

ELEMENTARY SCHOOL
WESTWOOD CAMPUS

STUDENT/PARENT
Handbook

2018-2019



Freedom Preparatory Academy Charter Schools
prepare all students in grades Pre-K–12
to excel in college and life.

www.freedomprep.org

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Dear Freedom Prep Families,

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CEO
Roblin J. Webb

HEAD OF SCHOOL
Arthurine Barned

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Cortney Cook (K-2)
Jessica Tang (3-5)

DEANS OF
STUDENTS
Cortney Cook (K-2)
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DEAN OF
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Stephanie Black-Hill

INSTRUCTIONAL
COACHES
Melody Tartera /
Lauren Gahagan

OPERATIONS
FELLOW
Ashley Lynch

We are pleased to welcome you to Freedom Preparatory Academy Elementary School – Westwood Campus! The Freedom Prep team could not be more delighted that you have chosen to be a part of the Freedom Prep family and community. First, we would like you to know that we take our role very seriously in ensuring a successful year for both you and your child. To better guarantee an excellent school year, we have created this handbook to serve as a guide for all logistics concerning Freedom Prep’s policies and procedures which all tie into our mission to prepare all students to excel in college and in life.

When reading the handbook please identify any sections you may have questions about and feel free to contact me directly to address any concerns you may have. You are responsible for reading the document and being familiar with the contents as they are outlined. Please hold and keep the handbook in a memorable area that will be accessible throughout the school year for reference purposes.

Lastly, I am truly honored to serve as your leader and teammate as we progress and move our students forward in school, life, and each of their respective communities. You are part of an important movement in education, establishing a safe environment that nurtures and encourages young leaders to attain academic mastery, social responsibility, and self-awareness that will guarantee them entrance into the colleges and post-secondary schools of their choice.

Please let me know what I can do to help you prepare for our journey towards freedom. “Education is Freedom”.

All my best,
Arthurine Barned,
Head of School



I.
MISSION
AND PRINCIPLES

OUR MISSION

The Team and Family at Freedom Preparatory Academy work diligently daily to ensure that we accomplish all that we endeavor.

Freedom Preparatory Academy Charter Schools prepare all students in grades PreK-12 to excel in college and in life.

Core Beliefs

Freedom Preparatory Academy Charter Schools ("Freedom Prep") were founded and are firmly committed to core beliefs that drive us towards our ultimate goal of academic excellence for every student:

- I. All students deserve a high quality public education that prepares them for the rigorous demands of college and the professional world beyond.
- II. A strong foundation in character development is essential to preparing all students to excel in education and the professional world. This character education includes adherence to the core values of: Respect, Responsibility, Integrity, Excellence, and Community.
- III. All students will be exposed to a number of experiences to drive their holistic development towards excellence, both in and outside of school.

Foundation of Freedom Preparatory Academy

The foundation of Freedom Prep is built upon six principles:

- Rigorous instruction with high expectations required from all students.
- Highly structured, consistent, and disciplined school environment to foster a safe and effective learning environment.
- Frequent assessments to drive whole class instruction and supplemental support programs.
- Foundation in character education to develop a sense of community and the social skills necessary to be competitive in the professional world.
- Numerous opportunities for exposure through field lessons. Extended school year to ensure the instructional time essential in preparation for the rigors of college work.

Core Values

"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy." – Dr. Martin Luther King, Jr.

Shared values is the fabric of our school community. They define who we are and why we exist. Life is breathed daily into each one of our values through our words, actions, and interpersonal relationships. Freedom Preparatory Academy Charter School is built upon a clear set of core values that drive our mission:

The students and staff of FREEDOM PREPARATORY Academy shall uphold the following values.

Respect.

At Freedom Preparatory Academy we show respect to others, our teammates, and our community. We are considerate of other's feelings.

Responsibility.

At Freedom Preparatory Academy we take responsibility for our work and our actions. We persevere and use self-control.

Excellence.

Freedom Prep has clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.

Integrity.

At Freedom Preparatory Academy, we stand up for what we believe in. We also do not lie, cheat, or steal.

Community.

At Freedom Preparatory Academy, we strive to develop and sustain a strong and connected community. Our community includes our students, parents, and faculty/ staff. We also recognize our role in our respective communities and how we can address injustices or wrongs.

Students understand that our values are essential qualities that they must uphold if they are to obtain success in reaching their goals. When both students and staff demonstrate our values, the following school climate is in place:

- All students and staff are putting forth their best effort on all tasks; helping their teammates along the way; achieving significant academic gains; while enjoying themselves, and operating with the utmost respect and honesty.

With such a school climate, Freedom Preparatory Academy will make great strides towards its mission of ultimately preparing students for the colleges of their choosing. When students have internalized these values and practice them on a regular basis, they are equipped with both the academic and life skills to excel in any rigorous academic environment.

COMMUNITY CONTRACT

For Parents/Guardians

I commit to supporting Freedom Preparatory Academy's demanding academic program, high standards of conduct, and extended school day and year.

I commit to making sure that my student is at school on time, in uniform, every single day, unless sick or unable to attend because of a serious family emergency.

I commit to monitoring my student's schoolwork, homework, and grades regularly. I will always encourage him or her to work hard and produce the best possible work.

I commit to maintaining an environment at home where my student can do his/her homework, with a clean desk or table and necessary materials.

I commit to calling Freedom Preparatory Academy if I have questions and if my child will be absent.

I commit to reading and understanding the Code of Conduct upon receipt.

I commit to making my best effort to do these things to provide my child with the opportunities they deserve.

I commit to making my best effort to do these things to provide my child with the opportunities they deserve.

X _____

For Students

I understand the core values and commit to always doing my best to follow them.

I commit to attending school every day unless I am sick and to give my full respect and my full attention to every task.

I commit to doing my homework every night and bring it neatly to school and turn it in at the appropriate time.

I commit to following the Freedom Preparatory Academy uniform policy/dress code.

I commit to speaking regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.

I commit to reading, understanding and obeying the Code of Conduct (once received) at Freedom Preparatory Academy and at any school events.

I commit to making my best effort to do these things to provide myself and my community with the opportunities we deserve.

X _____



II. GENERAL INFORMATION

2018-2019 School Calendar - Freedom Preparatory Academy Charter School

Holidays/Breaks	
September 3	Labor Day
October 8 - 12	Fall Break
November 12	Veterans Day
November 21 - 23	Thanksgiving Break
December 20 - January 2	Winter Break
January 21	MLK Jr. Day
March 11 - 15	Spring Break
April 19	Good Friday
May 27	Memorial Day

Teacher Training/Development	
July 16 - July 20	New Teacher Orientation
July 23 - August 3	All Teacher Orientation
October 15	In-service
November 9	In-service
December 19	In-service
January 4	In-service
February 22	In-service
March 18	In-service

Grading Periods	
First Quarter	August 6-October 5
Second Quarter	October 16-December 18
Third Quarter	January 7-March 8
Fourth Quarter	March 19-May 31

Instructional Days	
First Quarter	44 Instructional Days
Second Quarter	41 Instructional Days
Third Quarter	43 Instructional Days
Fourth Quarter	52 Instructional Days
Total	180 Instructional Days

Monday - Thursday

7:30 a.m. - 7:50 a.m. - Students arrive for breakfast

7:56 a.m. - Students are considered tardy

2:50 p.m. - Students are dismissed

Friday

2 p.m. - Students are dismissed

Lunch

Freedom Prep Westwood Campus students will be provided lunch free of charge.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda, candy, and "hot chips" are never permitted at school, even in lunches brought from home. We also strongly encourage healthy snacks for students. Examples of healthy snacks include fruit bars, granola bars, celery, carrots, strawberries, grapes, apples and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes.

School Supplies

Parents should submit \$25 at registration to cover school supplies. The supplies purchased are for use at school. The school will purchase the supplies on behalf of the families. Parents should still purchase their own backpacks for students and any general supplies they will need for use at home.

Birthday Celebrations

Please contact the Dean of Students to make arrangements for any birthday celebration. Birthday celebrations cannot interrupt the academic day, therefore the Dean of Students will inform parents of the most convenient time for these celebrations. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. We do not allow home baked goods to be served to students so all cakes, cupcakes, brownies, etc., must be store bought. The birthday treat also needs to be easily consumed so we recommend easy-to-eat treats such as cupcakes, ice cream, yogurt and granola cups, or fruit salads. There are around 30 students in each primary class so please make sure that enough treats are provided. Please limit the amount of guests to four, as classroom space is limited.

School Closing

If Shelby County Schools close due to bad weather, Freedom Preparatory Academy is closed. Listen to the radio or television for the announcement related to the closing of Shelby County Schools. In the event that weather conditions make travel to school hazardous and unsafe, but Shelby County Schools do not close, it is recommended that parents exercise caution when bringing their children to school.

Health

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. Parents will have the opportunity to sign a waiver form that permits the nursing or office staff to administer over-the-counter medicine to children. If a child needs to take any prescribed medicine please obtain the appropriate documentation from the doctor giving the nursing or office staff permission to administer it to your child.

Please be sure that the school has up to date contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you. If your child is hurt and requires medical attention, and we are unable to reach you, the school will seek medical attention.

If a health-related absence is necessary, the parent must call the school to inform them of the reason for the absence. Upon the student's return to school, a doctor's note must be brought to the main office in order for the absence to be considered excused.

Contagious diseases

If any time during the school year your child catches one of the following infectious diseases please seek medical attention and avoid bringing them to school. If a student is brought to school with one of the diseases, a parent will be contacted and asked to immediately pick up their child. The list includes, but is not limited to:

- Flu
- Chickenpox
- Pink eye
- Strep throat
- Lice
- Stomach flu/virus
- Ringworm

Family Involvement

In addition to the duties listed in the signed contract, parents are expected to participate in their children's learning in the following ways:

Parent/Teacher Conferences

Parent/guardian must attend a Parent/Teacher conference if their child is not making sufficient academic gains or experiencing behavioral issues in the classroom. During this time, parents will meet with individual teachers regarding the necessary steps to take in order to enhance their child's educational experience. If a parent is unable to attend, they must make arrangements to meet with teachers on a different date.

Procedure for Parent/Guardian Concerns

Academic Issues

For academic issues, the first call should be to the Dean of Academics. The Dean of Academics will collaborate with the teacher to address any parent/guardian concerns. If there is not a resolution to the problem, the parent/guardian should then contact the Head of School. All issues will be mediated at this level and the appropriate decisions will be made.

Discipline Issues

Discipline problems should first be discussed with the Dean of Students. The Dean of Students will collaborate with the teacher to address any parent/guardian concerns. If there is no resolution to the problem, the parent/guardian should then contact the Head of School. All issues will be mediated at this level and the appropriate decisions will be made.

Community Involvement

Freedom Prep consistently seeks ways to engage our students in their community. These activities include field lessons (field trips), community service activities, and parent/guardian school activities (e.g. Literacy Nights, Black History Month Celebrations, Grandparents Day, etc.).

Freedom Preparatory Academy believes in keeping high levels of respect among all members of the community. If there are problems that need to be addressed, they must be done so with the appropriate time, tone and place.

Attendance

Achievement School District Policy Statement

Tennessee law requires that all children between the ages of six (6) and 17 attend school. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that school is in session. Students and Parents/Guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy.

Freedom Prep Policy

Freedom Prep students arrive by 7:55 A.M. every day (Mon. – Fri.), and remain at school until 2:50 P.M. with the exception of Friday when we dismiss at 2:00 P.M. If a student is going to be absent he/she must contact the office by phone the night before the day of the expected absence. If a student will be out sick, the parent must contact the office by 7:30 A.M.

Upon the student's return to school, whether it is the next day or on some day after, the student is expected to bring a signed doctor's excuse, which includes the date or time and a reason for the absence. Students can miss up to 2 consecutive days without doctor's note, however, upon the 3rd day a doctor's note must be provided.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent the Dean of Students, School Social Workers, teacher(s), student and parent or guardian will meet to address the issue.

Excessive Absences

Excessive absences will not be tolerated. If a student is absent with or without excuse for more than 10 days of the school year, unless in extreme situations, that student may be retained and unable to proceed to the next grade level. Parents and guardians are expected to call the school as early as possible but no later than 7:30 am if their student will not be attending school for any reason. Earlier, written permission is both welcomed and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail if necessary. If a student is not in class and the school has not been notified that he will be absent, his parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave or list your student's name, your relationship to the student, and the reason for and date(s) of the student's absence. All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illnesses, family emergencies or religious observances at least one half hour ahead of the absence and follow up with a written note from a doctor or appropriate official when the student returns to school. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his doctor is required in lieu of the parent note. Since repeated absences means missing class, and missing class affects academic achievement, excessive absences will result in lower class grades since part of a student's grade is based on his performance in class. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for at least 10 consecutive days during the school year without successful contact between the family and the school to explain his absences, that student will be considered to have withdrawn from Freedom Preparatory Academy and will be considered un-enrolled from the school. Students who are absent from school cannot attend or participate in any school events occurring on the day of the absence, unless the school has given advance permission.

Excused and Unexcused Absences

Absences for grades K-5 shall be classified as either excused or unexcused as determined by the Head of School. Excused absences shall include the following with proper documentation:

1. Personal illness or hospitalization of the student;
2. Illness or incapacitating condition of a family member that requires the temporary help of a student;
3. Death in the immediate family;
4. Validated court appearances of the student;
5. Religious observances;
6. One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service; or
7. Circumstances, which in the judgment of the principal create emergencies over which the student has no control.

A student who does not receive prior approval from their teacher or Assistant Head of School for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school, but, in any event, no later than three (3) school days after the absence was recorded. If no documentation justifying the absences as excusable is submitted within the three-day period, the absence will become an unexcused absence.

Tardiness

Students who arrive to school after 7:55 a.m. sharp are considered late. This means that students who have not walked through the doors at 7:55:59 are considered tardy. Excessive tardiness will not be tolerated, as it reduces instructional time for the student and disrupts the learning environment for other students. Families and guardians of students who are consistently tardy will be subject to a mandatory meeting with appropriate teachers and leadership team members.

Truancy

Freedom Prep will follow Tennessee State Law (TCA 49-6-3007(e)(2)), when reporting truanancies. The following ramifications will take place upon each number of accumulated unexcused absences.

3 unexcused absences

- a documented phone call to parent/guardian to discuss truancy issues and importance of school attendance.

5 Unexcused Absences

- School will send written communication to parent/guardian requesting a school level meeting to develop a plan to support the student's regular attendance

7 unexcused absences

- Truancy reported to ASD
- ASD will send written communication to parent/ guardian to encourage compliance with students plan, the letter will also state non-compliance will result in Juvenile Court being notified of truanancies and dis-enrollment of student will occur.

10 unexcused absences

- Truancy will be reported to various agencies to include Department of Children Services, Juvenile Court and District Attorney's office.



III.

ACADEMIC POLICY

CURRICULUM OVERVIEW

The curriculum is driven by clear performance standards for what students should know and be able to do. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they assess student skills and deficiencies needed to target instruction appropriately.

Parents will receive weekly (grades 3-5) and bi-weekly (grades K-2) progress reports on student academic progress to provide ongoing feedback about student performance. Parents are expected to sign their child's weekly progress report and return it to school. Teachers may also contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Report cards will be sent home at the end of each quarter. After report cards are shared, parents may schedule a parent-teacher conference if they desire and all students who are not meeting grade-level expectations must attend a parent-teacher conference. Parents/guardians may also get informal feedback about student performance throughout the year by calling the school and scheduling a time to meet with their child's teacher.

INCLUSION: Freedom Preparatory Academy is participating in a full inclusion special education model, which means that all students with current Individualized Educational Plans will receive services within the context of the regular classroom with the assistance of the special education teacher.

Lifework/Homework Policy

Freedom Preparatory Academy takes lifework very seriously. It is the school's policy to assign lifework (homework) every night, including weekends. The purpose of the lifework is to reinforce skills taught in class. Students can expect to have up to 1 hour of lifework each night.

In addition to lifework students are expected to read every night for at least 20 minutes. It is expected that students and parents will work together to tackle literacy skills necessary for positive academic growth throughout the year. As students are still developing literacy skills, we encourage parents to read the full 20 minutes to students during the first quarter, so that students will learn what fluent reading sounds like. Over time, the expectation is that students will take on more independent reading, while the parent monitors the students reading fluency, accuracy and comprehension.

Students are responsible for bringing their lifework folder home everyday, completing that day's lifework, and then returning to school with their lifework folder. Parents are responsible for checking their child's lifework and checking their child's conduct color (K-2 only) each night. Teachers are responsible for ensuring that lifework folders are updated each day with daily conduct colors (K-2 only) and lifework. The school will provide lifework folders. Preparation is an important part of the Freedom Prep curriculum and no student is excused from any assignment.

Teachers are available by phone until 7pm (Monday – Thursday) to assist with lifework.

Standardized Testing

Freedom Preparatory administers the MAP assessment in reading and math in the fall and spring of each academic year. It is given to all students as a means to determine where each child's areas of strengths and needs lie for the upcoming school year, as well as growth throughout the year. At Freedom Prep Elementary we may also administer the STEP assessment and/or the Fountas & Pinnell LLI assessment each quarter to determine each student's reading level. All information for standardized assessments will be shared with parents/guardians.

Freedom Prep Charter Schools is also required required to give the Tennessee Department of Education's TNReady State Assessment in the third through fifth grades.

Tutoring

Students may receive extra help/tutoring during Elective Times and/or after school depending on the school's resources. Teachers ask students to come for extra help because they care about their academic performance.

Promotion and Retention

A student shall be promoted to the next grade upon demonstrating proficiency in the current grade. The school leadership team and other school staff will participate in the decision to promote or retain a student. Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs. Freedom Prep does not practice social promotion.

Factors to be considered in the decision to promote or retain a student may include, but are not restricted to:

1. Report Card grades;
2. Current knowledge and skill level, as determined by formal and informal assessments;
3. Readiness to learn the knowledge and skills required at the next grade;
4. Record of previous intervention;
5. Number of absences;
6. Previous retention;
7. Student conduct that may impact academic performance;
8. Extenuating circumstances that may have adversely affected the student's participation in either the required instruction and/or assessments; and
9. Expected benefits and risks of promotion or retention for the student.

A student's parent or guardian will be invited to discuss potential retention well in advance of a decision being made.

If a student is retained, s/he will continue in the same grade level for another term or school year. The student who is retained will also receive an individual learning plan specifying the intervention(s) and support(s) necessary to meet grade level standards.

Holiday Packets

Students will be given academic packets to complete over each extended holiday (i.e. fall, winter, spring, and summer Break). These packets are not designed to eliminate free/family time but to keep students on track academically and avoid the "amnesia" period that typically follows a holiday. Please make sure that your child completes all packets and doesn't use academic short cuts.

Academic Celebrations

Freedom Prep will host academic celebrations throughout the school year to recognize our students' hard work. These celebrations will recognize students who make the Honor Roll, achieve significant academic growth and consistently demonstrate our School's Core Values.



IV. CODE OF CONDUCT

Introduction

This portion of the handbook will allow us to develop a common picture of the school culture that we strive for at Freedom Prep – Westwood Campus. A school's culture has a tremendous impact on the achievement of its students. A strong, positive school culture that is aligned to our school's values and academic goals will put our students on the path to becoming true leaders of change in their communities.

School Culture and Environment

The need to define a clear vision and be able to ensure a powerful school culture for every student requires us to define, describe, and intentionally build a positive school culture that is sustained over time. At Freedom Prep – Westwood Campus, we will have a shared vision of excellence that drives our understanding of what great teaching, student relationships, school culture, and family engagement looks like on a daily basis. We believe that it is necessary to have a warm/strict environment to lead to academic success. Freedom Prep expects all staff and students to create and cultivate a strong community based on the core values of community, respect, responsibility, integrity, and excellence. With a sense of community, and the active engagement of students in their learning, disciplinary problems and disruptions will be minimized. Teachers and administrators will strive to ensure that all rules are fairly and consistently enforced.

The classrooms of Freedom Prep are a special place to be. Teachers are engaging and challenging students in learning that is joyful, tailored to meet students' individual needs and be rigorous. We want learning to be challenging, and for our students to struggle a bit before succeeding to help them internalize the mindset that effort will lead to intelligence, and that intelligence is not fixed. 100% of students are eagerly engaged, on-task, achieving, and taking pleasure in their hard work and successes. Every lesson is framed in the larger context of how the learning will help students in their lives outside of school and how what students are learning is connected to them and their interests, knowledge, and experiences. Teachers are determined to collect data on their students' progress and take each and every opportunity to do so during a lesson.

We view parents as partners and work to ensure they know they are an integral part of our school and their child's success. We expect parents to work just as hard as teachers to further their child's development and learning. Just as parents might coach us on the best ways to interact with and ensure the behavioral success of their child, we will coach them on how to best support their children academically and behaviorally, as well.

All of the staff supports each other in our personal development as educators and teammates, as well as in our overall growth and development as a school. Every staff member feels appreciated, respected, heard, pushed, and supported by all of their teammates. As a team and family- teachers, students, families, communities- we will either find a way to provide all of our students with the opportunity to go to and through college, or we will make one.

The Outcomes of Our School Culture

We come to work every day with the goal of educating our students. Ultimately, we want to open doors and opportunities for them that would not be present if they did not receive an exceptional education. Every one of our students deserves the opportunity to attend and graduate from college and, as such, we are an unapologetically college-preparatory elementary school. We are pursuing a school culture that reinforces this concept and creates transparency for what the road to college will look like. We know that a college graduate earns over a million dollars more than someone without a high-school diploma in their lifetime. We want our kids to reap the benefits of “opportunity” by holding the highest of expectations for them every day within the doors of Freedom Prep, so that they are equipped, excited, and empowered to take on the world as college graduates.

The following is a list of outcomes that we will see in our school as evidence of a strong school culture. These outcomes will help us define what success looks like and measure the effectiveness of our culture program.

General Outcomes

- Students have developed the academic and character skills they need to graduate from college and succeed in life.
- Students demonstrate excellent character inside and outside of school. They do the right thing even when no one is looking.
- There are high levels of student attendance, lifework completion, and parent satisfaction
- Students are in class, on-task and learning 100% of instructional time.

Physical Space

- The school environment shows close attention to detail. It is clear that great thought has gone into how to use every square inch of the physical environment to reinforce core values.
- The school environment is bright, inviting and reflects student ownership.
- The school environment purposefully reinforces the school’s core values and mission. There are posted examples of outstanding teacher and student academics and character.

Interactions and Relationships

- All students know they can achieve by working hard (“I can...”) and that they will benefit from their achievement (“I want...”).
- There are genuine, unscripted gestures of kindness and helpfulness. Students are genuinely happy and proud to be part of the school community.
- Teachers develop meaningful personal relationships with students. Students feel acknowledged and affirmed as worthwhile, important and cared-for as individuals by teachers.
- Classroom climates are strong. Students are encouraged to take intellectual risks.
- Students praise and support each other in a genuine and mutual way.
- Visible and audible genuine listening between students, teachers, families and each other.
- Students receive regular, detailed, individualized feedback on their academic learning.
- Students receive regular, detailed, individualized feedback on their behavior and character development.
- There is systematic, regular, proactive parent communication

System and Support

- There are very transparent and well-defined standards of behavior as well as clear, predictable, and logical consequences for student misbehavior. All students know how all teachers will respond to certain behaviors, and students also know that repeated misbehavior will get increasingly heavier consequences.
- There are effective systems for checking, communicating, incentivizing and tracking attendance, timeliness, homework completion and uniform infractions. These systems are routinely analyzed and revised.
- There is a system of remediation for targeted academic and behavior skills and chronic under-performance. Clear criteria trigger automatic interventions.
- There are regular times for teachers to reflect on the school culture, working together to both celebrate strengths and take steps to address areas of growth.

Routines and Traditions

- School-wide and classroom routines are communicated directly, clearly and with positive expectancy (both “you can” and “you will”).
- School-wide and classroom routines maximize learning time.
- There is steady forward progress on the compliance-investment continuum. There is 100 percent compliance to following all routines and directions (“First time, every time”).
- Every student, parent and teacher is able to explain the “What?” and “Why?” of routines and expectations. The “Why” is related to how these expectations will help students succeed in the real world.
- Every student, teacher and parent in each grade has something to look forward to every day, week and month of the year.
- There is an intentional approach to developing character. This may include a calendared-out, monthly canon of shared readings, stories, poems, films, field lessons, assemblies, special events, etc. that simultaneously build community and reinforce the school’s values.

NONNEGOTIABLE EXPECTATIONS FOR FREEDOM PREPARATORY ACADEMY STUDENTS

1. Adherence to the FREEDOM PREP Community Contract

2. Adherence to the FREEDOM PREP Core Values:

Respect
Responsibility
Integrity
Community
Excellence

3. The following expectations are implied by the FREEDOM PREP Community Contract and Core Values:

- Be on task at all times during class. While anyone is speaking, students will always concentrate on the speaker by focusing with their eyes (tracking) and actively listening with their ears. Remember to “SLANT” (sit up straight, listen, ask/answer questions, nod and track).
- Respond appropriately to all questions. Nonverbal actions matter.
- Conduct oneself in an orderly manner, demonstrating respect for our educational mission, while at FREEDOM PREP or at a FREEDOM PREP function.
- Do the right thing when no one is watching. “Responsibility and Integrity”

Self-Respect

Students are expected to carry themselves with a sense of dignity, pride, and confidence. School uniforms are mandatory and are to always be worn properly. Confidence and self-respect go hand in hand.

Respect for Peers

Students are expected to refrain from insulting and humiliating others. Students are also expected to refrain from physically, emotionally, or sexually harassing/assaulting others.

Respect for All Adults

Students are expected to listen and follow directions, use appropriate tone of voice, and honor a teacher's need to present a lesson to the entire class; by demonstrating an awareness of the appropriate time and place to disagree with a teacher's decision, and by accepting feedback.

Respect for Differences

Students are expected to not only be tolerant of differences but to respect differences amongst each other by being sensitive to the physical, cultural, religious, and gender differences, while refraining from using stereotypes.

Respect for Property

Students are expected to respect their personal property and the property of other students. They should maintain their books and other school resources in good condition and care for the conditions of their school grounds and property. Students are always expected to pitch in and assist with cleaning in order to keep their community clean.

Our Character Education Program

Our mission is two-fold, we not only want to prepare students academically to enter and graduate from top colleges and universities, we must also help our students develop a strong sense of character. The rules of the classroom are aligned to our school's values and the constant focus on making choices repeatedly reinforces character within the walls of our school. Students should be able to leave Freedom Prep understanding that the right choice is not always the easy choice, but that making the right choice will allow them to be their best self.

High Standards for Academics, High Standards for Behavior

Freedom Preparatory Academy is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Students and families have the right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

Respectful and Courteous Environment

Freedom Prep is also committed to maintaining a respectful and courteous environment in which students are expected to demonstrate those daily behaviors that are part of any respectful community. Students should politely greet staff each morning, greet teachers as they enter the classroom, as well as welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction. Students will practice these skills and be expected to demonstrate them each day. These social skills are an important factor not only in creating the type of school environment we desire, but are an essential part of every student's growth into adulthood.

School- Related Disciplinary Offenses

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation;
- during a school-sponsored activity; or
- during events sufficiently linked to school.

The list of offenses that follows is not meant to be comprehensive; there may be other circumstances that warrant disciplinary measures as well. Along with the list of consequences that result from such offenses, students may also earn a loss of privileges, which include but are not limited to:

- sitting in their seat during breaks;
- eating lunch in the office;
- missing school events, trips, or activities (including field lessons and assemblies);
- serving suspensions;
- reflecting on their behavior orally and/or in writing;
- apologizing to their peers in small groups or at a community circle; and performing extra service for the school.

Out-of-School Suspension

If a student commits one of the infractions listed below, the student may receive an out-of school suspension. Before the student returns to class, the student, his/her parent or guardian, the student's classroom teacher, and Dean of Students will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, or transportation provider
- Gross disrespect of school property
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Use of a cell phone, tablet, or other electronic device during school or during a school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures

- Cheating or plagiarism, or copying of anyone else’s work (including the use of language translation sites and term paper sites on the Internet)
- Repeated and fundamental disregard of school policies and procedures
- Receiving multiple detentions and Dean of Student transfers

Violations Resulting in Suspension and/or Expulsion

Under certain circumstances, students maybe subject to suspension and/or expulsion by the Head of School as explained below.

- Any student who willfully and persistently violates the rules of the school or truancy;
- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to illegal narcotics of any kind.
- Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.
- Any student who fights on school premises or at school-sponsored events
- Any student who uses vulgar or abusive language towards faculty or staff, whether it is written or spoken.
- Any student who makes a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event.
- Any student who marks, defaces or destroys school property.
- Any student who willfully or maliciously damages real or personal property of the school, or the property of any person attending or assigned to the school.
- Any student who has served at least four out of school suspensions.
- Any student who demonstrates conduct prejudicial to the good order or discipline in any public school; and off-campus criminal behavior that results in the student being legally charged with a felony and the student’s continued presence in school poses a danger to person or property or disrupts the educational process.

Any student who is charged with a violation shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School. After said hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student.

Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Head of School. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School of his or her appeal. The student has the right to counsel at a hearing before the Head of School. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Head of School a written statement of the reasons for said expulsion.

If the Head of School determines that the student's continued presence would have a detrimental effect on the general welfare of the school, then the Head of School is the final determinant to suspend or expel a student who has been charged with a felony.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or bylaws of the City of Memphis may be handled in cooperation with the Memphis Police Department and may result in expulsion.

Suspension and Expulsion Process

The student will be removed from class or school, and will be sent to the Main Office, Dean of Students' Office, or another designated school location, following which the student's parent or guardian will be notified of the incident by the Dean of Students or another representative of the school.

I. Short-Term Suspension

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. oral or written notice of the charges;
- b. if the student denies the charges, an oral or written explanation of the evidence against him/her; and
- c. an opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, the aforementioned process will occur immediately after rather than before the suspension.

II. Expulsion or Long-Term Suspension

For expulsion or suspension longer than ten days, the student shall receive:

- a. written notice of the charges;
- b. the right to be represented by a lawyer or advocate (at the student's expense);
- c. adequate time to prepare for the hearing;
- d. the right to present witnesses and to cross examine witnesses presented by the school; and
- e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

In-class Behavior Management System

Freedom Preparatory Academy students will adhere to the Community Contract as a guideline for inclass positive behavior, disciplinary action, suspension, or expulsion of students.

Grades K-2

Each day, students will begin on "green" according to the classroom behavioral chart used to track student behavior. Students may move up and down the color chart throughout the day. The following list defines each of the colors and the respective behaviors associated with them.

Green	Positive choices
Yellow	Warning: Think about your choices
Orange	Make better choices
Red	Negative choices: You can do better!

Students will never move another student's name, only their own. Doing so creates a negative dynamic amongst peers. Students will also have two warnings before moving down the behavior chart. However, each teacher reserves the right to decide which infractions warrant automatic movement without warning.

- General infractions for a warning can include: not following directions the first time and talking/moving when not supposed to.
- Level two infractions that result in automatic color change can include, but are not limited to: unkind words to a teammate or teacher (name calling), tantrum (crying only), saying "no" to direction.
- Level three infractions that result in automatic red include, but are not limited to: profanity or sexually explicit language; physical violence toward anyone (teacher or student) – hitting, kicking, biting, pushing; vandalism (writing on or intentionally destroying school property), tantrum (physicality, not being able to stay with class); pushing furniture.
- Positive behaviors include repeated public "shout outs" for students who make positive choices. A student who ends on "Green" each day in a given school week may be designated Student of the Week.
 - Student of the Week is achieved when students are present everyday, complete Life Work every night, earn Green every day, and get their Life Work signed by a parent or guardian every night. Students of the Week are rewarded weekly with treats from the Dean of Students' treasure chest and can wear jeans on the following Friday, with the appropriate uniform shirt and shoes.
 - Student of the Month is earned when students consistently display all 5 Core Values and make progress that reflects academic and behavioral growth. Students of the Month are rewarded monthly, with a certificate, during Community Circle.

Grades 3-5

Students' behavior will be tracked using our paycheck system, which is shared with families on a weekly basis. Each week, a student's paycheck account will begin with \$50. Students are able to gain and lose dollars throughout the day based upon their positive or negative choices.

How to earn dollars:

Students earn dollars by demonstrating one of our five core values. Listed below are a few ways students can earn dollars based upon our core values:

- Student bringing back their paycheck log signed. (Responsibility)
- Student holding the door open for someone to walk through. (Respect)
- Student admitting that they did something wrong. (Integrity)
- Student picking up trash. (Community)
- Student giving an exceptional answer during class. (Excellence)

How to lose dollars:

Students can also lose dollars throughout a school day by: not being engaged, not being prepared, not following the rules, and/or not being professional. Listed below are a few examples of how students can lose a dollar:

- Not starting or doing work. (Not engaged)
- Not having necessary material for a particular class. (Not prepared)
- Not following directions. (Not rules)
- Not sitting in SLANT. (Not professional)

*There are higher-level infractions that will cause a student to lose 5 dollars automatically. Below you will find a few examples of such infractions:

- Talking back to a teacher
- Eating food or chewing gum
- Using derogatory language

Recognition of dollars:

Students will be recognized for good behavior during our weekly Community Circle. Community Circle is used to showcase and acknowledge students who consistently demonstrate all 5 Core Values, as well as those who have made tremendous strides in their behavior. Depending on how many dollars a student has at the end of the week, they will fall into one of the buckets listed below:

- Bronze Member - any student who has a week ending total of \$55-59 dollars.
- Silver Member - any student who has a week ending total of \$60-64 dollars.
- Gold Member - any student who has a week ending total of at least \$65.

Students will receive different rewards based on the bucket in which they fall. Rewards include pencils, bracelets, being able to wear jeans to school etc.

Due Process Procedures

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined according to those guidelines as required by IEP. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above. Parents have the right to appeal any decision made regarding student discipline.

Student Restraint

Freedom Prep maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but they do include a clear set of consequences that includes color changes, paycheck deductions, detentions, loss of privileges, suspensions and expulsions.

Freedom Prep does not engage in corporal punishment, condone its use or seek permission from another (including a parent) to administer it. Additionally, Freedom Prep does not allow parents to use corporal punishment to discipline their students while on Freedom Prep property. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above.

When such an assault has occurred, the Head of School shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Head of School.

Miscellaneous Guidelines

Respecting the Community

- Students traveling to and from school on foot or via public transportation need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and do not touch anything that may be residents' personal property.
- Families who drive their children to or from school must not block access to the street or cause other disruptions to traffic patterns.
- Families that cause disruptions can be asked to transfer back to their home school.
- In general, all members of the school community need to be sensitive to how their actions affect the neighbors.

Freedom Prep Behavior

Students are expected to act responsibly and respectfully at all times because they are students at Freedom Preparatory Academy. The school takes a number of measures to facilitate responsible and respectful behavior, including but not limited to:

- The Head of School or his/her designee reviews expectations for appropriate behavior at all Family Orientations;
- Teachers review expectations for appropriate behavior in class;
- Dean of Students or his/her designee meets students each morning to ensure appropriate student behaviors; and
- Dean of Students contacts any parent whose child has failed to act responsibly and respectfully on the school bus and imposes the appropriate consequences for the misbehavior, following those guidelines set out in the Student Code of Conduct.

Community Service and College Expeditions, Field Lessons and End-of-Year Field Lessons

Freedom Prep requires outside learning experiences and special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event, and should be signed by a parent or guardian. Students who fail to return the signed slip — or who are not permitted to attend as a result of an earlier incident — will not be eligible to participate, and will be required to attend school that day. If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the trip leader specifically indicates otherwise. Past or recent inappropriate behavior may result in detention, suspension, or loss of privileges in attending or participating in class trips, events and end-of-year field lessons.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including but not limited to weekly/bi-weekly progress reports and quarterly report cards, to be brought home by students, signed by parents, and returned by students the next school day. Any student, who forges their parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, will face an in-school or out-of-school suspension.

Late Student Pick-Up

Parents/guardians of students are expected to make arrangements to pick up their children on-time after school. If late pick-up becomes habitual, the school may notify Child Protective Services and the School's Social Worker of the parent/guardian's habitual failure to arrive on-time. In any instance that a parent/guardian is going to be late to pick up a student, the parent/guardian is required to notify the school as soon as possible.

UNIFORM POLICY

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to all school days and school-sponsored events. The Administration of Freedom Preparatory Academy reserves the right to address any item of clothing or appearance that detracts from the uniform policy/code. In all cases, Freedom Preparatory Academy has the right and the responsibility to determine what is appropriate.

Students who do not follow the guidelines appropriately will be given the missing item from his/her uniform, and a billing statement will be mailed to the parent/guardian for the item. Parent/guardian must pay all balances before a report card can be issued to the student.

Uniforms can be purchased from Champion Uniforms at www.freedomprepuniformstore.com.

On Monday-Friday Freedom Preparatory Academy BOYS shall wear:

- Short sleeve/Long sleeve Orange Freedom Prep Polo
- Navy FPA branded Cardigan or Vest (Optional)
- Navy Blue Dress Pants
- Black, White, Gray, or Navy Socks
- Black Belt
- All Black Shoes (uninterrupted black shoes including soles, shoe strings, etc.)

On Monday-Friday Freedom Preparatory Academy GIRLS shall wear:

- Short sleeve/Long sleeve Orange Freedom Prep Polo
- Navy FPA Cardigan or Vest (Optional)
- Navy Blue Skirt or Jumper
- Black, White, Gray, or Navy socks or stockings
- All Black Shoes (uninterrupted black shoes including soles, shoe strings, etc)

Dress pants should be straight leg or regular fit, and not made of denim or jean material. They should not be ripped or frayed at the bottom. When students enter the school building, they must be in the proper uniform; they cannot change into the school uniform upon arrival. Students also may not change out of their uniform before dismissal, unless they are participants in an after school elective that requires them to do so. At all times during the school day — including after-school — shirts must be tucked in.

- Only uniform apparel may be worn. Additions such as scarves are not permitted.
- Students must keep their full uniform on, even when school is not in session. They may not unbutton their shirts to expose an undershirt.
- Writing or drawing on the skin is not permitted. Visible tattoos, real or fake, are not permitted.

Hats, Hair, and Jewelry

Once students enter the school building, the wearing of hats, head wraps, bandanas, or nighttime headwear is not permitted unless it is in accordance with religious observation. Freedom Prep girls may wear small pieces of jewelry, including a watch, stud earrings or hoops no larger than a quarter, a single bracelet and average-sized rings. Freedom Prep boys are not allowed to wear earrings. Dyed hair or a hairstyle that serves as a distraction — at the determination of the school — will not be permitted.

Jewelry should be appropriate for a professional, school setting and may not serve, as a distraction to others or it will be confiscated. Earrings for girls must be no bigger than a quarter or they will be confiscated. Students who do not adhere to these guidelines will not be permitted to attend class.

Personal Belongings

Students are not allowed to have the following items at school:

- Any illegal substance
- Weapons and toy weapons
- Stuffed animals, dolls, or blankets
- PSPs, Nintendo DS or any other electronic gaming devices
- MP3 Players
- Cash in excessive amounts
- Jewelry that is a distraction
- Cellular Phones
- Tablets
- Smart watches
- Fidget Spinners
- Any electronic device that causes a distraction from learning

Toys, Cell Phones, and Electronic Devices

Students will not have an opportunity to play with toys during the day so they should be left at home. Students who bring inappropriate items to school, including, but not limited to, toys, portable music devices, laser pointers, and tablets, will have such items confiscated. These confiscated items will not be returned to students; a parent or guardian will be required to come to the school to retrieve them. Students are not permitted to bring toys to recess.

Telephone Use

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency. A teacher or staff member must be present at the time of the call. At times, the teacher will dial the number for students. Students who use a phone without permission will be subject to disciplinary procedures.

Human Rights Policy

Freedom Prep brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, gender, nationality, sexual orientation, age or handicapped status. Freedom Prep wishes to stress that it is the responsibility of every member of the Freedom Prep community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the Freedom Prep community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, expulsion.

Harassment, Intimidating, Bullying or Cyber-Bullying

Freedom Prep supports and provides for an academic learning environment that is free from any type of harassment, bullying, intimidation, or cyber-bullying.

Harassment, intimidation or bullying as defined by the State, means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school provided equipment or transportation at any official school bus stop that it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Cyber-bullying means bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants (PDAs), computers, electronic mail, instant messaging, text messaging and websites.

Any student that is found guilty of harassment, intimidation, bullying or cyber-bullying is subject to discipline, up to and including, expulsion. Examples of inappropriate behavior include:

- verbal or physical abuse or threats
- sexual harassment
- obscene or demeaning remarks, jokes, or insults
- uninvited pressure to participate in illegal activities
- public display of explicitly offensive or demeaning materials
- comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- false accusations of harassment
- retaliation toward someone making a complaint about harassment

Sexual Harassment

Sexual harassment can be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's advancement or participation in a school activity.
- such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person.

Creating a harassment free environment requires the diligent effort of our community. We must continually improve our practices.

Response to Harassment, Intimidation, Bullying or Cyber-Bullying

Freedom Prep is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct.
Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotes, and other evidence.
4. If you are a student, notify the Dean of Students, or if you are uncomfortable doing so, speak with another adult.
5. If you are an adult, notify the Dean of Students.

As soon as possible, the adult offender will report to the Head of School. The Head of School will notify the authorities, if necessary.

SCHOOL-WIDE BEHAVIOR PLAN

Hallway:

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides. Students are to walk on the colored tape lines while transitioning.

Restroom:

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during scheduled bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a community violation and will not be permitted to use the bathroom alone.

Bathroom Breaks:

Students will be allowed designated bathroom breaks during the day, including one during the day, one before lunch and one after lunch. Any additional bathroom breaks for individual students will be left up to the discretion of their teacher. Families of students who need additional bathroom breaks for medical reasons must submit a doctor's note to the main office authorizing the need for additional bathroom breaks. No other documentation will be considered sufficient for additional bathroom breaks.

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

The school has procedures on file in the case of various emergencies. Parties requesting information about these policies should contact the Manager of School Operations.

Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless a school staff member or other authorized adult escorts them.

Visitor Policy

All visitors are required to report to the Main Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization, will be asked to leave immediately. Visitors should wear visitor stickers at all times to indicate that they have checked-in at the main office. Parents are encouraged to visit the school; parent involvement is highly encouraged.

Fire Safety Procedures

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the closest fire alarm. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations.

During the first month of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.



**FREEDOM PREPARATORY ACADEMY
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