher may create a make-up plan for the student. Special consideration will be given in the case of extended absence due to major injury or chronic illness. ***Communication is key in cases of extended absence, and is the primary responsibility of the parent.**

Field Trips

Field trips can enhance classroom learning through real-life contact and experience with the topic of study. Students are subject to the same rules, regulations and appropriate politeness and civility observed at the Academy when traveling away from school. As in the classroom, the teacher will judge acceptable or unacceptable behavior. Every facet of the Student Code of Conduct will be enforced on field trips just as it is in the classroom. The signed permission form must be on file for field trips. When the field trip occurs through the duration of the regular lunch schedule, students have the option of bringing their own lunch, or request a bag lunch from the school. Teachers will communicate with you details of any field trips regarding their classroom,

including dress code and chaperone requests. Please remember to complete a volunteer form if you wish to chaperone field trips.

Student Code of Conduct
Hope Charter Leadership Academy Board of Directors Discipline Policy

Safe and Orderly Environment

All students at Hope Charter Leadership Academy shall comply with the Student Code of Conduct (Code), state and federal laws, school board policies, and local school rules governing student behavior and conduct. This policy applies to any student who is on school property, including the school bus and school bus stops, who is in attendance at any school or any school sponsored activity, or whose conduct at any time or place, on or off campus, has a direct and immediate effect on maintaining order and discipline or protecting the safety and welfare of students and staff in the school. Students whose behavior does not meet reasonable and acceptable standards will not be permitted to disrupt the education and learning environment of others. The school administration reserves the right to expedite the disciplinary process pending the circumstances of the investigation to ensure a safe and orderly school environment.

Students shall comply with the directions of principal, teachers, substitute teachers, student teachers, instructional assistants, coaches, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such school personnel.

Administrators and teachers may utilize a variety of intervention strategies for violations to the Code, other Board policies, regulations issued by the school, or the **North Carolina General Statutes (GS)**. These interventions may include conferences, detentions, and removal from the classroom, in-school suspensions, behavior contracts, restrictions on activity, or any other intervention strategy that is available and is not contrary to Board policy or state or federal law. In addition, disciplinary action may also include suspensions for ten (10) school days or less (“short-term”); suspensions between ten (10) school days and the remainder of the school year (“long-term”); suspensions for 365 calendar days; and/or expulsion. .

The Principal and other school officials are authorized to involve law enforcement in serious violations in any category and are **required** to involve law enforcement in cases of certain alleged criminal acts as set forth in G.S. 115C-288(g). In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall take place independently from the criminal investigation and prosecution.

Level One Violations

- 1.1 **Boycotts** - Participating in any boycott or walk-out of any lawful school function at which attendance is required.
- 1.2 **Conduct on the School Bus** - Failing to follow the directives of the school bus driver and/or adult monitor and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as from school.
- 1.3 **Disruptive or Obscene Literature and Illustrations** - Possessing or distributing literature or illustrations that are obscene or that significantly disrupt the educational process.

- 1.4 **Damage to Property** - Intentionally damaging or attempting to damage or deface school or private property while under school jurisdiction. This level applies to damage or vandalism not exceeding \$1,000, including cost of replacement, repair or restoration of property.
- 1.5 **Disruption** - Using passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct that causes the disruption of any lawful function, activity, mission, or process of the school, or urging any other student to engage in such conduct.
- 1.6 **Fighting** - Hitting, shoving, pushing, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action or making comments or writing messages which might reasonably be expected to result in a fight.
- 1.7 **Gambling** - Participating in any unauthorized event, action, or statement which relies on chances for the monetary advantage of one participant at the expense of others.
- 1.8 **Hazing** - Subjecting a fellow student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, or other similar group.
- 1.9 **Integrity** - Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access. Students are subject to disciplinary action as outlined in this policy and/or academic penalty.
- 1.10 **Intimidation** - Extorting or attempting to extort money, personal property, or personal services.
- 1.11 **Laser Pointers** - Possessing or using a laser pointer device or a watch, key chain, pen, or other device equipped with a laser beam.
- 1.12 **Medication** - Knowingly possessing, using, distributing, selling, or sharing with another student any prescription or non-prescription medication except as authorized under Board policy Administering Medication to Students.
- 1.13 **Peer Relations** - Engaging in behavior which is immoral, indecent, overly affectionate, or of a sexual nature while in the school setting.
- 1.14 **Personal Property** - Possessing on school property any toy, game, electronic device, or any other similar object that has no educational purpose or has the potential of disrupting the normal order of school unless the student receives authorization from the principal or designee.
- (a) **Electronic Devices** - All portable devices are allowed on campus but must remain in student's bookbag during the school day. If found in the possession of (on the student's person) during the school day it will be confiscated and can be picked up by parents in the principal's office. If continued confiscations occur, it may be held until the end of the school year. HCLA assumes no responsibility for stolen electronic devices.
- 1.15 **Sales** - Selling to another student or purchasing from another student any item without the prior authorization of the principal.
- 1.16 **Skipping School** - Leaving school grounds or being in an unauthorized area of school during the instructional day without prior approval.
- 1.17 **Theft** - Stealing, attempting to steal, or knowingly being in possession of stolen property.
- (a) Unlawfully taking and/or carrying away property belonging to Hope Charter Leadership Academy, a staff member, or another student.
- (b) Removing any property from a bookbag hook and/or desk other than the one assigned.
- (c) Having in one's possession property obtained without permission of the owner.
- 1.18 **Threat/False Threat** - Making any threat through written or verbal language, sign or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.

- (a) A student will not use electronic threatening such as posting information that can be disrupting, cause damage, or endanger students or staff.
 - (b) A student will not post personal, private, false, or defamatory information about self, another person, or an organization.
- 1.19 **Tobacco Products** - Using or possessing any tobacco product or paraphernalia, including matches and lighters, at any time on school premises, on a school bus or other school vehicle, or at a school bus stop.
- 1.20 **Trespassing** – A student present on school property after the close of the school day and outside of school hours without permission is trespassing and may be prosecuted. Any student who has been suspended or expelled from school is trespassing if he or she appears on the property of Hope Charter Leadership Academy or at any school sponsored activity during the suspension or expulsion period without the express permission of the Principal.
- 1.21 **Verbal Abuse or Disrespect** - Participation in serious or persistent verbal action that prevents an orderly and peaceful learning environment. Cursing; using vulgar, obscene, or abusive language, including slurs or insults intended to mock a person’s race, religion, sex, national origin, disability or intellectual ability; or using sexually offensive or degrading language are specifically prohibited.

Penalty for Level One Violations

Except as otherwise noted, the **first violation** of any of the **Level One** offenses may result in short-term suspension from Hope Charter Leadership Academy for up to ten (10) school days or a long-term suspension for up to the remainder of the school year for a serious violation.

A **second violation** of the same **Level One** offense during a school year may result in a long-term suspension from the Hope Charter Leadership Academy for the remainder of the school year.

Level Two Violations

- 2.1 **Arson** – Burning or attempting to burn any school building or property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid), for the purpose of burning or the attempted burning of school property.
- 2.2 **Assault on Another Student** - Assaulting or attacking, or causing or attempting to cause physical injury to another student or intentionally behaving in such a manner that could reasonably cause physical injury to any student.
- 2.3 **Attempted Assault on a School Employee** - Attempting to cause physical injury to a school employee or school volunteer, or behaving in such a manner that could reasonably cause physical injury to any school employee or school volunteer.
- 2.4 **Damage to Property and Vandalism** - Intentionally damaging or vandalizing or attempting to damage or vandalize, or deface school property or private property, while located on any properties owned or leased by Hope Charter Leadership Academy Board of Directors. This level applies to damages or vandalism exceeding \$1,000, including costs of replacement, repair, or restoration of property.
- 2.5 **Drugs or Alcohol** – Knowingly possessing, using, distributing, selling, possessing with intent to distribute or sell, or conspiring or attempting to distribute or sell, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit drugs, or possessing or using any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student’s mood or behavior.

- 2.6 **Failure to Comply with Lawful Directive** - Failing to follow a directive after being personally notified by any school employee.
- 2.7 **Fire Alarms** - Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.
- 2.8 **Fireworks or Ammunition** - Possessing, distributing, igniting or using any fireworks or ammunition on school premises.
- 2.9 **Gangs and Gang-Related Activities** -
- (a) Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items that show affiliation with a gang or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
 - (b) Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang or that promotes gang affiliation;
 - (c) Tagging or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
 - (d) Requiring payment of protection money or insurance or otherwise intimidating or threatening any person;
 - (e) Inciting other students to intimidate or to act with physical violence upon any other person;
 - (f) Soliciting others for gang membership;
 - (g) Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school policies that relate to gang activity.
- 2.10 **Reckless Vehicle Use/Car Theft** - Operating any motorized or self-propelled vehicle on school grounds or at a school-sponsored activity in a manner that threatens the health and safety of any other person or risks disrupting the educational process or being in the possession of a stolen vehicle.
- 2.11 **Sexual Acts** - Engaging in any consensual sexual act while on school property or at a school-sponsored activity or event.
- 2.12 **Sexual Harassment or Harassment including Bullying** - Engaging, verbally or through other non-physical means, in sexual harassment or harassment including bullying as defined in the Sexual Harassment and Harassment policies. Engaging in physical sexual harassment or harassment including bullying as defined in the Sexual Harassment and Harassment Policies or offensively touching another person's private parts, including buttocks or breasts, or forcing or attempting to force another to engage in a sexual act against her or his will.
- 2.13 **Threats** - Threats of death or serious bodily injury communicated toward any student, school employee, or school volunteer by verbal, written or other communication.
- 2.14 **Weapons other than Firearms** - Possessing, handling, transferring, or bringing on to school property any items including, but not limited to, knife, razor, BB gun, stun gun, air rifle, air pistol, bowie knife, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, and any sharp-pointed or edged instrument, brass knuckles, mace, pepper spray, or other anti-personnel spray, or facsimile or other item that could be considered a weapon or dangerous instrument. Using any weapon or other object that can reasonably be considered a weapon or a facsimile of a weapon in a threatening or dangerous manner.

Penalty for Level Two Violations

Except as otherwise noted, the **first violation** of any of the **Level Two** provisions shall result in at minimum a short-term suspension and may result in long-term suspension from Hope Charter Leadership Academy for the remainder of the school year.

A **second violation** of the same **Level Two** offense during a school year shall result in long-term suspension from Hope Charter Leadership Academy for the remainder of the school year.

Level Three Violations

- 3.1 **Assault and Serious Injuries on any Teacher or Other School Personnel**
- (a) Assaulting and causing serious injury to a teacher or school personnel or volunteer or other adult who is not a student;
 - (b) Physically assaulting a teacher or other adult who is not a student
- 3.2 **Assault on Another Student (serious injury or witnessed by school personnel)**
- (a) Physically assaulting another student if the assault is witnessed by school personnel;
 - (b) Physically assaulting and seriously injuring another student
- 3.3 **Bomb Threat or Hoax**
- 3.4 **Explosives** - Possessing or placing on educational premises any explosive device, including, but not limited to, dynamite or dynamite cartridge, bomb, grenade, mine, nitroglycerine, or any other powerful explosives capable of causing injury or damages.
- 3.5 **Firearm - Possession or Use of** - Possessing, handling, using, transferring or bringing onto school property, or to a school-sponsored curricular or extracurricular activity off of school property, a gun, rifle, pistol or other firearm.
- 3.6 **Terrorist Threat or Hoax -**
- (a) Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on school property or at a school-sponsored curricular or extracurricular activity off school property any device, substance or material designed to cause harmful or life-threatening illness or injury to another person;
 - (b) With intent to perpetrate a hoax, concealing, placing, or displaying a device, machine, instrument, artifact, letter, package, material or substance on school property or at a school-sponsored curricular or extracurricular activity off school property, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.
 - (c) Threatening to commit on school property or at a school-sponsored curricular or extracurricular activity off school property an act of terror that is likely to cause serious injury or death, when that threat is intended to cause a significant disruption to the instructional day or a school-sponsored activity, or causes such a disruption.
 - (d) Making a report, knowing or having reason to know the report is false, that there is about to occur or is occurring on school property or at a school-sponsored curricular or extracurricular activity off school property, an act of terror that is likely to cause serious injury or death, when that report is intended to cause a significant disruption to the instructional day or a school-sponsored activity, or causes such a disruption.
 - (e) Conspiring to make a terrorist threat or hoax within the meaning of this policy.

Penalty for Level Three Violations

For a violation of **3.1 or 3.2**, any student who is **under 13 years of age** shall be long-term suspended from Hope Charter Leadership Academy for the remainder of the school year.

For a violation of **3.3, 3.4, or 3.5** shall result in suspension for **365 calendar days** from Hope Charter Leadership Academy in accordance with **G.S. 115C-391**. The Board of Directors may modify this suspension requirement on

a case-by-case basis that includes, but is not limited to, the procedures established for the discipline of students with disabilities and may also provide, or contract, for the provision of educational services in an alternative school setting or in another setting that provides educational services.

A violation of **3.6** shall result in a long-term suspension and may result in expulsion for up to **365 calendar days** from Hope Charter Leadership Academy in accordance with **G.S. 115C-391**.

Any student who brings a weapon or firearm to school or on school property shall be referred to the criminal justice or juvenile delinquency system by the Board of Directors or their designee.

DRESS CODE

We strive to encourage unity among our students, faculty and staff. Our tradition of implementing a uniform dress code at our school has allowed us to work towards this effort as well as to closely monitor student dress. The atmosphere of a school must be conducive to learning, and a student's appearance can positively or negatively impact the climate of a school. Students must adhere to Hope Charter Leadership Academy dress code requirements. Interpretation of the Dress Code is at the principal and staff discretion, and their decision is final. Each student at Hope Charter Leadership Academy is required to wear the approved garment according to the school's dress code.

- White, Navy Blue, or Orange Collared polo shirt
- Navy or Khaki colored Khaki style pants
- Neutral colored shoes without excessive sparkles or bright/neon colors. No open-toed shoes.
- Shirts should remain tucked in at all times
- Only navy blue, brown, or black belts are allowed.
- Girls have the option to wear white, cream, or navy tights with uniform dresses.
- **Students will no longer be able to wear hoodies, jackets, and coats during the school day in the classrooms.** Students are permitted to wear navy or black sweaters/cardigans.

Students will be required to follow the uniform closely. All coats, hoodies, and jackets should be hung on the storage hooks outside of the classroom. **Failure to comply will result in a phone call home for a change of clothing.** Repeated dress code violations may result in consequences from administration.

HEALTH AND WELLNESS OF STUDENTS

Notification of Health Conditions

It is the parent or guardian's responsibility at the beginning of each school year and throughout the school year to inform the child's teacher **and** principal if there are medical conditions that require special measures such as dietary or activity restrictions at school for the student.

Bullying Prevention

HCLA has a zero-tolerance policy for bullying. We pride ourselves on our safe, supportive school climate for all of our students. Bullying can be described as, but is not limited to:

- Physical violence and/or attacks
- Extortion and theft
- Taunting, name-calling, and teasing
- Deliberate peer group exclusion
- Threats and intentional intimidation
- Cyberbullying

Any student that believes he or she has been harassed or bullied should report it immediately to a teacher or school administrator. Any school employee that has been made aware of bullying is required to report it to the principal. If your child is uncomfortable alerting school officials, please advocate for your child and contact your child's teacher or the principal.

Contagious Diseases

To prevent the spread of illnesses to other children and teachers, we ask that you keep your child home for 24 hours if they show any of the following symptoms:

- Fever of 100 degrees F or higher
- Nausea or vomiting
- Severe headache
- Diarrhea
- Red, watery eyes with yellow drainage
- Unexplained rash

If we see this symptoms while your child is at school, a school official will call the parent or guardian immediately. If you receive a call regarding your sick child, please come quickly.

Medical Matters (Allergies, Medications)

If your child will require medication at school, you will need to provide a completed "Parent Request and Physician's Order Form for Medication" by you and your child's doctor. Please ask the front office for this form. At the beginning of each school year (or when prescribed during the school year), an adult will need to bring the medicine along with the completed form. We cannot give medication to your child without this form. If there is no medication on hand in the event of an emergency, we will call 911.

Students with a life threatening allergy must provide the school with documentation from a licensed healthcare provider. This information should include specific allergy and medical requirements for the student.

STUDENT AND FAMILY ENGAGEMENT (S.A.F.E)

Parents and caregivers play a huge role in student success. SAFE is here to support teachers and staff in connecting with parents. S.A.F.E. incorporates classroom behavioral management support, individual and group sessions, family engagement, consulting and coordination of services with teachers and administrators. S.A.F.E.'s goal is to assist students and families in order to foster educational and behavioral success and family involvement. Students may experience personal challenges outside of their circle of control, such as their family being displaced or have challenges in school such as test anxiety, that they do not know how to handle. The S.A.F.E. coach is available to provide support and assistance for academic, emotional, social, or personal challenges. Parents can inform their child's teacher or directly contact Elina Coleman, the S.A.F.E. Coach, via ecoleman@hopecharterschool.org.

INCLEMENT WEATHER POLICY

In case of snow or other potentially hazardous weather or emergency situations, HCLA may close or delay school. We follow the decisions of WCPSS. Please check our social media, as well as the WRAL newscast or website for final decisions. If school closes early due to inclement weather, bus riders will be driven home unless a parent or guardian calls or emails advising that the child will be carpool.

***Early morning care will not operate on delay days, and after school programs will not operate on days that school closes early due to inclement weather. Breakfast may be served at the principal's discretion if school is delayed.**

ONGOING EVENTS

Box Tops

HCLA accepts box tops for education all year long. Please save box tops and send them in with your student.

PERSONAL ITEMS

Hope Charter will not accept responsibility for the personal items of students. All electronic games, toys, phones, iPods, CDs and DVDs, and any other electronic equipment are prohibited in school unless special permission has been granted by the administration. Any other personal items that staff members judge to be unsafe or improper for school will be confiscated and held in the office to be picked up by the parent/guardian.

PTO

The HCLA Parent Teacher Organization is an active and influential piece of the eagle experience at Hope Charter Leadership Academy. Membership is \$5. PTO meets regularly and the schedule will be distributed at the first meeting.

RESTROOMS

Students will demonstrate proper etiquette using the restroom. Expectations for bathroom etiquette include, but are not limit to, the following:

- Flushing the toilet
- Washing and drying hands
- Placing trash in the trash cans
- Keeping bathrooms clean
- Not writing on the walls, stalls, or sinks

Students who are found misbehaving in the restrooms or vandalizing the restrooms will be subject to disciplinary action in accordance with the Student Code of Conduct.

TRANSPORTATION

At the start of the year, parents must submit a transportation form. This form will notify office staff and teachers of your transportation plan for the year (including but not limited to method of dismissal, authorized pick up contacts, etc). Any changes in transportation must be submitted in writing to your child's teacher. **Students will not be permitted to use the school phone to make transportation arrangements unless it is an emergency.**

Bus Service

Bus Service is offered to students that live outside of a 1 and a half mile radius. Riding the bus is a privilege and students must follow bus conduct rules and policies or risk losing service. Currently, Hope has one bus, and seats are assigned on a majority need basis. Our route is rewritten at the start of each school year and is centered around the areas that show the most need from our students. We do not guarantee service to all areas, and stops may change from year to year. Any bus complaints, stop concerns or changes, should all be sent to the transportation coordinator in letter form, via the online form, or via phone call. ***In the event that you relocate during the year, we cannot guarantee new stops will be added. **In the event our bus has**

emergency maintenance and cannot perform the route, parents are responsible for bringing children to school.

Bus Expectations

- Students should be at the bus stop at least 10 minutes prior to their bus stop time.
- There is no food or drink allowed on the bus.
- Students must follow all directions of the driver and bus monitors.
- Students that have not been assigned through the transportation department may not ride the bus.
- Parents must provide written consent in order to stay after school if normally a bus rider.
- **The bus driver is not authorized to change bus stops or stop times, all changes must be requested through the transportation department.**
- Students who fail to follow the rules and expectations may be written up and submit to administration.
- A parent or guardian must accompany their child to the bus stop and be at the bus stop when dropped off. Students under the age of 9 are not permitted to be released off of the bus without an adult present. In the event there is no adult at the stop, the bus driver has been instructed to bring the child back to the school and notify administration.

Carpool

Students should be dropped off in the back of the school in the carpool loop no earlier than 7:00. Early Morning Care Coordinators will await students in the parking lot and direct them to their proper places. For safety and supervision reasons, students are NOT to be dropped off on the side of the school, or in the front of the school. Staff do not arrive until 7:30 and are in huddle meetings and fulfilling morning duty responsibilities and are not available to supervise children in the main school building. Please note that the carpool circle ends at 8:00 am. Those students who arrive after the ending of carpool enter through the front of the building.

Afternoon carpoolers are also expected to be picked-up in the back of the school in the carpool loop. If you are picking up a student other than your own you MUST have written consent of the child's parent or guardian. Due to afterschool responsibilities of teachers and staff, students must be picked up at 3:30, and no later than 3:50. At 3:50 your child will be taken to the principal's office and you will need to come in to retrieve them.

VISITATION AND VOLUNTEER GUIDELINES

Visitors

Hope Charter Leadership Academy has an open-door policy for our student's families. However, you are strongly encouraged to schedule appointments in advance to meet with your child's teacher, so that vital instruction time will not be interrupted for unscheduled meetings. All teachers have planning periods during the day, however they are preparing their curriculum and will be willing to work with you to arrange after school or before school meeting times to discuss your concerns.

Parents are welcome to visit classrooms during instruction, but this must be planned and approved by the teacher and administrator.

The following are guidelines for visitors and volunteers while they are in the building:

- All visitors must sign in at the front desk upon entering the building.
- All visitors must wear a name badge. These may be picked up and checked out when signing in.
- The distribution of literature of any kind is not permitted without administration approval.
- When leaving the building, please sign out and return the name badge.

Volunteers

Parents are always encouraged to volunteer here at Hope Charter. Your child's teacher will contact you as opportunities arise. Volunteers must complete a volunteer form from the Community Outreach Contact. You must obtain a volunteer badge from the front desk while working at the school. We do request that you do not bring other children with you while volunteering (aside from middle or high school students completing community service hours), as this could be distracting to Hope students and teachers.

This school year, our teachers are looking for one parent to represent their classrooms as the class parent. This is a wonderful opportunity to benefit the teacher, the students, the parents, and the school. Whether you are a first-time class parent, or a seasoned veteran, it is a rewarding and win-win outcome participating in your child's class.