



FREEDOM PREPARATORY ACADEMY  
FAMILY AND STUDENT HANDBOOK  
2023-2024

HIGH SCHOOL

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

# FPA WELCOME LETTER

Dear Freedom Prep Students and Families,

Welcome to Freedom Preparatory Academy!

Like Dr. King, we believe that “Intelligence plus character – that is the goal of true education.”

And like our ancestors, we believe in the power of community: “I am because we are.”

As we prepare for the year ahead, we share with you the 2023-2024 Freedom Prep Family and Student Handbook which provides general school information and our school’s policies and procedures. This Handbook serves as the guide by which decisions are made in service of our mission.

It is imperative that you read through the information and become familiar with it, as we will continue to refer to the Handbook throughout the year. In addition, please feel free to ask us any questions you may have about anything in the Handbook.

We are honored and excited to work with each one of you as we continue to build Freedom Preparatory Academy Charter Schools. You are part of an important movement in education, establishing a safe environment that educates, nurtures and encourages young leaders to attain academic excellence, social awareness, and self-responsibility that will guarantee them entrance into the colleges, postsecondary schools and careers of their choice.

If you have any questions, please let us know so that we can assist you on our journey towards freedom.

The Freedom Prep Team

# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>1. FREEDOM PREP</b>  | <b>3</b>  |
| 1.01 FPA History  | 3         |
| 1.02 FPA Mission  | 4         |
| 1.03 FPA Vision   | 4         |
| 1.04 FPA Values   | 4         |
| <b>2. SCHOOL AND FAMILY</b>   | <b>8</b>  |
| 2.01 Community Contract   | 8         |
| 2.02 Annual Family Meetings and Family Orientation                    | 9         |
| 2.03 Family Communication   | 9         |
| 2.04 Family Involvement   | 10        |
| 2.05 Families for Freedom Committee                                   | 10        |
| 2.06 Volunteer Opportunities  | 10        |
| 2.07 Talking with a Freedom Prep Teacher                              | 11        |
| 2.08 Talking with a Freedom Prep School Leader                        | 11        |
| <b>3. ATTENDANCE</b>  | <b>12</b> |
| 3.01 Attendance Policy  | 12        |
| 3.02 Attendance Procedures  | 12        |
| 3.03 Make-Up Work   | 13        |
| 3.04 Excused and Unexcused Absences                                   | 13        |
| 3.05 Communication and Consequences for Absences                      | 14        |
| 3.06 Chronic Absences and Truancy                                     | 14        |
| <b>4. TARDY AND EARLY DISMISSAL</b>                                   | <b>16</b> |
| 4.01 Tardy Policy   | 16        |
| 4.02 Tardy Procedures   | 16        |
| 4.03 Early Dismissal Policy   | 17        |
| 4.04 Early Dismissal Procedures                                       | 17        |
| 4.05 Communication and Consequences for Tardiness and Early Dismissal | 17        |
| <b>5. ACADEMICS</b>   | <b>18</b> |
| 5.01 Annual School Calendar   | 18        |
| 5.02 Report Cards and Conferences Calendar                            | 19        |
| 5.03 Frequent Academic Communication                                  | 19        |
| 5.04 Daily School Schedule – Monday, Tuesday, Thursday, Friday        | 21        |
| 5.05 Daily School Schedule – Wednesday                                | 22        |
| 5.06 Rigorous, College Preparatory Curriculum                         | 22        |
| 5.07 Assessment Philosophy  | 23        |
| 5.08 Major Assessment Types   | 23        |
| 5.09 Major Assessment Schedule  | 24        |
| 5.10 Homework Philosophy and Requirements                             | 25        |
| 5.11 Independent Reading  | 25        |
| 5.12 Late Work Policy   | 25        |
| 5.13 Academic Supports – During School                                | 25        |
| 5.14 Academic Supports – After School                                 | 26        |
| 5.15 Grading Philosophy   | 26        |
| 5.16 Grading Matrix   | 27        |
| 5.17 Cheating and Plagiarism Policies                                 | 28        |
| 5.18 Summer Academic Requirements                                     | 29        |
| 5.19 Students with IEPs   | 29        |
| 5.20 Students with 504 Plans  | 29        |
| 5.21 Requesting Student Support                                       | 29        |
| 5.22 Advancement – Honors and Honor Readiness                         | 29        |

|   |    |
|---|----|
| <b>6. PROMOTION AND RETENTION</b>                       | 30 |
| 6.01 Promotion Philosophy                               | 30 |
| 6.02 Promotion Policy                                   | 30 |
| <b>7. DAILY SCHOOL DETAILS</b>                          | 32 |
| 7.01 Uniform Philosophy                                 | 32 |
| 7.02 Uniform Policy                                     | 32 |
| 7.03 Uniform Details                                    | 32 |
| 7.04 Uniform Procedures                                 | 33 |
| 7.05 Outer Wear   | 33 |
| 7.06 Lost and Found                                     | 33 |
| 7.07 Student Supplies Policy                            | 33 |
| 7.08 Student Supplies Procedures                        | 35 |
| 7.09 Student Phones and Devices – School Philosophy     | 35 |
| 7.10 Student Phones and Devices – Policy and Procedures | 35 |
| 7.11 Arrival Procedures                                 | 35 |
| 7.12 Dismissal Procedures                               | 36 |
| 7.13 Bus Transportation Policy                          | 36 |
| 7.14 Bus Transportation Procedures                      | 36 |
| 7.15 Bus Transportation Consequences                    | 36 |
| 7.16 Parking  | 37 |
| 7.17 Nutrition – Breakfast, Lunch, Snack                | 38 |
| 7.18 Nutrition – Food Allergies                         | 38 |
| 7.19 Medication – Policy and Procedures                 | 38 |
| 7.20 Inclement Weather                                  | 38 |
| 7.21 School Closures                                    | 38 |
| <b>8. SCHOOL CULTURE</b>                                | 39 |
| 8.01 Philosophy   | 39 |
| 8.02 Respect of Self, Others, and Community             | 41 |
| 8.03 School Values at the Grade Level                   | 42 |
| 8.04 Community Circles and Community Apologies          | 43 |
| 8.05 Freedom Lessons                                    | 43 |
| 8.06 Positive Student Rewards and Recognitions          | 43 |
| 8.07 Student Birthdays and Celebrations                 | 44 |
| 8.08 Enrichment and Extra-Curricular Opportunities      | 44 |
| <b>9. CODE OF CONDUCT</b>                               | 45 |
| 9.01 Philosophy   | 45 |
| 9.02 Behavioral Expectations                            | 49 |
| 9.03 Rewards for Positive Choices                       | 50 |
| 9.04 Consequences for Negative Choices                  | 50 |
| 9.05 Behavioral Consequence Ladder                      | 52 |
| 9.06 Loss of Privileges                                 | 53 |
| 9.07 In-School Suspension                               | 53 |
| 9.08 Out-of-School Suspension                           | 56 |
| 9.09 Expulsion  | 57 |
| 9.10 Expulsion Appeals                                  | 58 |
| 9.11 Discipline of Students with Special Needs          | 58 |
| 9.12 School Searches                                    | 61 |
| 9.13 Student Restraint                                  | 61 |
| <b>10. SCHOOL HEALTH AND SAFETY</b>                     | 62 |
| 10.01 Health Documentation and Pre-Enrollment Items     | 62 |
| 10.02 Health Documentation and Sports                   | 62 |
| 10.03 Health and Illness                                | 62 |

|  |  |    |
|--|--|----|
| 10.04  | COVID-19 and Other Health Procedures   | 63 |
| 10.05  | Closed Campus  | 63 |
| 10.06  | Visitor Policy   | 63 |
| 10.07  | Fire Safety Procedures and Drills  | 64 |
| 10.08  | Phone Use  | 64 |
| 10.09  | Zero Tolerance – Weapons and Other Details                                   | 64 |
| 10.10  | Mandatory Reporting  | 65 |
| <b>11. OTHER SCHOOL POLICIES</b>                 |  | 66 |
| 11.01  | Human Rights Policy  | 66 |
| 11.02  | Harassment, Intimidation, and Bullying Policy                                | 66 |
| 11.03  | Computer and Internet Use at School  | 67 |
| 11.04  | Technology Use Outside of School   | 69 |
| 11.05  | Student Records Policy   | 69 |
| 11.06  | Definition and Maintenance of Student Records                                | 69 |
| 11.07  | Inspection of Student Records and Right to Control Access to Student Records | 69 |
| 11.08  | Access to Student Records without Parental Consent                           | 70 |
| 11.09  | Challenge Procedures   | 70 |
| 11.10  | Concerns and Complaint Policy  | 70 |
| 11.11  | Noted Changes to 2023-2024 Family and Student Handbook                       | 71 |
| <b>12. FAMILY AND STUDENT HANDBOOK SIGNATURE</b> |  | 73 |

# 1. FREEDOM PREP

## 1.01 FPA HISTORY

“My anchors and roots require me to educate black and brown children, to teach them their history and prepare them in the present so that they can change the future.”

- Freedom Prep Founder, Roblin Webb

**2009**

### **FPA Flagship Founded**

Freedom Preparatory Academy is founded by Roblin Webb. The campus opens serving 90 sixth grade students with 10 employees.

**2013**

### **FPA High School Founded**

To accommodate demand for a high-school option from our rising eighth grade families, FPA opens Freedom Prep High School.

**2014**

### **FPA Elementary Founded**

Demand continues to rise from the community for a K-12 option at FPA. Therefore, FPA opens its first elementary in the Westwood community.

**2016**

### **FPA Whitehaven Elementary Founded**

One year later, FPA opens its second elementary in the Whitehaven community. This gives up a growth option up to 1,200 K-5 seats in SW Memphis.

**2018**

### **FPA Whitehaven Middle Founded**

The student enrollment at FPA Westwood Middle School begins to reach capacity. FPA opens a second middle school in the Whitehaven community for the second elementary school to matriculate into after fifth grade.

**2018**

### **Freedom Fellowship Founded**

To accommodate demand for FPA to expand outside of Memphis, FPA opens the Freedom Fellowship to train school leaders of color to open schools. First cohort to open in FL, GA, AL, HI, and NY.

**2019**

### **Student Enrollment Exceeds 2,000**

The five Freedom Prep schools in SW Memphis have a student population exceeding 2,000 across the Westwood and Whitehaven neighborhoods. Freedom Prep purchases the old Lanier Middle School building on Brownlee Road to house the Whitehaven Middle and Flagship High School.

**2020**

### **Plans to expand out of Tennessee**

Freedom Prep entertains multiple offers to expand out of state.

## 1.02 FPA MISSION

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

## 1.03 FPA VISION

Freedom Preparatory Academy Charter Schools (“Freedom Prep”) are founded and 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 should be exposed to a number of experiences to drive their holistic development towards excellence, both in and outside of school.

Our students should have the same competitive advantage as the most privileged children in America. We value our students’ lives and respect their intelligence by: (1) Holding a firm college ready bar, (2) Aggressively growing all students, and (3) Taking risks to ignite students’ intellectual selves. Taken collectively, Freedom Prep will transform education for students of color across the South: We will prove what’s possible. We will inspire broader change. We will carry the torch of the civil rights movement and help to realize its dream.

## 1.04 FPA VALUES

A strong foundation in character development is essential to complete students’ well-rounded education. This character education includes understanding and demonstrating our Core Values which govern ALL interactions among students, staff, parents and community partners.

**RESPECT.** At Freedom Prep we show respect to others, our teammates, and our community. We are considerate of other’s feelings.

**RESPONSIBILITY.** We take responsibility for our work and our actions. We persevere and use self-control.

**INTEGRITY.** At Freedom Prep, we stand up for what we believe in. We also do not lie, cheat, or steal.

**COMMUNITY.** Freedom Prep strives 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.

**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.

## 2. SCHOOL AND FAMILY

### 2.01 COMMUNITY CONTRACT

| <u>For Parents and Guardians</u>  | <u>For Students</u>   | <u>For Teachers and Staff</u>   |
|---|---|---|
| <p>(1) I commit to supporting Freedom Preparatory Academy's demanding academic program, high standards of conduct, and extended school day and year.</p> <p>(2) 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.</p> <p>(3) 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.</p> <p>(4) 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.</p> <p>(5) I commit to calling Freedom Preparatory Academy if I have questions and attending the required parent events.</p> <p>(6) I have read and understand the Code of Conduct.</p> | <p>(1) I understand the core values and commit to always doing my best to follow them.</p> <p>(2) I commit to attend school every day unless I am sick and to give my full respect and my full attention to every task.</p> <p>(3) I commit to do my homework every night and bring it neatly to school and turn it in at the appropriate time.</p> <p>(4) I commit to always obey the Code of Conduct at Freedom Preparatory Academy and at any school events.</p> <p>(5) I commit to following the Freedom Preparatory Academy uniform policy/dress code.</p> <p>(6) I commit to speaking regularly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.</p> <p>(7) I have read and understand the Code of Conduct.</p> | <p>(1) I commit to being fully prepared for each class that I teach.</p> <p>(2) I commit to grading and returning all homework within one day of when it is due; I commit to grading and returning all tests and written assignments within three days of when they are due.</p> <p>(3) I commit to enforcing all rules and policies consistently and fairly.</p> <p>(4) I commit to calling the parents/guardians of my students with reasonable frequency to communicate both positive and negative feedback.</p> <p>(5) I commit to maintaining the highest standards of academic performance and professional conduct.</p> <p>(6) I commit to living the school values of respect, responsibility, integrity, excellence, and community.</p> <p>(7) I have read and understand the Code of Conduct.</p> |
| <p><i>I commit to making my best effort to do these things to provide my child with the opportunities they deserve.</i></p> <p>X_____</p>   | <p><i>I commit to making my best effort to do these things to provide myself and my community with the opportunities we deserve.</i></p> <p>X_____</p>  | <p><i>I commit to making my best effort to doing these things to give all our students the opportunities they deserve.</i></p> <p>X_____</p>  |



## 2.02 ANNUAL INDIVIDUAL FAMILY MEETINGS AND FAMILY ORIENTATION

### INDIVIDUAL NEW FAMILY MEETINGS

We believe deeply in the importance of building relationships with our families, and in partnering with them for the academic success and character growth of their child. For families new to Freedom Prep, we hold a mandatory Individual Family Meeting in the spring and summer preceding the start of the school year. For continuing families who need more support and intervention for their child's success at Freedom Prep, we also hold mandatory Individual Family Meetings during this same time period.

We hold these Individual Family Meetings with our new families to ensure that we are immediately building a warm, clear, and positive relationship, focused on their child's success. We share with families who we are – our mission is (college prep), our vision is for academic success (rigorous academics), and our approach to character development (values-rich, warm/strict culture where everything is earned). We culminate each meeting with a close review and signing of our Community Contract, discussing what families can expect from us and what we expect from them and their student.

We hold these meetings with some of our returning families to create a plan for success in the coming year, reviewing challenges of the past year and re-committing to the work together and a plan for success.

### MANDATORY ANNUAL FAMILY ORIENTATIONS

At the start of each school year, we hold a mandatory Family Orientation for ALL of our new and returning families. In that mandatory meeting, we go over key information for the upcoming school year, including details of our academic program, various student supports during and after the school day, our Code of Conduct, details on uniforms and transportation, and opportunities for and expectations of family engagement. School leaders and other staff members use this opportunity to continue to welcome our families and to continue to build strong, supportive, and clear relationships as the new school year begins.

## 2.03 FAMILY COMMUNICATION

It is important that we are always able to contact parents or other family members at all times. This is especially important regarding emergency, illness, or behavior requiring immediate family contact. Parents should ensure that the school has current and updated contact information, including any change of phone number, address, or persons listed as an emergency contact. In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

When a family has an academic concern about their child, we encourage them to speak with their child's teacher to address the concern and find the best ways to mutually support their child's learning. If the academic concern persists, the family should speak with the Dean of Academics at the school to see how to best support their child, and to consider what resources or approaches might be helpful.

Discipline problems should first be discussed with the teacher, and if more concerning, 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.

## 2.04 FAMILY INVOLVEMENT

In addition to the duties listed in the signed Freedom Prep Community Contract, as well as attending all Family Meetings and Orientations, parents/guardians are expected to fully participate in their children's learning:

### DAILY

Reviewing and signing student homework and other assignments as sent home

### WEEKLY

Reviewing the weekly progress report, providing a returned signed copy to the school, and communicating with teachers and other staff members to support their student's success.

### QUARTERLY

Attending ALL scheduled Parent/Teacher Conferences.

ALL families are expected to attend Parent/Teacher Conferences.

ANY family whose child is NOT making sufficient academic gains or experiencing behavioral issues in the classroom, are REQUIRED to attend these Conferences.

ANY parent unable to attend MUST arrange to meet with teachers on a different date.

### ALL YEAR

Communicating with teachers and other staff members to support their child's success; Volunteering through Families for Freedom Committee - become a member of this committee and work with other parents to support the school, our staff, and our students (please see [Section 2.05](#)); Attending Parent/Family Workshops hosted throughout the year by the Freedom Prep Social Work Team.

## 2.05 FAMILIES FOR FREEDOM COMMITTEE

We value our parents and their involvement. That is why we founded the Families for Freedom Committee (FFC). The FFC supports our students but also gives parents an outlet and a voice.

Are you interested in joining the committee? Look for upcoming invitations from the Freedom Prep Social Work Team who will be facilitating family engagement, including this committee!

## 2.06 VOLUNTEER OPPORTUNITIES

Our Families for Freedom Committee (FFC) will be facilitated by our school's Social Work Team. At the start of the school year, we look forward to sending you an invitation with dates and opportunities for the year ahead. The FFC provides multiple opportunities for parents to connect with our school community and to make sure our students have all they need to be successful in school - from fundraisers to teacher and parent celebrations.

## 2.07 TALKING WITH A FREEDOM PREP TEACHER

Parents are encouraged to communicate with their child's teacher through their personal number or the school's number. Messages may be left for teachers with the Office Manager. Please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Teachers will return your call within 24 hours. If after 24 hours a teacher has not responded to your message, please contact the Head of School. Please remember that messages may not be received until after the instructional day ends. We understand that there may be situations that warrant communication outside of school hours. We ask that teachers are contacted prior to 8:30pm. If you need to meet with a teacher, please make an appointment. An appointment can be made by emailing the teacher or contacting the front office. Parents should not expect to meet with a teacher without a prior appointment. Whenever possible, appointments should not take place during the instructional day.

## 2.08 TALKING WITH A FREEDOM PREP LEADER

If you would like to meet with a school leader, please call the front office to schedule an appointment.

## 3. ATTENDANCE

### 3.01 ATTENDANCE POLICY

#### PHILOSOPHY

To properly prepare students for college and life, Freedom Prep students **MUST** attend school **EVERY** day.

Students are learning a great deal of content every day and being at school supports their success. So much learning goes on each day that cannot be sent home and made up. Students who miss too much school (more than 10 days per year) do not perform as well as those who attend every day. Therefore, we expect students to be at school every day unless they are legitimately sick and unable to function.

#### LAW

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks.

By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters; each semester is divided into two marking quarters, for a total of four marking quarters.

### 3.02 ATTENDANCE PROCEDURES

We record attendance daily at the start of the school day, and we enter any absence into PowerSchool. We communicate with families regularly and reliably about any attendance concerns. Please see more details in [Section 3.05](#).

We record all late arrivals and early dismissals each day, and we record any combination of three late arrivals and early dismissals as one absence on that student's internal school record when considering annual promotion and retention decisions. Please see more details in [Section 4](#).

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 appreciated. Calls should be made as far in advance as possible and can be left on the school's main voicemail if necessary.

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.

We also record attendance at the start of each class period; any late arrivals to class will earn a deduction; any student who is present at school but does not attend a class period will be referred for immediate behavioral consequences and a family will be notified and may be required to have a school meeting to address the issue.

### 3.03 MAKE-UP WORK

All Freedom Prep High School students are required to and will be held accountable for completing all classwork and homework missed due to absence. Students have one week to submit any assignments from an excused absence (physician letter or court-mandated document).

If a student has an excused absence on a day when an assessment is given, he or she should be prepared to make that assessment up on the day he or she returns to school unless the teacher has made alternative arrangements. If a student has an unexcused absence, it is the Head of School's discretion as to whether the assessment can be made up.

Any class work, homework, project, quiz, or exam, including midterms and finals, missed during unexcused absences will be counted as a zero and cannot be made up. During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed in a timely manner. All class work missed during in-school suspensions, however, will earn a zero and cannot be made up.

### 3.04 EXCUSED AND UNEXCUSED ABSENCES

For an absence to be considered excused, students must return to school with a note explaining the nature of the absence within three business days. Excused absences are considered through doctor's notes and parent notes; however, parent notes should not exceed three notices per year. Final approval for all notices to excuse absences is at the discretion of the Head of School.

The State of Tennessee informs us regarding what may be an excused absence. These reasons are:

- Personal illness
- Family illness requiring temporary help from the child; a physician's statement may be required
- Death of a family member; the absence is limited to three school days.
- Recognized religious holidays regularly observed by persons of the child's faith.
- Court appearances or legal mandates.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance 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 a student is not in class and the school has not been notified that they will be absent, their parent or guardian will be called at home and/or work.

In phone calls, voicemails, and notes to the school regarding a student's absence, the parent or guardian should leave or list the student's name, their 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.

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 their performance in class. Therefore, it is imperative that students are at school, on time, every day.

Any student who is absent for more than half of the day is unable to participate in any after-school activities the day of their absence unless the half day absence is excused.

### 3.05 COMMUNICATION AND CONSEQUENCES FOR ABSENCES

Freedom Prep will communicate immediately if there are attendance concerns.

### 3 UNEXCUSED ABSENCES IN QUARTER - LETTER OF CONCERN

If a student is absent for three (3) days of school in one quarter, it is considered a significant amount of time missed and raises serious concerns. At this point, the parent/guardian will receive a letter of concern and follow up from teachers to discuss the problem and its impact on the student's education and an attendance plan will be developed.

### 5 UNEXCUSED ABSENCES IN YEAR - MANDATORY CONFERENCE + ATTENDANCE PLAN

If a student is absent for five (5) days of school in a year, it is considered a significant amount of time missed and a serious problem. The parent/guardian will have a mandatory in-person conference with a member of the school's leadership team to discuss the educational neglect (Truancy) concern and develop a more intensive attendance plan as part of the meeting.

### 10 UNEXCUSED ABSENCES IN YEAR - HABITUAL TRUANCY/RETENTION RISK/HOS MEETING

If a student is absent for ten (10) days of school in a year, the student is considered habitually truant from school. At this point, the student is at risk of not being promoted to the next grade due to having not mastered the academic grade level content. The Head of School will meet with the family to discuss the issue and may take further action, including, but not limited to, making a report to the Department of Children Services, Juvenile Court, and the District's Attorney's office.

### ABSENT FOR FIRST 5 DAYS OF THE SCHOOL YEAR

OR

### ABSENT FOR 10 CONSECUTIVE DAYS DURING YEAR

If a student is absent for the first five (5) days of the school year, or absent for at least ten (10) consecutive days during the school year, and there has been no successful contact between the family and the school to reasonably explain his or her absences, that student may lose his or her seat at Freedom Prep and may be considered un-enrolled from the school.

## 3.06 CHRONIC ABSENCE AND TRUANCY

Freedom Prep follows Tennessee State Law (T.C.A. § 49-6-3007(e)(2)), when reporting trancies.

### 5 UNEXCUSED ABSENCES PER QUARTER

The school sends written communication to the parent/guardian requesting a school meeting to develop a plan to support the student's regular attendance. The student is suspended from all social activities before, during, and after school.

### 7 UNEXCUSED ABSENCES PER QUARTER

The school reports the truancy to SCS – SCS will send written communication to parent/ guardian to encourage compliance with students plan, the letter will also state noncompliance will result in Juvenile Court being notified of trancies and dis-enrollment of student will occur.

### 10 UNEXCUSED ABSENCES PER QUARTER

The school reports truancy to various agencies, to include the Department of Children Services, Juvenile Court, and District Attorney's office.

## MORE SPECIFIC DETAILS ON CHRONIC ABSENCES AND TRUANCY

As stated, Freedom Prep adheres to T.C.A. § 49-6-3007, when reporting chronic absences and trancies.

Per TN State Law, any student with five (5) days of unexcused absences during the school year is subject to progressive truancy interventions and continued unexcused absences may result in a referral to juvenile court. The five (5) days of unexcused absences need not be five (5) consecutive days of unexcused absences.

Freedom Prep will execute the following steps when partnering with families in an effort to remediate instances of chronic absenteeism and truancy.

1. A warning notice will be sent via letter or email to all students that have accumulated three (3) unexcused absences.
2. When a student has accumulated five (5) unexcused absences, Freedom Prep will schedule a Student Attendance Review Team (SART) meeting with the student's parent/guardian.
3. During the SART meeting, a Parent Student Attendance Plan (PSAP) will be developed to identify and address the root cause of the student's absenteeism. The PSAP will include steps to be taken by the parent/guardian and the supports to be provided by the school to improve student attendance.
4. If a parent/guardian does not participate in the SART meeting and the student accumulates five (5) additional unexcused absences, the student will be referred to MSCS Truancy Specialist.
5. If a parent/guardian participated in the SART meeting and after adequate time it is evident that PSAP interventions have failed (i.e. the student accumulates at least 5 additional unexcused absences), the student will be referred to MSCS Truancy Specialist.
6. Any student who accumulates 10 or more days of unexcused absences within a school year may be referred to the Juvenile Court and the District Attorney General's Office for appropriate legal action.

## 4. TARDY AND EARLY DISMISSAL

### 4.01 TARDY POLICY

On-time student arrival every day is the responsibility of EVERY Freedom Prep family.

Punctuality plays a crucial role in fostering a positive learning environment and ensuring that every student has an equal opportunity to thrive academically. Arriving at school on time allows students to start their day with a sense of calm and preparedness and helps them establish good habits and responsibility.

Our school's tardy policy is as follows:

#### TARDY DEFINITION

A student is considered tardy if they arrive at school after the designated start time of the school day.

#### EXCUSED TARDIES

We understand that unforeseen circumstances may occasionally cause unavoidable delays. Excused tardies may include medical appointments, family emergencies, or transportation issues beyond the family's control (school-provided transportation). However, it is essential for parents/guardians to notify the school office about such circumstances in advance or as soon as possible.

#### HABITUAL TARDINESS

In cases of repeated tardiness, the school administration will work closely with the family to identify potential underlying causes and explore strategies to address the issue effectively. Our goal is to support students in developing good attendance habits and minimize any negative impact on their academic progress. Habitual tardiness will lead to lost privileges and increased consequences (see [Section 4.05](#)).

### 4.02 TARDY PROCEDURES

Students who are not inside their classroom door at the designated start time of the school day are considered absent. If a student arrives at school after the designated start time, he or she must report to the Main Office to be marked tardy in PowerSchool by office staff. We will automatically deduct 3 Freedom Prep paycheck dollars for each tardy arrival.

Office staff documenting in PowerSchool and marking a student tardy creates a monitored tracking report that is printed daily.

1. Parents receive a call from our automated calling system on all students marked unexcused tardy.
2. Students who miss more than 2 hours of a school day are marked unexcused absence for that day.
3. All tardies are tabulated and tracked for consideration of promotion decision; any combination of 3 tardies and/or early dismissals are tabulated as one absence when considering whether to promote or retain a student at the current grade level.



### 4.03 EARLY DISMISSAL POLICY

Students requiring early dismissal should bring a note to the office before 8:30 a.m.

- Notes should include release time, reason, who will be picking up the student, and telephone numbers where a parent/guardian can be contacted.
- The person listed on the note to pick up must also be on a student emergency card. Whoever picks up a student must come into the office to sign him/her out.
- No student will be dismissed early during the last hour of school.

### 4.04 EARLY DISMISSAL PROCEDURES

Students requiring early dismissal should bring a note to the office before 8:30 am.

- Notes should include release time, reason, who will be picking up the student, and telephone numbers where a parent/guardian can be contacted.
- Person listed on the note to pick up must also be on a student emergency card. Whoever picks up a student must come into the office to sign him/her out. **NO** student will be released without a parent or guardian entering the school and signing them officially out of the school day.
- No student will be dismissed early during the last hour of school.
- The school will enter a \$3 FPA paycheck deduction for any early dismissals, and will tabulate and track early dismissals for reference during any final promotion decisions.

### 4.05 COMMUNICATION/CONSEQUENCES – TARDINESS/EARLY DISMISSAL

Students who are tardy will be noted in PowerSchool and receive 3 demerits per tardy.

Each hour matters. Students who are dismissed in the last hour has until 5pm the same day to complete assignments.

# 5. ACADEMICS

## 5.01 ANNUAL SCHOOL CALENDAR

| Freedom Prep Charter Schools 2023-24 Calendar - DRAFT  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------------------|--|--|--|
|  <p>FREEDOM PREPARATORY<br/>ACADEMY</p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <b>Important Date(s)</b> |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <u>June</u>              |  |  |  |
| June 9 - End of School Year  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| June 12-16 - School Closeout   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| June 19-23 - Ops Leaders Orientation   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| June 26 - July 7 - School shutdown   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>July</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| July 17 - New Teacher Orientation  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| July 24 - All Teacher Orientation  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>August</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| August 7 - First Day of School   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| August 7 - New Student Orientation   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| August 14 - 1st week of instruction  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>September</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| September 4 - Labor Day (holiday)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| September 5 - PD day (students out)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| September 15 - Network Celebration   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| September 27 - Leader PD   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>October</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| October 9-13 Fall Break  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| October 16 - PD Day (students out)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>November</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| November 1 - Leader PD   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| November 10 Veterans' Day Observed   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| November 20-24 Thanksgiving Break  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>December</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| December 6 - Leader PD   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| December 18 - January 1 - Dec Break  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>January</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| January 2 - PD Day (students out)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| January 10 - Leader PD   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| January 15 - MLK Day holiday   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>February</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| February 19 - PD Day (Students Out)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| February 21 - Leader PD  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>March</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| March 11-15 - Spring Break   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| March 18 - PD Day (Students Out)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| March 29 - Good Friday   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>April</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| April 22 - 26 - TN Ready   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>May</u>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| May 10 - All Staff End of Yr Celebration   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| May 15th - Graduation Day  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| May 31 - Last Day of School  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| <u>June</u>  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |
| June 3 - Teacher Closeout  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                          |  |  |  |

## 5.02 REPORT CARDS AND CONFERENCES CALENDAR

Frequent progress reports and quarterly formal report cards are important resources for parents, students, and other stakeholders, as each group can use them to understand a student's challenges and successes. Information from report cards can be used to have targeted conversations about a child's schoolwork and learning, and can empower parents to be partners in their child's educational success.

### PROGRESS REPORT DISTRIBUTION

Every Friday via paper and email.

Athletic eligibility verified each Monday and sent to Athletic Director and coaches.

### REPORT CARD DISTRIBUTION AND PARENT TEACHER CONFERENCES

Quarter 1 - October 17, 2023

Quarter 2 - January 3, 2023

Quarter 3 - March 18, 2024

Quarter 4 - June 3, 2024

### FAILURE NOTIFICATION AND GRADUATION STATUS UPDATE

Quarter 1 - October 20, 2023

Quarter 2 - January 12, 2024

Quarter 3 - March 21, 2024

Quarter 4 - June 3, 2024

### SUMMER SCHOOL NOTIFICATION

Begins May 1, 2024

## 5.03 FREQUENT ACADEMIC COMMUNICATION

We communicate with students and families regularly regarding academic expectations and growth.

| DAILY                                   | WEEKLY  | MONTHLY                      | QUARTERLY  | SEMESTERLY   |
|---|---|------------------------------|--|--|
| Positive and Negative Updates as Needed | Academic and Behavior Progress Report from Dean's List<br>Tutoring and Detention Updates<br>Assessment Cycle Data (Core Subjects) | Assessment Cycle Data Boards | Report Cards<br>Parent/Teacher Conferences<br>Failure Report and Impact on Graduation Status | Course Descriptions @ Beginning of Semester 1<br>School-wide Awards Ceremonies |

### ACCEPTABLE MEANS OF COMMUNICATION BETWEEN STAFF AND PARENTS

Freedom Prep expects all parents and staff to communicate with each other with dignity and respect.

All legitimate and fair concerns need to be addressed between parents and teachers in the following manner and must meet the requirements of communication as stated above:

- Telephone via the school's Main Office
- Pre-arranged meeting at the school.
- Confidential/sensitive information must be sent to the recipient in a sealed envelope.
- Conference or observation requests via the daily communication sheet must be cordial and respectful without divulging information that could be harmful.
- Telephone via the school's Main Office is acceptable provided that parents understand that teachers cannot return calls immediately. Calls will be returned as soon as possible, typically within 24 hrs.
- Sensitive issues should never be discussed with the staff unless they are responsible for that item.
- Conferences will be arranged at times that suit both parties. Where either party is unable to attend the conference the other party needs to be notified in a timely manner.

#### UNACCEPTABLE MEANS OF COMMUNICATION

- Communication which is demeaning and derogatory in nature.
- Notes on scrap paper will not be accepted nor responded to.
- Conferences or observations will not be conducted in the classroom without a prior appointment.
- Sending sensitive messages in anything other than a sealed envelope, or anywhere where children are able to view the information is unacceptable.
- While cell phones facilitate better communication between people they do invade privacy. Cell phones (whether via a text message or a call) should be used with discretion and for urgent issues only and should not be used during lessons.
- A parent should never contact a teacher on his/her cell phone or home telephone unless expressly invited to do so by a teacher in a specific instance.

## 5.04 DAILY SCHOOL SCHEDULE – MONDAY, TUESDAY, THURSDAY, FRIDAY

Students have the same daily schedule on Monday, Tuesday, Thursday, and Friday. Students have eight periods per day. Seven periods are academic classes; one period is for Lunch and Advisory. Each class period is 50 minutes in length.

Please see a sample student M/T/TH/F schedule below.

|               |  |
|---------------|--|
| 7:50          | School Doors Open  |
| 7:50 – 8:15   | Student Arrival, Breakfast (breakfast served until 8:10am) |
| 8:15          | School Day Starts – Tardy after 8:15am                     |
| 8:20 – 9:10   | Period 1   |
| 9:13 – 10:04  | Period 2   |
| 10:07 – 10:57 | Period 3   |
| 11:00 – 11:50 | Period 4 OR Lunch/Advisory (Community Circle on Monday)    |
| 11:53 – 12:43 | Period 5 OR Lunch/Advisory (Community Circle on Monday)    |
| 12:46 – 1:36  | Period 6 OR Lunch/Advisory (Community Circle on Monday)    |
| 1:39 – 2:29   | Period 7   |
| 2:32 – 3:22   | Period 8   |
| 3:22          | Dismissal 1  |
| 3:22 – 3:30   | Transition to After School Activities                      |
| 3:45 – 4:30   | Tutoring – Detention – Clubs – Athletics                   |
| 4:30          | Dismissal 2  |

## 5.05 DAILY SCHOOL SCHEDULE – WEDNESDAY

Students have an abbreviated schedule each Wednesday, allowing for weekly teacher professional development in the late afternoon. All classes meet but class periods are shortened to 40 minutes each.

| 7:50am        | School Doors Open  |
|---------------|--|
| 7:50 – 8:15   | Student Arrival, Breakfast (breakfast served until 8:10am)   |
| 8:15          | School Day Starts – Tardy after 8:15                         |
| 8:20 – 9:00   | Period 1   |
| 9:03 – 9:43   | Period 2   |
| 9:46 – 10:26  | Period 3   |
| 10:29 – 11:09 | Period 4 / Lunch   |
| 11:12 – 11:52 | Period 5 / Lunch   |
| 11:55 – 12:35 | Period 6 / Lunch   |
| 12:38 – 1:18  | Period 7   |
| 1:21 – 2:01   | Period 8   |
| 2:01          | Dismissal 1  |
| 2:01 – 2:10   | Transition to Extended Wednesday Detention                   |
| 2:10 – 4:10   | EXTENDED WEDNESDAY DETENTION<br>(No after school activities) |
| 4:10          | Dismissal 2  |

## 5.06 RIGOROUS, COLLEGE PREPARATORY CURRICULUM

Our mission is that all students can excel in college and in life. Our curriculum reflects that mission.

For all grades K-12, we have selected and will implement curricula in all content areas which are aligned to Common Core National Standards, TN Academic Standards, the Freedom Prep scope and sequence, horizontally across content areas for each grade and vertically across grade levels within each subject area. In addition, all curricula and associated assessments are aligned to the requirements and expectations of the TN Ready Assessments, and in the upper grades of high school to ACT and college-readiness requirements. Comprehensively, all curriculum is selected and implemented to ensure that students are consistently engaging in a college preparatory course of study in all grades.

All curriculum is driven by clear performance standards for what students should know and be able to do. As stated, 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 targeted tutoring and intervention. 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. Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home.

## INCLUSION

Freedom Prep is participating in a full inclusion special education model, which means that to the fullest extent possible, all students with current Individualized Educational Plans will receive services within the context of the regular classroom with the assistance of their special education teacher.

## HONORS AND ADVANCED PLACEMENT (AP)

Families and students should be thinking about and preparing to earn the opportunity to take Honors and Advanced Placement (AP) courses. Offered to all eligible students, Honors and AP course placement is a combination of student request and teacher recommendation based upon previous academic achievement and overall work ethic. Honors and AP course placement is not guaranteed from year-to-year.

### 5.07 ASSESSMENT PHILOSOPHY

We believe that families and students need assessments to know if students are performing and achieving above, at, or below grade level at multiple points throughout the school year.

We believe that families need specific information that only rigorous, grade-level assessments can provide, and that families need this information frequently and reliably so that they have a clear understanding of their child's readiness for the academic requirements of the next grade, the degree to which their student needs to be accessing additional daily academic interventions both during and after the school day, and if their student is at risk of retention in their current grade level.

We also believe that families need to be able to understand assessment data, and what it means to their dreams and goals for their child. We have designed an assessment system with multiple components aligned with these beliefs.

### 5.08 MAJOR ASSESSMENT TYPES

In order to assess our students' academic performance at key points throughout the year, and in accordance with all state requirements and our college preparatory mission, the FPA High School uses the following major external and internal assessments.

#### MAJOR EXTERNAL ASSESSMENTS

- TN Ready (state required)
- Pre-ACT 8 (grade 8)
- Practice ACT
- ACT (state required, grades 11 and 12)
- YouScience (aptitude, grade 11)
- ASVAB (technical readiness, state required, grades 11 and 12)
- Practice AP Exams
- AP Exams

## MAJOR INTERNAL ASSESSMENTS

- Quarterly Interim Assessments (all core subjects, all grades)
- Independent Reading Project (Q1, Q2, Q3, all grades)
- Culminating End-of-Year Projects (Q4, grades 9-11)
- Senior Capstone Project (Q4, grade 12)
- Practice ACT

## 5.09 MAJOR ASSESSMENT SCHEDULE

### MAJOR EXTERNAL ASSESSMENT SCHEDULE

| ASSESSMENT                  | GRADE                  | DATE                |
|-----------------------------|------------------------|---------------------|
| Practice ACT                | ALL                    | August, 2023        |
| YouScience (aptitude)       | 11                     | August 2023         |
| ASVAB (technical readiness) | 11 + 12                | October 2023        |
| ACT (state required)        | 12                     | October 2023        |
| Pre-ACT                     | 8                      | January 2024        |
| ACT                         | 11                     | March 2024          |
| Practice AP Exams           | Students in AP Courses | March 25 – 29, 2024 |
| Practice ACT                | 9 + 12                 | April 3, 2024       |
| AP Exams                    | Students in AP Courses | May 1 – 17, 2024    |
| TN Ready                    | 9 + 10                 | May 8 – 26, 2024    |

### MAJOR INTERNAL ASSESSMENT SCHEDULE

| ASSESSMENT                      | GRADE     | DATE                        |
|---------------------------------|-----------|-----------------------------|
| Interim Assessment 1            | ALL       | September 25 – 29, 2023     |
| Interim Assessment 2            | ALL       | December 4 – 8, 2023        |
| Interim Assessment 3            | ALL       | February 26 – March 1, 2024 |
| Interim Assessment 4            | ALL       | May 20 – 24, 2024           |
| Independent Reading Project     | ALL       | Q1, Q2, Q3                  |
| Culminating End-of-Year Project | 9, 10, 11 | Q4                          |
| Senior Capstone Project         | 12        | Yearlong, Due in Q4         |



## 5.10 HOMEWORK PHILOSOPHY AND REQUIREMENTS

Students should expect to have homework every night, including weekends and breaks. All homework is intentionally planned to continue the academic development of each student. Homework can take many forms, including but not limited to: a specific assignment, a continuation of classwork, preparation for a class discussion, an on-going project, studying, reading for class, or independent reading.

Students should expect to have a minimum of 90 minutes of homework every night including weekends, and they will often have up to two hours of homework, with a larger amount of homework and time commitment for students enrolled in Honors and Advanced Placement courses.

## 5.11 INDEPENDENT READING

As a college preparatory high school, Freedom Prep requires independent reading from all students. The more that students read, the better they become at reading. Reading is vital to being college ready, as it increases critical thinking skills, writing skills, and vocabulary.

In addition to their class-based reading requirements, all students at Freedom Prep are required to read a minimum of one independent novel of their choosing each quarter of the year. Students will complete an independent reading assignment each quarter which will count as an English assessment grade. By the end of a student's senior year, each Freedom Prep High School graduate will have read sixteen independent reading books.

## 5.12 LATE WORK

### MISSING WORK DUE TO ABSENCE

Students have one week to submit any assignments from an excused absence (physician letter or court-mandated document). Any non-submitted work earns and is recorded as a 0.

### MISSING ASSESSMENTS DUE TO ABSENCE

If a student is absent with an excuse for an assessment, he or she should be prepared to make it up on the day he or she returns unless alternative arrangements have been made with the teacher. If a student is absent without excuse, it is the Principal's discretion as to whether the assessment can be made up. Any assessments not made up earns and is recorded as a 0.

## GENERAL LATE WORK

All work assigned must be submitted on time to be eligible for the opportunity to earn full credit. Work that is submitted late will earn a deduction of 10 points per day that it is late. Late work will be accepted according to the table below.

| LATE WORK BY SUBJECT                             |                                   |
|--|-----------------------------------|
| English, History, Science, Wellness, & Electives | Accepted no more than 1 day late  |
| Math, Fine Arts, World Languages                 | Accepted no more than 2 days late |

### 5.13 ACADEMIC SUPPORTS – DURING SCHOOL

Freedom Prep High School is committed to helping each student succeed. Tutoring is offered both during and after school.

During school, students may seek out help from teachers during morning arrival time, lunch, and afternoon advisory/office hours.

### 5.14 ACADEMIC SUPPORTS – AFTER SCHOOL

After school tutoring is offered for all core classes on a rotating daily schedule. Students who are failing or behind in their classes are required to attend after-school tutoring.

While mandated tutoring is based on school data, after-school tutoring is open to all students who wish to attend. Students or parents can sign up for tutoring by contacting the classroom teacher.

### 5.15 GRADING PHILOSOPHY

We believe that grades should reflect student performance on grade-level knowledge and skills as measured by a variety of academic assessments and activities. We believe that grades should align with core academic competencies, aligned with our college preparatory mission and rigorous academic standards. We believe that communicating students' academic progress with families frequently and specifically is one of our key responsibilities as a school.

We believe that for students to be prepared for the next level of study in the next grade, a minimum academic performance of 70% is needed. Therefore, the minimum passing grade at FPA is 70%; anything below 70% will be graded with an F.

We further believe that at the high school level, Interim Assessments should carry increasing weight within each student's quarterly grade academic average as they progress throughout their high school years.

The school year is divided into four quarters. Each is long enough to allow students multiple opportunities to demonstrate mastery of content knowledge and specific skills. At the end of each grading quarter, students will receive grades in all classes. The final grade will be an average of all four quarters' grades.

For grading purposes in each classroom, Freedom Prep High School follows the most recent Memphis-Shelby County Schools grading category guidelines.

- Class Participation - 5%
- Homework - 10%
- Classwork - 35%
- Projects/Portfolios/Presentations - 10%
- Assessments - 40%

Note: Semester grades are determined by counting the two quarter grades as 85% and the semester examination as 15%.

## HONORS AND AP GRADING

Freedom Prep High follows the Memphis-Shelby County Schools most recent grading guidelines for honor and Advanced Placement (AP) courses. Honors courses will include the addition of three percentage points to the grades used to calculate the semester average. The two nine (9) week grades, and the semester exam grade, with the points included, will be used to calculate the semester average. AP courses will include the addition of five (5) percentage points to the grades used to calculate the semester average for students who sit for the aligned culminating exam. The two nine (9) week grades and the semester exam grade, with the points included, will be used to calculate the semester average.

## 5.16 GRADING MATRIX

| Grading Equivalents  | 100% Scale | A, B, C Scale | Honor Ranking      | Qualitative Scale           |
|--|------------|---------------|--------------------|-----------------------------|
| P<br>E<br>R<br>F<br>O<br>R<br>M<br>A<br>N<br>C<br>E<br><br>L<br>E<br>V<br>E<br>L | 97-100%    | A+            | Summa<br>Cum Laude | Mastery Proficiency         |
|  | 93-96%     | A             |                    |                             |
|  | 90-92%     | A-            |                    |                             |
|  | 87-89%     | B+            | Cum Laude          | High Proficiency            |
|  | 83-86%     | B             |                    |                             |
|  | 80-82%     | B-            |                    |                             |
|  | 77-79%     | C+            |                    | Moderate<br>Proficiency     |
|  | 73-76%     | C             |                    |                             |
|  | 70-72%     | C-            |                    |                             |
|  | 67 – 69%   | D+            |                    | Below Proficiency           |
|  | 63 – 66%   | D             |                    |                             |
|  | 60 – 62%   | D-            |                    |                             |
|  | 0-59%      | F             |                    | Insufficient<br>Proficiency |

To truly prepare students for a collegiate workload and collegiate academic expectations, Freedom Prep requires all students to pass courses with a 70 to be considered ready for the next grade level.

Students whose final average ranges from 0-69 (D+, D, D-, F) are required to attend Summer School. Scoring below a 70 shows that a student has not mastered the majority of the material or standards taught.

Freedom Prep High School offers credit recovery for students who fail a yearlong or semester-long course. The format will be determined each academic year based on Freedom Prep staffing availability and options provided by Memphis-Shelby County Schools.

No student is excused from any assignment. If a student needs help, it is the student's responsibility to meet with his or her teacher.

### HONORS AND ADVANCED PLACEMENT (AP) GRADING

Freedom Prep High School follows the Memphis-Shelby County Schools most recent grading guidelines for Honor and Advanced Placement (AP) courses.

Honors courses will include the addition of three percentage points to the grades used to calculate the semester average. The two nine (9) week grades, and the semester exam grade, with the points included, will be used to calculate the semester average.

AP courses will include the addition of five (5) percentage points to the grades used to calculate the semester average for students who sit for the aligned culminating exam. The two nine (9) week grades and the semester exam grade, with the points included, will be used to calculate the semester average.

## SPECIAL EDUCATION AND ENGLISH LEARNERS

Freedom Prep High School follows the most recent guidelines set by Memphis-Shelby County Schools.

Special education students receiving instruction in general education are graded as other students unless the Individualized Education Plan (IEP) makes provision for alternative grading procedures. The grading category requirements detailed in this protocol may be modified based on a student's IEP.

Students receiving services as English Learners must have an opportunity for modified instruction and evaluation that relates specifically to a student's stage of English Language Development (ELD) and provides access to grade level content and skills. The grading category requirements detailed in this protocol may be modified based on a student's Individualized Learning Plan (ILP).

Should this protocol contradict any requirements of a student's IEP or ILP, the plan shall govern.

## 5.17 CHEATING AND PLAGIARISM

Students at Freedom Prep are responsible for their work, actions and words. The personal and academic integrity of each individual student is essential to the integrity of the entire school community.

Cheating is a serious and punishable offense. If a student copies another student's work or if a student gives another student their work, it is considered cheating. Additionally, collaborating on an independent assignment or using unapproved outside resources constitutes cheating.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. Be advised that plagiarism can be either intentional or unintentional, including not properly citing sources. In the event that a student is found to be cheating or plagiarizing, the teacher will then contact the parent or guardian. A grade of zero will be given to the student on the assignment and the student will serve a mandatory detention. If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent/ guardian, and a member of the Leadership Team. Multiple offenses will be dealt with on a case-by-case basis. Cheating and plagiarism are grounds for expulsion.

## 5.18 SUMMER ACADEMIC REQUIREMENTS

To continue the academic growth of students over extended breaks, students will complete five (5) Extended Academic Packets throughout the school year. These Packets keep students on track academically even when school is not in session. All Extended Work Packets are due the first day back to school following the break, and all are graded for accuracy.

- Extended Academic Packet 1 - Fall Break
- Extended Academic Packet 2 – Thanksgiving Break

- Extended Academic Packet 3 - Winter Break
- Extended Academic Packet 4 - Spring Break
- Extended Academic Packet 5 – Summer Break

## 5.19 STUDENTS WITH IEPS

Families whose student has an IEP receive academic progress reports and report cards at the same frequency as students in regular education. These reports indicate progress towards all goals as specified for that student within their IEP.

## 5.20 STUDENTS WITH 504 PLANS

Families whose student has a 504 Plan receive their academic results on the regularly scheduled progress reports and report cards.

## 5.21 REQUESTING STUDENT SUPPORT

We are committed to working closely with families for their student's academic growth and success. Families should talk with their child's teacher first, and as needed, request a meeting with the Academic Dean around any ongoing academic concerns and the Dean of Students around any ongoing or concerning behavioral concerns.

## 5.22 ADVANCEMENT – HONORS/HONOR READINESS

As a college preparatory K-12 network of schools, we are committed to providing advanced study that allows a student to prepare for advanced pre-college work and even the opportunity to earn college credit before they graduate from high school.

Families in high school must remain clear that enrollment in Honors courses does not guarantee enrollment in future years, and that prior academic performance is strongly considered.

## 6. PROMOTION AND RETENTION

### 6.01 PROMOTION PHILOSOPHY

Student learning builds on itself year upon year, and academic preparation at each grade level is critical for school and life success. Freedom Prep High School follows the most recent Memphis-Shelby County Schools policy regarding Grade Classification for High School Students.

### 6.02 PROMOTION POLICY

To earn promotion grade to grade within the high school, a student must

- not exceed 10 absences for the year
- complete 25 hours of community service
- complete academic requirements as outlined by Memphis-Shelby County Schools  
[https://go.boarddocs.com/tn/scsk12/Board.nsf/files/AYUQ9B682EC5/\\$file/6032%20Grade%20Classification%20for%20High%20School%20Students.pdf](https://go.boarddocs.com/tn/scsk12/Board.nsf/files/AYUQ9B682EC5/$file/6032%20Grade%20Classification%20for%20High%20School%20Students.pdf) (6032 Issued Date: 08/26/10 Revised: 06/25/13, 01/30/18) and as stated below.

Students in Shelby County high schools entering high school beginning with the 2009-2010 school year are to be classified as follows:

- 9th Grade = Less than five (5) credits
- 10th Grade = Earned five (5) credits and passed English 9
- 11th Grade = Earned eleven (11) credits and passed English 10
- 12th Grade = Earned sixteen (16) credits and passed English 11

### GRADUATION POLICY

FIRST, Freedom Prep High School follows the most recent State of Tennessee Graduation Requirements, as outlined in:

<https://www.tn.gov/education/families/graduation-requirements.html>

<https://docs.google.com/document/d/1-ltzMP6MVGrlVmih-lwK9PBjuc-La1t/edit?usp=sharing&oid=115650898280539591370&rt=pof=true&sd=true>

IN ADDITION, Freedom Prep Graduation Requirements include:

- 1 additional year of science
- 1 additional year of Social Studies
- 1 additional year of World Language

Students must meet BOTH the State of Tennessee and Freedom Prep's graduation requirements in order to participate in the graduation ceremony.

To earn a Freedom Preparatory Academy High School diploma, a student must satisfy both the State of Tennessee and the Freedom Prep graduation requirements.

## COMPARISON: CREDIT AND COMMUNITY SERVICE REQUIREMENTS

| CONTENT AREA                            | NUMBER OF CREDITS REQUIRED BY |              |
|---|-------------------------------|--------------|
|   | State of Tennessee            | Freedom Prep |
| English                                 | 4                             | 4            |
| Math                                    | 4                             | 4            |
| Science                                 | 3                             | 4            |
| Social Studies                          | 3                             | 4            |
| Physical Education & Wellness           | 1.5                           | 1.5          |
| Personal Finance                        | 0.5                           | 0.5          |
| World Language                          | 2                             | 3            |
| Fine Arts                               | 1                             | 1            |
| Elective Focus                          | 3                             | 3            |
| Total Number of Credits                 | 22 credits                    | 25 credits   |
| Total Number of Community Service Hours | 0 hours                       | 100 hours    |

## HIGH SCHOOL GRADUATION – ACADEMIC RECOGNITION

At graduation, students' academic success will be recognized in the following ways:

| RECOGNITION     | LEVEL OF HONOR                     | CUMULATIVE GPA      |
|-----------------|------------------------------------|---------------------|
| Summa cum laude | With Highest Honor and Distinction | 3.9 - 4.0 or higher |
| Magna cum laude | With High Honor and Distinction    | 3.7 – 3.8           |
| Cum laude       | With Honor and Distinction         | 3.5 – 3.6           |

## HIGH SCHOOL GRADUATION – COMMUNITY SERVICE EXPECTATION AND RECOGNITION

Freedom Prep High School requires students to complete 100 hours of community service as part of the high school graduation requirements. Community service is defined as unpaid and voluntary work to uplift the student's community. Students are expected to complete 25 hours of community service per academic year for promotion grade to grade, and the school will provide opportunities to complete that service, either in-house or with local community groups and partners.

Community service does not include unpaid work at a student's or family's place of employment.

Students who complete and report 100 hours of community service by May 1 will be recognized at graduation with Honor Cords.



## 7. DAILY SCHOOL DETAILS

### 7.01 UNIFORM PHILOSOPHY

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.

### 7.02 UNIFORM POLICY

The administration of Freedom Prep reserves the right to address any item of clothing or appearance that detracts from the uniform policy/code. In all cases, Freedom Prep 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 their uniform, 5 demerits taken, and a billing statement will be mailed to the parent/guardian for the item. The parent/guardian must pay all balances before a report card can be issued to the student. All uniform items such as the necktie, pants, skirts, cardigans and vests must be purchased from Champion Uniforms at [www.freedomprepuniformstore.com](http://www.freedomprepuniformstore.com). All uniform shirts and blouses should be a button-down shirts. Polo shirts are prohibited.

### 7.03 UNIFORM DETAILS

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. Freedom Prep reserves the right to address any item of clothing or appearance that detracts from the uniform policy/code. In all cases, Freedom Prep has the right and the responsibility to determine what is appropriate.

All uniform items such as the navy blazer, necktie, pants, skirts, cardigans and vests must be purchased from Champion Uniforms at [www.freedomprepuniformstore.com](http://www.freedomprepuniformstore.com). All uniform shirts and blouses should be a button down shirt. Polo shirts are prohibited.

On Monday, Tuesday, Wednesday, and Thursday, Freedom Prep students **MUST** wear the following.

| BOYS   | GIRLS  |
|--|--|
| <ul style="list-style-type: none"><li>● Freedom Prep navy blazer</li><li>● Short sleeve/Long sleeve white button down collared shirt</li><li>● Freedom Prep orange &amp; navy necktie</li><li>● Gray dress pants (slacks)**</li><li>● Gray, white, black or navy blue socks (socks may not have inappropriate symbols or images)</li><li>● Black belt (no emblems on belt)</li><li>● All Black dress shoes</li><li>● Navy or gray Freedom Prep cardigan or vest (optional)</li></ul> | <ul style="list-style-type: none"><li>● Freedom Prep navy blazer</li><li>● Short sleeve/Long sleeve white button down collared shirt</li><li>● Freedom Prep orange and navy necktie</li><li>● Gray skirt or dress pants**</li><li>● Gray, white, black or navy blue socks or stockings/tights (socks may not have inappropriate symbols or images)</li><li>● Black belt (no emblems on belt)</li><li>● All black dress shoes</li><li>● Navy or gray Freedom Prep cardigan or vest (optional)</li></ul> |

\*\*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.

Fridays are Freedom Prep College T-shirt Day; students CAN wear a College T-Shirt with the regular uniform pant/skirt and black dress shoes.

## 7.04 UNIFORM PROCEDURES

To improve our 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 Prep reserves the right to address any item of clothing or appearance that detracts from the uniform policy/code. In all cases, Freedom Prep has the right and responsibility to determine what is appropriate.

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. At all times during the school day, including after-school, shirts must be tucked in. Students who do not have their shirts tucked in will be given a demerit.

Each student's uniform is checked upon arrival at school and any concerns are immediately addressed. If a student is not in uniform, the parent will be immediately contacted to bring the missing item(s) to the school. If a parent cannot be reached, the school may give to the student the missing item from their uniform, a deduction will be given and recorded for the student's Dean's List report, and a billing statement will be mailed to the parent/guardian for the item if it is not returned to the school. The parent/guardian must pay all balances before a report card can be issued to the student. All uniform items such as the navy blazer, necktie, pants, skirts, cardigans and vests must be purchased from Champion Uniforms at [www.freedomprepuniformstore.com](http://www.freedomprepuniformstore.com).

## 7.05 OUTER WEAR

During the school day, students are not allowed to wear any personal outerwear that is not specified in the uniform details (please see Section 7.03). Only FPA outerwear is allowed during the school day.

## 7.06 LOST AND FOUND

To prevent confusion, families and students are encouraged to write the student's name in permanent marker on the tags of all clothing and other personal items such as backpacks and binders. All clothing items and large school supply items that are left in common spaces will be put in the school's Lost and Found bin for families or students to retrieve. Note that we are not responsible for any lost items, including clothing. The lost and found bin is emptied at the end of each month.

## 7.07 STUDENT SUPPLIES POLICY

Freedom Prep values Respect and Responsibility. Students are expected to bring all necessary school supplies and materials with them to school each day, demonstrating respect for themselves, their education and our community, and demonstrating the personal responsibility necessary for their day-to-day and lifelong success.

Freedom Prep will provide some supplies for students throughout the year, including:

- Texts required for Class
- FPA Laptop and Charger

## 7.08 STUDENT SUPPLIES PROCEDURES

Students are expected to come to school each day with their Freedom Prep-provided technology, charger, and all course supplies as specified by their teachers and course syllabi. Freedom Prep are expected to follow guidelines regarding their school-issued texts and technology as specified in [Section 7.07](#).

All texts are the property of Freedom Prep. Needed texts are loaned to each student for use by the classroom teacher. It is the student's responsibility to keep up with and take care of texts that they are loaned. Texts must be returned to the school in Good Condition\*. Texts not returned or returned damaged and in an unusable condition MUST be replaced by the student and/or the student's family.

All Freedom Prep-issued laptops and chargers are the property of Freedom Prep. Each student will be issued a specific, asset-tagged laptop at the beginning of the school year for school use. It is the student's responsibility to take care of the laptop issued to them. Laptops must be returned to the school in Good Condition\*. Laptops not returned or returned damaged and in an unusable condition are the financial responsibility of the student and/or the student's family.

No FINAL report card or diploma will be issued until all Freedom Prep property is adequately returned to the school.

Freedom Prep laptops are not loaned to students except in the event that the assigned laptop has been given to our IT service for repairs. Students are expected to demonstrate the Core Value of Responsibility and preparation by bringing their laptop and charger with them to school each day. If a student forgets their laptop and/or charger at home, they may receive a zero for the work missed in class.

A student is expected to follow the following directions if they experience a problem with their laptop:

- If a Freedom Prep laptop has a technical problem, the student will bring the laptop to the office for repairs. The student will be loaned a laptop to use while theirs is being repaired. A student must return the loaner in Good Condition\* to receive their repaired laptop back when servicing is complete.
- If a laptop has physical damage, the student will bring the laptop to the office for repairs. Physical damage may be the financial responsibility of the student and/or the student's family.

\* Good Condition is defined as:

- [for books] no missing or ripped pages or covers, no writing in or outside the text
- [for laptops] in working order with no screen cracks, missing keys, or visible damage

## 7.09 STUDENT PHONES AND DEVICES – SCHOOL PHILOSOPHY

### USE OF TECHNOLOGY, ELECTRONIC DEVICES AND PHONES AT SCHOOL

We understand that many of our students have personal technology, including but not limited to: phones, computers, tablets, and smart watches. The following policies are in place to ensure that students and families clearly understand school expectations around the use of these items while at school.

Students are not allowed to have access to or use personal technology during the school day. Students are issued FPA technology for professional use during the school day and outside of school for academic assignments. These policies are created to minimize distractions to learning, ensure social safety during the school day, as well as minimize risk of loss or theft.

Freedom Prep does not accept financial responsibility for personal technology reported missing during school hours. Students who bring personal technology to school do so at their own discretion and risk. FPA will not reimburse for personal technology reported as missing while on school grounds.

## 7.10 STUDENT PHONES AND DEVICES – POLICY AND PROCEDURES

We will use the following procedures each day.

- Upon arrival all students are required to turn in personal technology to the designated location.
- Upon collection, personal technology is stored and locked away by office personnel.
- Personal technology is redistributed during the last period of the day.

Each high school student is issued an FPA laptop and charger which is expected to be used in classes and for homework.

If personal technology is visible or used during the school day, the following consequences are in place:

- First Offense: 24-hour hold and parent pick- up
- Second Offense: 72-hour hold and parent pick up
- Third Offense: Parent Meeting and 1-day suspension
- Any additional offenses: suspension and/or expulsion

## 7.11 ARRIVAL PROCEDURES

Freedom Prep opens its doors at 7:50am every day. Students are welcome to arrive as early as 7:50am to eat breakfast, complete work, and read independently. Students may not enter the building before 7:50am.

Upon student arrival via bus, a staff member will greet each student at the entrance of the school. Students are expected to be in full uniform with all of their belongings in hand. Students will be directed to the gym to be seated in their respective grade level section.

\*\*After 8:30, students must be escorted by a parent or guardian.

\*\*Students will not be admitted to school after 10:30am.

## 7.12 DISMISSAL PROCEDURES

We expect students to demonstrate the Core Values throughout the school day. As students are dismissed from the school building, they are expected to show Responsibility by safely and quickly going to their pre-determined after-school location.

After the teacher/leader dismisses students, students are expected to demonstrate Responsibility by retrieving their personal items from their FPA-assigned locker and immediately exit the school building, or if they are involved in an after-school program, moving to that location within the designated time specified within the daily schedule. Freedom Prep expects students to have respectful interactions with ALL peers and ALL adults while efficiently transitioning to their assigned means of transportation.

If students are determined to be a walker, they must leave campus within 15 minutes of the dismissal time.

## 7.13 BUS TRANSPORTATION POLICY

Upon request, we will provide bus service to students in alignment with Shelby County Public Schools.

If families would like to request transportation, the request must be made during the enrollment process. Once completed, families are notified of route options and availability.

Freedom Prep is not responsible for public transportation, including but not limited to: the MATA iReady bus, rideshare such as Lyft or Uber, or taxi service.

## 7.14 BUS TRANSPORTATION PROCEDURES

Participation in bus transportation is a privilege. All students are expected to uphold the same behavior expectations on the bus as they do at Freedom Prep, acting responsibly and respectfully at all times.

- Students are given assigned bus seats.
- Students are expected to sit in and stay in these seats unless given permission by the driver or school administrator to move.
- Students are expected to use respectful language and actions at all times while on the bus.
- Students are not allowed to put their hands on or outside of the window..
- Students are not allowed to open the window or put/throw any items outside of the window.
- Students are not allowed to be in the bus aisle.
- A school leader will meet the bus every morning.
- No student will exit the bus before the leader checks with the driver regarding behavior.

## 7.15 BUS TRANSPORTATION CONSEQUENCES

Failing to be in the assigned seat, putting hands out of the bus, throwing objects, using inappropriate language, not obeying the bus driver, are all infractions, as well as those listed in this Code of Conduct.

- For less serious misbehaviors, on the first incident the student will lose bus privileges for one day.
- For a second offense, the student will lose the bus privilege for one week,

- For a third offense, the family must meet with the school to determine a safety plan to allow for continued bus access.
- More serious behavior (i.e. fighting) will be investigated, and students will be treated exactly as if the incident happened on school grounds. Any student who poses a behavior problem may lose their privileges to be provided bus service.

As outlined, we consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the Code of Conduct or our Core Values while on the bus may be disciplined and may be denied transportation, either for the remainder of the year for the most serious and chronic offenses or for a temporary suspension for more minor misbehaviors. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents or guardians are not allowed to get on the school bus to confront the driver or any student. If there is a problem with the school bus driver or a student, inform the Operations Manager of the situation. The school administration will then investigate your complaint.

No adult besides a school staff member may board the bus for any reason without the explicit permission of the bus driver. Violation of this policy may result in a student's suspension from transportation and/or other consequences.

## STUDENT DRIVERS

Students in the 11th and 12th grade may drive to school in accordance with the following guidelines:

- Student must possess a valid state-issued driver's license
- Student must provide up-to-date proof of car insurance
- Student must sign the FPA driver's contract

All documents must be presented to the Dean of Students and office staff for review and approval. Following confirmation, the student(s) will receive a driver's decal.

## 7.16 PARKING

Safety is the number one concern for parking, particularly during the drop-off and pick-up process.

No parent is allowed to park across the street from the school in order to send or call a student from across the street; all students are required to use the designated crosswalks at all times for safety reasons.

Each school has a clear pick-up and drop-off process based upon the details of its campus, and we expect all families to use that process for the safety and efficiency of all.

Each of our schools are located in residential neighborhoods, and all parking needs to show our respect for our neighbors, so no parking should ever block or use a person's driveway.

Each school parking lot has designated parking spots for people with disabilities, and we expect all people to respect those spaces for their designated use.

## 7.17 NUTRITION - BREAKFAST, LUNCH, SNACK

Students are provided breakfast and lunch daily. Both meals meet state and USDA guidelines for health and nutrition. Breakfast is provided free of charge to all students and is available from 7:50am until 8:10am. The last breakfast will be served at 8:10am. Students have lunch with their designated grade level(s), and lunch is served on a staggered schedule. Freedom Prep students are provided lunch free of charge. Students may bring their lunch from home. Parents are encouraged to provide healthy food options for their students. Students will not have access to a microwave to heat up lunches. For students who are staying for afterschool tutoring, a snack is provided at the end of the first dismissal and before their tutoring session.

## 7.18 NUTRITION - FOOD ALLERGIES

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. If a parent wants to provide lunch for his or her own child, it can be kept in the classroom in a separate storage area.

## 7.19 MEDICATION - POLICY AND PROCEDURES

The School Nurse will be at the school to administer medication to students who require it during the school day, and to provide counseling on health-related issues, first aid to injured students, and care to ill students.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the Nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day of school, or the first day of its needed use, or contact the school to make other arrangements. This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a parent or guardian: (1) giving the School Nurse permission to administer the Tylenol or aspirin; and (2) informing the Nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the nurse will require authorization from the parent over the phone before they are able to administer the medication. If a student needs to have an asthma inhaler with him or her at school, the student must provide the School Nurse with the order from his or her physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the Nurse's office.

No staff member is allowed to provide over-the-counter medications of any kind to any student.

## 7.20 INCLEMENT WEATHER

In the event that weather conditions make travel to school hazardous and unsafe, it is recommended that parents exercise caution when bringing their children to school.

## 7.21 SCHOOL CLOSURES

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.

## 8. SCHOOL CULTURE

### 8.01 PHILOSOPHY

#### SCHOOL CULTURE AND ENVIRONMENT

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 Core Values and college-preparatory academic goals will put our students on the path to becoming true leaders of change in their communities.

At Freedom Prep, we feel the need, first, to define a clear vision to ensure a powerful school culture for every student. This need requires us to define, describe, and intentionally build a positive school culture that is sustained over time.

At Freedom Prep, we have a shared vision of excellence that drives our understanding of what great teaching, student relationships, school culture, family engagement looks like on a daily basis.

First, 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. Freedom Prep classrooms are a special place to be. Teachers are engaging and challenging students in learning that is joyful, tailored to meet students' individual needs, and aimed at making them intellectually sweat. We want learning to be hard 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.

For us, the goal is that 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 hungry 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.

#### 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 school. Therefore, we provide 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 students 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 are 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.

- Students have developed the academic and character skills they need to graduate from college.
- Students have developed the academic and character skills to succeed in life.
- Students demonstrate excellent character inside and outside of school.
- Students do the right thing even when no one is looking.
- Students maintain high levels of attendance and homework completion.
- Students are in class, on-task and learning 100% of instructional time.
- Parents express a high degree of satisfaction with our school.
- Parents express a high degree of satisfaction with their child's academic and character growth.

## 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 demonstrates student ownership.
- The school environment purposefully reinforces core values and mission.
- There are obvious posted examples of outstanding teacher and student academics and character.

## INTERACTIONS AND RELATIONSHIPS

- All students believe they can achieve by working hard ("I can...")
- All students believe that they will benefit from their achievement ("I want...").
- There are genuine, unscripted gestures of kindness and helpfulness throughout the school.
- Students are genuinely happy and proud to be part of the school community.
- Teachers develop meaningful and appropriate personal relationships with students.
- Students are acknowledged and affirmed as worthwhile, important, cared-for 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.
- There is genuine, visible and audible 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 behavior/character development.
- There is systematic, regular, proactive parent communication System and Support

- There are transparent, well-defined standards of behavior.
- There are clear, predictable, and logical consequences for student misbehavior.
- All students know how all teachers will respond to certain behaviors.
- Students know that repeated misbehavior will earn increasingly heavier consequences.
- There are effective systems for checking, communicating, encouraging and tracking attendance, timeliness, homework completion, uniform infractions.
- These systems are routinely analyzed and revised.
- There is an intervention system for targeted academic/behavior skills/chronic under-performance.
- There are clear criteria that trigger automatic interventions.
- There are regular times for teachers to reflect on the school culture, working together to both celebrate strengths and help build and bolster these relationships.

## 8.02 RESPECT OF SELF, OTHERS, AND COMMUNITY

At Freedom Prep, respect of self, others, and community are non-negotiable.

### NON-NEGOTIABLE EXPECTATIONS FOR FREEDOM PREP STUDENTS

1. Adherence to the Freedom Prep Community Contract
2. Adherence to Freedom Prep Core Values: Respect Responsibility Integrity Community Excellence
3. The following expectations are ALL implied by our Community Contract and Core Values:
  - Be on task at all times during class.
  - While anyone is speaking, students 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).
  - Be organized and prepared for all classes.
  - Every day each FREEDOM PREP student should have at least 2 sharpened pencils with erasers, and paper in their notebooks. Work should always be completed and presented neatly. Finally, all papers should be kept neatly in binders and folders.
  - Respond appropriately to all questions. Nonverbal actions matter.
  - Conduct oneself with respect while at school and during all school activities and events.
  - Do the right thing without being told.

Freedom Prep is distinguished by its strict and orderly environment that leads to academic success.

With a sense of community, and the active engagement of students in their learning, disciplinary problems and disruption are minimized, and all teachers and administrators strive to ensure that all rules are fairly and consistently enforced.

- **RESPECT FOR SELF.** 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 and 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 or assaulting others.
- **RESPECT FOR ALL ADULTS.** Students are expected to listen and follow instruction, use appropriate tone of voice; honor a teacher’s need to present a lesson to the entire class; demonstrating awareness of the appropriate time and place to disagree with a teacher’s decision; and 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 textbooks 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. To respect our space, students and staff are **NOT** allowed to chew gum while on school property.

### 8.03 SCHOOL VALUES AT THE GRADE LEVEL

In High School, we focus on the Freedom Prep Core Values in the following ways.

| CORE VALUE     | DEFINITIONS   |
|----------------|---|
| Respect        | <ul style="list-style-type: none"> <li>● I have respectful conversations with adults and peers at all times.</li> <li>● I use time, tone, and place when disagreements arise.</li> <li>● I listen and make eye contact when others are speaking.</li> <li>● I use please, excuse me, thank you, sorry, you’re welcome, smile without prompting</li> </ul>   |
| Responsibility | <ul style="list-style-type: none"> <li>● I complete all classwork and homework thoroughly and on time.</li> <li>● I attend school every day, on time, and for the full day and seek help when I need it.</li> <li>● I use technology, including social media, in a professional and responsible way.</li> <li>● I manage physical space professionally, including using the right side of the hallway.</li> </ul> |
| Integrity      | <ul style="list-style-type: none"> <li>● I do what is right even when no one is looking.</li> <li>● I tell the truth regardless of the consequences.</li> <li>● I do the right thing without being told or asked.</li> <li>● I keep my word and am trustworthy in any situation.</li> </ul>   |
| Excellence     | <ul style="list-style-type: none"> <li>● I take full responsibility for my attendance, punctuality, and professional dress.</li> <li>● I engage in reading frequently, going beyond school requirements.</li> <li>● I provide written and verbal responses that are professional and college-bound.</li> <li>● I maintain professional work habits, ensuring all of my work is of the highest quality.</li> </ul> |
| Community      | <ul style="list-style-type: none"> <li>● I know that I am because we are.</li> <li>● I take care of my school, proactively picking up trash or unwanted items.</li> <li>● I apologize and make amends for any mistakes I make or hurts I create.</li> <li>● I provide constructive feedback to my peers and am a good role model for others.</li> </ul>   |

### 8.04 COMMUNITY CIRCLE AND COMMUNITY APOLOGIES

“Our goal is to create a “beloved community and this will require a qualitative change in our souls as well as a qualitative change in our lives.” – Dr. Martin Luther King, Jr.

“I am because we are.” – African proverb

Community is selfless service towards others, a helpful attitude without expecting anything in return, for the greater good that will raise a healthy society. The sense of community is something greater than us. Freedom Prep’s Community Circle is a vital part of our school community. Drawing on principles of our ancestors coming together in circle, Community Circle is held once each week when each individual grade level meets as a community. Students are called to Circle by the djembe drums, played by two Freedom Prep students. As the djembe drums begin playing, teachers and students transition into the Community Circle space. Students gather in a standing circle, with adults joining on the outside of the circle. At the end of the drum session, the Community comes together with a community clap will clap and school call and response chant led by one of the school leaders.

Sometimes we are joined by guests at our Community Circle; our Student Ambassadors greet our guests and welcome them to join our community.

A ritual of Freedom Prep, Community Circle calls us to come together each week as a community, to acknowledge the positive trends of our community, highlight student achievement, discuss social activities or events, and ground ourselves in African folktales or parable ties aligned to our Core Values of Respect, Responsibility, Integrity, Community, and Excellence.

Freedom Prep also believes in the value of Community Apologies. Students who have displayed undesired behaviors or made decisions that have breached one or more of our Core Values are required to apologize to the community for their actions.

## 8.05 FREEDOM LESSONS

As a key part of our vision, we believe that all students should have continuous access to a wide range of experiences beyond the traditional classroom. Those activities should be both age- and grade-appropriate and they should have true academic and cultural value. Each year, we design a series of Freedom Lessons that take students off campus; those days are designated in our annual school calendar and additional details per various Freedom Lessons are provided by each school’s Administrative Team. Students must have a signed permission slip to attend the Freedom Lesson. Students must have an adequate attendance and behavioral record to attend that off-campus Lesson with his or her class. Any student who does not earn the ability to join on the Freedom Lesson is expected to attend school that day.

Eligibility requirements for Freedom Lessons include:

- Attendance – No more than 2 absences per quarter
- Behavior – Weekly merit average of 1 and above

## 8.06 POSITIVE STUDENT REWARDS AND RECOGNITIONS

We believe in rewarding students for their positive choices. Rewards are given by individual teachers, by grade-level, both privately and publicly. Most publicly, students are academically rewarded at the quarterly Pinning Ceremony. Students also earn Freedom Lessons and field trips based on their accumulation of merits. Cumulatively, student rewards include, but are not limited to: Merits, Core Value Recognition, Freedom Lessons, and Blazer Pins.

## 8.07 STUDENT BIRTHDAYS AND CELEBRATIONS

Freedom Preparatory Academy High School celebrates students through a variety of activities, traditions, and ceremonies throughout the year. These include, but are not limited to:

- Weekly Community Circle
- Monthly Attendance and Merit Incentive
- Quarterly Pinning Ceremony
- Quarterly Field Lessons
- Annual Blazer Ceremony
- Annual Reverse Blazer Ceremony
- Annual Field Day
- Annual College Tour

Additionally, we provide opportunities for extracurricular academic activities for all students at various points throughout the year.

## 8.08 ENRICHMENT AND EXTRA-CURRICULAR OPPORTUNITIES

We provide enrichment and extra-curricular opportunities to complement classroom instruction.

Enrichment opportunities include, but are not limited to: Book Clubs, College Campus Visits, Freedom Lessons, In-class Speakers Saturday School, and Summer Opportunities.

Extra-curricular opportunities include, but are not limited to: Ambassadors, Athletics, Clubs, Peer Tutoring, and Performance Groups.

We also participate in the National Honor Society and provide that opportunity to eligible students.

For participation in enrichment and extra-curricular opportunities, including athletics, student must maintain a weekly GPA of 2.50 or higher and have no more than 2 absences and 2 late arrivals or early dismissals within the quarter and must adhere to our overall Attendance Policy. For more detail on our Attendance and Tardy/Early Dismissal Policies, please see [Sections 3 and 4](#), respectively.

Athletic academic eligibility is reported weekly to the High School Athletic Director. It is the responsibility of coaches to provide opportunity for student academic improvement and for students to demonstrate Integrity and Responsibility by fulfilling their athletic and academic commitment to their team.

# 9. CODE OF CONDUCT

## 9.01 PHILOSOPHY

We believe that a structured, ambitious, and values-rich community that has a warm-strict culture best supports our students' academic success, character growth, and access to life's many opportunities.

Therefore, we hold clear non-negotiables within our school community.

### NON-NEGOTIABLE EXPECTATIONS

1. Adherence to the Freedom Prep Community Contract
2. Adherence to 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 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) in the lower grades and maintain professional and engaged posture in the upper grades.
  - Be organized and prepared for all classes. Every day each student has all of the specified resources for their grade levels, and all students regardless of grade have at least two sharpened pencils with erasers, and paper in their notebooks. Work should always be completed and presented neatly in all grades, with increasing attention to professionalism in presentation in the upper grades. All papers should be kept neatly in binders and folders.
  - Respond appropriately to all questions. Non-verbal actions matter.
  - Conduct oneself in an orderly manner, demonstrating respect to our educational mission, while at Freedom Prep or at a Freedom Prep function or activity.
  - Do the right thing without being told.

Freedom Prep is distinguished by our strict and orderly environment that leads to academic success. Freedom Prep expects teachers and students to create and cultivate a strong community based on the core values of Respect, Responsibility, Integrity, Excellence, and Community.

With a sense of community, and the active engagement of students in their learning, disciplinary problems and disruption will be minimized. Teachers and administrators will strive to ensure that all rules are enforced fairly and consistently.

### RESPECTFUL ENVIRONMENT

As outlined throughout this Handbook, we believe in a school where respect informs our words and actions.

- **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 and 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 or assaulting others.
- **RESPECT FOR ALL ADULTS.** Students are expected to listen and follow instruction, 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, as well as staff. They should maintain any school-issued supplies and books in good condition and care for the conditions of their school grounds and property.

Our mission is two-fold: we not only want to prepare students academically to get into 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.

## SAFE, STRUCTURED, AND SUPPORTIVE ENVIRONMENT

Freedom Prep 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 school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a 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 Preparatory 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 young adulthood.

## EXPULSION FOR WEAPONS, DRUGS, ASSAULT, FIGHTING, ABUSIVE LANGUAGE, CHRONIC SUSPENSION

Under certain circumstances, students may be subject to suspension and for expulsion by the Head of School as explained below.

- 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, may be, subject to expulsion from the school by the Head of School.

- Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Head of School.
- Any students who fight on school premises or at school-sponsored events may be subject to expulsion.
- Any student who uses vulgar or abusive language towards faculty or staff, whether it is written or spoken, is subject to expulsion.
- Any student who has served at least four out of school suspensions may be subject to expulsion.

Any student 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 the hearing, the Head of School may, in their discretion, decide to suspend rather than expel a student who has been determined by the Head of School.

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 their 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. Students and families should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

Students and families should also note that given the organizational structure of charter schools, Freedom Preparatory should be considered both the school and the school district. In addition to those categories provided by statute, students may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Assault against students or others in school community not considered educational personnel
- Destruction or attempted destruction of school property including arson
- Possession of alcohol on school premises or at a school-sponsored or school-related event
- Possession of weapons or weapon paraphernalia

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 determinate 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.

Students are able to withdraw from Freedom Prep at any point in time and return to their local zoned public school or any other school to which they can gain admission.

## PROCEDURES FOR DISCIPLINARY ACTION

Freedom Prep will adhere to the Freedom Prep Community Contract as a guideline for in-class disciplinary action, suspension, or expulsion of students. In-class disciplinary actions will include, but are not limited to:



- Additional assignments to be completed at home or at school
- In-class isolation
- Removal from Community Circle
- Detention
- Loss of incentives and school trips

Teachers will follow classroom disciplinary procedures before an office referral is made including a mandatory phone call and meeting with parents.

## DETENTION

Students may be required to serve one or more hours of school detention if they fail to meet school expectations. Students and families will be notified of their detention via their merit report and robo-call home for the upcoming detention. No exceptions will be made.

If a student fails to attend a designated detention session, he or she may face an in-school or out-of-school suspension.

## 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.

## 9.02 BEHAVIORAL EXPECTATIONS

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

- Head of School or his/her designee reviews expectations for appropriate behavior at all Individual Family Meetings and Mandatory Annual 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.

### CLASSROOM BEHAVIOR AND EXPECTATIONS

Prior to entering a classroom, students are expected to greet their teacher with eye contact and a firm handshake. Once they have entered into the classroom, students in all grades should follow their teacher's expectations for homework, assemble their materials for class, and at the start of class, be seated and immediately begin their work, silently working on the Do Now.

Students are also not allowed to have any food or drink in class.

No student is allowed to have their head on the desk at any point during class.

Students should remain in their seats at all times unless given permission to move about by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil).

Every student is expected to actively participate in class work through participating in discussions or activities, taking notes, and following the lesson. Students failing to follow these expectations, including being late to class or not in their seats, may receive merit deductions.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. Freedom Prep expects all their students to:

- **Participate in Class.** Students should participate in class by taking part in class discussions and answering questions posed by the teacher and classmates. If they are not participating vocally, students must make sure that they are actively listening, prepared to answer questions or partake in the discussion if called upon.
- **Follow FPA Restroom Procedures.** In order to ensure that students are present in class to the greatest extent possible, students should make every effort to use the restrooms during advisory, class transitions, and lunch. When it is necessary for students to use the restroom during class time, and at the discretion of the teacher, so as not to disrupt instruction, students may receive a restroom pass. These passes may be denied if a student is out of class excessively. If a student has used all their Restroom Passes but has an emergency, they will be allowed to use restroom but will receive merit deductions. Students are dismissed at the discretion of their teacher. No student should leave his seat or class until instructed by their teacher.

Finally, since teachers' classes are sometimes videotaped for internal instructional development, students may be occasionally videotaped during the normal course of a lesson.

### 9.03 REWARDS FOR POSITIVE CHOICES

Freedom Prep High School believes in rewarding and recognizing students for their outstanding academic performance. Rewards and recognition come in the form of earning Incentive Field Trips, Blazer Pins, Merits, and Community Circle Shout-outs. Specific to our Blazer Pins, there are several tiers of recognition:

| PIN LEVEL   | RECOGNITION   |
|-------------|---|
| Gold        | 4.0+ GPA for the quarter  |
| Silver      | 3.5 – 3.9 GPA for the quarter                                   |
| Bronze      | 3.0 – 3.4 GPA for the quarter                                   |
| Subject     | MOST Improved and/or BEST Performance for the quarter by course |
| Year        | Class of Pin (i.e., 2028, 2029)                                 |
| Clipboard   | Wish List Applications Complete                                 |
| Dollar Bill | FAFSA submitted by early deadline                               |
| Sunshine    | Summer Opportunity Participation                                |

### 9.04 CONSEQUENCES FOR NEGATIVE CHOICES

When a student breaks the Community Contract by making negative choices, the student will face a series of consequences. These consequences progress from less serious to more serious, designed to deter a student from making poor choices.

When administering consequences, school personnel will take into account such factors as the severity of the offense, the age of the student, the student’s history of inappropriate behaviors, and any other factors deemed relevant. This policy will take into account any special education needs, accommodations, and modifications required by students with individualized education plans (IEPs).

#### DISCIPLINE PENALTIES

- BEHAVIORAL DEDUCTIONS AND DETENTION

If a student commits any of the following infractions, the student may receive a behavioral deduction, receive detention, lose some or all school privileges, be sent out of class, and/or be sent home for the rest of the day.

Infractions include, but are not limited to:

- Disrespecting a fellow student
- Disrespecting/arguing with faculty, staff, member of school community (automatic detention)
- Disrespecting school property
- Being out of uniform
- Arriving late to school or class
- Chewing gum
- Lying to a staff member for any reason is grounds for an immediate suspension
- Disrupting class
- Being unprepared for class
- Being off-task during class
- Talking during instruction

- o Refusal to do work
- o Being out of their area
- o Being dishonest
- o Horse playing in class, school, on school-related transportation, during school- sponsored activity
- o Physical contact that causes disruption, or makes other students feel uncomfortable or excluded
- o Failing to produce a signed progress report or report card the day after distribution
- o Other behaviors deemed inappropriate by school staff
- o Not completing homework

- PARENT PHONE CALL

Any repeated behaviors that would lead to multiple paycheck dollars being taken away

- IN-SCHOOL SUSPENSION

The High School does NOT provide In-School Suspension. Students will earn deductions and serve lunch detentions and after-school detentions as well as lose all social privileges for minor behavioral infractions.

- 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 an appointed member of the admin team will meet in order to address the student's behavior and plan for improvement. Infractions include:

- o Gross disrespect of a fellow student
- o Gross disrespect of faculty, staff, or transportation provider
- o Gross disrespect of school property
- o Using or possessing over-the-counter medication inappropriately
- o Using or possessing tobacco products
- o Damaging, destroying, or stealing personal or school property or attempting to do so
- o Committing sexual, racial, or any form of harassment or intimidation
- o Cutting school or class, including Success Lab
- o Excessive paycheck deductions and/or repeated after-school detentions
- o Using abusive, vulgar, or profane language or treatment
- o Making verbal or physical threats, empty or otherwise
- o Unwanted physical contact
- o Setting off false alarms or calling in groundless threats
- o Gambling
- o Departing, without permission, from class, floor, building, or school-sponsored activity
- o Use of cell phone, pager, or other electronic device during school or school- sponsored activity
- o Unauthorized use of the building facilities
- o Forgery of any sort, including parental signatures
- o Cheating or plagiarism, or copying of anyone else's work (including the use of language translation sites and term paper sites on the Internet)
- o Repeated and fundamental disregard of school policies and procedures
- o Receiving multiple detentions and Dean of Student transfers

- EXPULSION

Under certain circumstances, students may be subject to suspension and for expulsion by the Head of School as explained below.

- o 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, may be, subject to expulsion from the school by the Head of School.
- o Any student who assaults any educational staff on school premises or at school sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Head of School.
- o Any students who fight on school premises or at school-sponsored events may be subject to expulsion.
- o Any student who uses vulgar or abusive language towards faculty or staff, whether it is written or spoken is subject to expulsion.
- o Any student who has served at least four out of school suspensions may be subject to expulsion.

Any student who is charged with a violation that warrants expulsion 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 the said hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Head of School to have violated the school's Code of Conduct as detailed above.

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 (10) 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.

## 9.05 BEHAVIORAL CONSEQUENCE LADDER

At Freedom Prep High School, we use the following consequence ladder to respond to negative student behaviors that do not align with our Code of Conduct and Core Values.

- Level 1: Least Invasive Intervention (Verbal Warning)
- Level 2: Loss of Demerit based on Behavior
- Level 3: One-to-one conversation with Teacher and/or Grade Level Chair
- Level 4: Referral to Dean of Students AND, as needed, Social Worker, AND Parent Communication
- Level 5: Contact Administration (After-School Detention, Parent Teacher Conference, AND Suspension)

## 9.06 LOSS OF PRIVILEGES

Everything at Freedom Prep is earned.

Freedom Prep offers students many privileges that can be taken away as a consequence of poor behavior and decisions. Privileges that can be lost include: school-related events, participation in celebrations, participation in Freedom Lessons, and participating in after-school activities,

Loss of privileges is based on student attendance, behavior, and academic standings.

#### ATTENDANCE

- Weekly - Students with one or more unexcused absences within a week
- Monthly - Students with two or more unexcused absences within a month
- Quarterly - Students with three or more unexcused absences within a quarter
- Semester - Students with five or more unexcused absences within a semester (half-year)

#### BEHAVIOR

- Student behavior that does not reflect our Core Values of Respect, Responsibility, Integrity, Excellence, and Community
- Student behavior report reflecting a negative merit standing

#### ACADEMICS

- GPA of 2.49 or below

## 9.07 IN-SCHOOL SUSPENSION

At the high school, we do not offer in-school suspension. Consequences for undesired behaviors will result in demerit deductions, lunch detention, after-school detention, and, in the most serious situations, out-of-school suspension, or expulsion from school.

#### ZERO TOLERANCE FIGHTING

There is zero tolerance for fighting at Freedom Prep. In almost every case, both students will be suspended or face expulsion based on the severity of the incident. Parents will be required to come to school and to pick up the student involved in the fight on the day of the incident. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

Below is a description of school-related disciplinary offenses for which a student may be subject to lunch detention, after-school detention, 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.

#### DEMERITS/DEDUCTIONS AND DETENTIONS

If a student commits any of the following infractions, the student may receive a demerit/deduction, may receive detention, may lose some or all school privileges, may be sent out of class, and/or may be sent home for the rest of the day. Infractions include, but are not limited to:

- Disrespecting a fellow student
- Disrespecting or arguing with staff or other member of school community (automatic detention)
- Disrespecting school property
- Being out of uniform
- Arriving late to school or class
- Chewing gum
- Lying to a staff member for any reason is grounds for an immediate suspension
- Disrupting class
- Being unprepared for class
- Being off-task during class
- Talking during instruction
- Refusal to do work
- Being out of their area
- Being dishonest
- Horse play (play fighting, touching others, taking of someone else's property, etc.) in class, school, on school-related transportation, or during a school-sponsored activity
- Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded
- Failing to produce a signed progress report or report card the day after distribution
- Other behaviors deemed inappropriate by school staff
- Not completing homework
- See Shelby County School ZERO-TOLERANCE POLICY
- Cheating or plagiarism, or copying of anyone else's work (including the use of language translation sites and term paper sites on the Internet)

Students are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority. Such disrespect will not be tolerated, and demerit deductions, detentions, suspensions, and other consequences will be issued appropriately. If a student is required to leave a classroom due to their behavior, the student must go to the Dean of Students' office.

A meeting between the student and their parent or guardian, the student's classroom teacher, Dean of Students, or Head of School may be required in order to address the student's behavior and plan for improvement.

#### CONSEQUENCE FOR USING PERSONAL TECHNOLOGY DURING THE SCHOOL DAY

- First occurrence: 24-hour hold of technology and parent pick up

- Second Occurrence: 72-hour hold of technology and parent pick up
- Third Occurrence: One day school suspension and mandatory parent meeting
- Any additional occurrences will result in expulsion based on disregard of school rules.

## OUT-OF-SCHOOL SUSPENSIONS

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, their 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 cell phone, tablet, other electronic device during school or during a school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures
- Repeated instances of 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

## INTERNET USE AND CYBERBULLYING

The use of Facebook, Twitter, Snap Chat, and other relevant online tools has caused many disruptions. As a school, Freedom Prep does not seek to stop all students from using these tools for communication, but we do have the right to discipline students based on content that would be detrimental to the school environment. Based on the content, students could receive detentions, out-of-school suspensions, or even expulsions



## 9.08 OUT-OF-SCHOOL SUSPENSION

### SUSPENSIONS AND EXPULSIONS

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, this 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 video 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.

### 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 the placement of their child

Due to the rigorous academic program at Freedom Prep, it is the goal to have students in class, learning every day. However, students who act in a manner that threaten the safety or the integrity of Freedom Prep's mission and core values may earn an out-of-school suspension.

Once a student has served an out-of-school suspension and before the student can return to class, the student, their parent or guardian, the student's classroom teacher, and the Dean of Students and/or Assistant Head of School and/or Head of School will meet in order to address the student's behavior and plan for improvement. The student will also be required to write and deliver a community apology.

Actions warranting an out-of-school suspension include but are not limited to:

- 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
- Fighting and other 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 cell phone, tablet, or other electronic device during school or a school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures
- Repeated instances of 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 Students referrals

## 9.09 EXPULSION

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

- 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, may be, subject to expulsion from the school by the Head of School.
- Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Head of School.
- Any students who fight on school premises or at school-sponsored events may be subject to expulsion.
- Any student who uses vulgar or abusive language towards faculty or staff, whether it is written or spoken is subject to expulsion.
- Any student who has served at least four out of school suspensions may be subject to expulsion.

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 their discretion, decide to suspend rather than expel a student who has been determined by the Head of School.

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.

Students and families should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact. Students and families should also note that given the organizational structure of charter schools, Freedom Prep should be considered both the school and the school district. In addition to those categories provided by statute, students may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Assault against fellow students or other members of the school community who are not considered educational personnel

## 9.10 EXPULSION APPEALS

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 their 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.

## 9.11 DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

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.

### STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPs)

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified as having an educational disability or exceptional needs. A copy of the Notice of Procedural Safeguards can be found in the Main Office.

Freedom Prep campus officials may suspend students with Individualized Education Plans (IEPs) and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards and services. In-School suspensions (ISS) do not count toward the 10-day limit, if the student continues to receive special education services. The Head of School or designee has discretionary flexibility in regard to the number of days of suspensions, not exceeding 10 consecutive or cumulative days.

## MANIFESTATION DETERMINATION REVIEW

When campus officials anticipate a referral for expulsion or the student has been suspended for 10 cumulative or 10 consecutive days, the following apply: Provide prior written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and schedule a manifestation determination meeting. This meeting must be held within 10 days of the date of the decision to discipline the student. Manifestation reviews may be conducted on as little as 24 hours' notice to the families. Parents are encouraged to attend but not required.

The IEP team and school psychologist must:

- a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of the student's disability if:
  - o The student was given appropriate special education supplementary aids and intervention strategies; and
  - o The behavior incident is not a manifestation of the disability.
- b. Determine the appropriateness of an interim alternative educational setting for up to 45 days, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so it will not recur.

When the conduct **IS** a manifestation of the student's disability, the school must address his or her behavior through a functional behavior assessment (FBA), unless one has recently been completed examining similar conduct. A behavior intervention plan (BIP) must be developed or modified to address the behavior in question. The student is returned to the placement from which he or she was removed unless the parent and school agree to a change of placement as part of the modifications of the behavior intervention plan and/or LRE. This does not apply to the IDEA Special Exceptions clause for drugs, weapons, and serious bodily injury as outlined in the IDEA Discipline document (see below)

Section 300.530 (g): School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

When the conduct **IS NOT** a manifestation of the student's disability, the school may discipline him or her just as it would a non-disabled child. However, the student must continue to receive services during any period of removal. It is advisable to review, and modify as necessary, any behavior plan which might be in place to address the conduct so that it does not recur. Removal or suspension to an alternative educational setting is, in most cases, a change of placement. The IEP team determines the interim alternative educational setting for services.

Students with Individualized Education Plans (IEPs) may be referred for an expulsion hearing if they are in violation of any Zero Tolerance offense, as defined by Shelby County Public Schools. All students will be ensured a due process expulsion hearing.

## PROCEDURAL SAFEGUARDS FOR STUDENTS WITH 504 PLANS

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified as having an educational disability or exceptional needs based. A copy of the Notice of Procedural Safeguards can be found in the Main Office.

Freedom Prep campus officials may suspend students with 504 plans for a total of up to 10 consecutive or 10 cumulative school days in one school year. In-School suspensions (ISS) do not count toward the 10-day limit. The Head of School or designee has discretionary flexibility in regard to the number of days of suspensions, not exceeding 10 consecutive or cumulative days. Section 504 requires a Manifestation Determination (MD) before expulsions or a suspension of more than 10 consecutive days or a series of suspensions totaling 10 days or more.

When campus officials anticipate a referral for expulsion, the following apply or the student has been suspended for 10 cumulative or 10 consecutive days, the following apply: schedule a Manifestation Determination meeting. This meeting should occur ASAP but must be held within 10 days of the date of the decision to discipline the student. Manifestation reviews may be conducted on as little as 24 hours' notice to the families. Parents are encouraged to attend but not required.

For purposes of programs and activities providing educational services, Freedom Prep may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability. If a student possesses drugs or alcohol with no evidence of usage or failure to admit usage, an MD is required. However, if there is evidence of a student currently engaging in the illegal use of drugs or the use of alcohol, an MD is not required. Schools may take the same disciplinary action to the same extent that is taken against students who are not individuals with disabilities. 29 U.S. Code § 705 (20) (c)(iv). If the team determines that the misconduct is a manifestation of the student's disability, the student shall not be referred for further discipline. If the team determines the misconduct is not a manifestation of the student's disability, the student may be disciplined in accordance with the District's policies/procedures for disciplining students without disabilities.

## REQUESTING STUDENT SUPPORTS

If a parent suspects their student has a disability, has recently been diagnosed with a disability or health impairment, does not speak English at home or wants to learn more about the Special Education process and Student Supports at Freedom Prep, the parent should contact their student's teacher, who will gather information and coordinate with all necessary stakeholders to either schedule an S-team meeting or provide information and resources to the family.

### 9.12 SCHOOL SEARCHES

To maintain the security of all students, Freedom Prep reserves the right to conduct searches of its students and their property. Freedom Prep authorizes the Head of School and the Head of School's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or any of Freedom Prep's rules. In authorizing searches, Freedom Prep acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

An authorized school official may conduct a search of a student or his/her belongings based on information received from a reliable informant. Individuals, other than Freedom Preps employees, will be considered reliable informants if they have previously provided information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from

other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. Freedom Prep employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. Purpose Prep exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials. Purpose Prep will provide notification to parents/families if a search has taken place as soon as is practicably reasonable.

## 9.13 STUDENT RESTRAINT

Freedom Prep maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including merit deductions, detentions, loss of privileges, suspensions, and expulsions. Corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. 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.

## 10. SCHOOL HEALTH AND SAFETY

### 10.01 HEALTH DOCUMENTATION AND PRE-ENROLLMENT ITEMS

All students at Freedom Prep must have the most up-to-date TN immunization record on file.

According to the Shelby County Health Department, students entering 7th grade must have evidence of one Tdap (tetanus-diphtheria-pertussis) dose given before 7th grade entry (administered at or after age 10) and is required regardless of Td history.

Families completing enrollment for the following school year need to submit copies of the following items:

- a. Parent identification
- b. Two proofs of residence within 30 days of enrollment application date
- c. Birth certificate
- d. Social security card
- e. Report card
- f. Most up-to-date TN immunization record

These items can be submitted electronically or hard copies can be turned into the front office.

### 10.02 HEALTH DOCUMENTATION AND SPORTS

For participation in athletic sports teams, students must have up-to-date annual physical exams, with results indicating that the student is healthy enough to participate in sports.

Freedom Prep may provide an opportunity at the school to have these physical exams, and will notify the parents; any parent who does not elect to use this potential opportunity must secure these exams and submit the required forms within all required timelines in order for their student to participate.

### 10.03 HEALTH AND ILLNESS

#### ILLNESS DURING THE SCHOOL DAY

If a student 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 student 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. Prescription medication must then be left with the office staff/school nurse upon arrival to school, and picked up at the end of the week.

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 at 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

## 10.04 COVID-19 AND OTHER HEALTH PROCEDURES

On May 22, 2023, the federal government determined that the COVID Health Emergency was over. We do not require masks within the school, but respect anyone who may choose to wear one for any reason. We continue to keep cleaning items readily available, and we follow all general sanitary guidelines for protection against illness, including requiring students and staff to wash their hands after bathroom use and before meals.

For the most updated Freedom Prep procedures and expectations related to COVID-19, please visit [freedomprep.org/COVID-19](https://freedomprep.org/COVID-19). Given that we cannot always anticipate changes and developments in relation to the COVID-19 virus, we will ensure the most up-to-date information is consistently shared with the Freedom Prep community.

## 10.05 CLOSED CAMPUS

Under no circumstances are students allowed 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 escorts them or other authorized adult.

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. For more detail on our Visitor Policy, please see 10.06.

## 10.06 VISITOR POLICY

All visitors, including family members of students, are required to report to the Main Office upon entering the building. Visitors must wear visitor badges at all times to indicate that they have checked in at the main office. Any visitor, including parents, who does not report to the Main Office or is without a visitor badge will be



asked to leave immediately. Parents are invited to visit the school and parent involvement is discussed in more detail later in other sections of this Handbook

## 10.07 FIRE SAFETY PROCEDURES AND DRILLS

In case of an emergency, if a student or staff member sees fire or smells smoke, they should close the door and pull the 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 the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. 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

## 10.08 PHONE USE

Students may not have access to their personal phones during the school day. Any student who is found with a cell phone or other electronic device on during the school day is subject to confiscation and other disciplinary procedures, up to and including suspension.

- First offense – confiscated and returned in 24 hours to the parent or guardian
- Second offense – confiscated and returned in 72 hours to the parent or guardian
- Third offense – one day out-of-school suspension and a required parent meeting
- Any additional occurrences will result in expulsion based on disregard of school rules.

Students may not use any school phone without permission from a teacher or other staff member. 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 or staff member will dial the number for students. Students who use a phone without permission will be subject to disciplinary procedures.

Students may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention. If it is an emergency, please call the Main Office number and leave a message.

When leaving a voicemail message, please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Staff members will return a family's call within one business day. Staff members are also available through their Freedom Prep email address.

## 10.09 ZERO TOLERANCE – WEAPONS AND OTHER DETAILS

We maintain a ZERO TOLERANCE POLICY in alignment with See Shelby County Schools.

For more detail, see Section 9 of this Handbook and Shelby County School's ZERO-TOLERANCE POLICY.

## 10.10 MANDATORY REPORTING

According to TCA 37-1-403(i)(1), all school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that “reasonably appears to have been caused by brutality, abuse or neglect.” Under this law, failure to report such abuse is a Class A Misdemeanor.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- Call the DCS central intake hotline at (877) 54-ABUSE (552-2873)
- Notify the Head of School
- Complete a Freedom Prep incident report.

When calling the hotline, the staff member must have the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the families and the work phone number of the alleged perpetrator.

While these steps are taking place, the Head of School will assist both the faculty member and student in understanding the ramifications of the call. The Head of School/School’s administration will debrief the student and, when appropriate, will contact the parent(s)/guardian. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

# 11. OTHER SCHOOL POLICIES

## 11.01 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.

## 11.02 HARASSMENT, INTIMIDATION, AND BULLYING POLICY

### HARASSMENT

Harassment is any form of uninvited and unwanted physical or verbal behavior, which creates an intimidating, hostile, or demeaning environment for education. Any student that is found guilty of harassment is subject to discipline up to 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

Everyone should be aware that 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 improve our practices continuously.

## RESPONSE TO HARASSMENT

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 Head of School, or if you are uncomfortable doing so, speak with another adult.
5. If you are an adult, notify the Head of School. As soon as possible, the adult offender will report to the Head of School. The Head of School will notify the authorities, if necessary.

## 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.

### 11.03 COMPUTER AND INTERNET USE AT SCHOOL

Freedom Prep will provide various electronic tools to students, ranging from school Chromebooks to school laptops. Depending on the student's grade level, those items may remain within the classroom or they may be issued for student use inside and outside of school. When issued for out of school use, laptops will be for home usage to complete homework and support the student's education. Parents will sign a waiver to accept responsibility. Any damages or malfunctions of the unit issued must be reported to Freedom Prep to have the laptop assessed for repair and possible repair charges.

#### COMPUTER USE AT SCHOOL

Students may not use any teacher or staff computer, school computer, or personal electronic device without permission. Students may not use school computers unsupervised. Students will log onto computers with their own login/password each time they use a machine. Students may not change the settings of computers, and may only use programs on the computers that their teacher allows. Students may not download or install programs on school computers.

#### INTERNET USE AT SCHOOL

Students should only browse on sites that are related to the academic curriculum. Students may not browse or download information from inappropriate sites (adult, hate groups, social media, music, streaming, gaming, violent content, etc.) while using school computers or school internet. The school will take all possible precautions to restrict access to undesirable materials. However, students must also accept responsibility for

restricting access to these materials. Students are advised that internet correspondence is not privileged or confidential. Therefore, from time to time, communications or browsing history will be monitored by the administration to assure that Internet use is in support of school goals. Students may not knowingly receive or send emails containing adult material, inappropriate information, viruses, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises. Students may not use chat rooms or communicate via electronic mail with unknown adults or children. Freedom Prep expectations for conduct apply to all online learning platforms. Lack of student adherence to these expectations may result in consequences.

The computer network is provided for students to conduct research, complete assignments, and communicate with others responsibly regarding their school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required.

Access is a privilege—not a right. Access entails responsibility. Students are responsible for good behavior using any and all technology, just as they are in a classroom or school hallway. Computer network storage (hard drives and personal folders) may be treated like school lockers. Network administrators and teachers may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

The following misuses of the computer system are not permitted:

- Sending and/or displaying hateful or pornographic messages or pictures
- Using abusive, threatening or inappropriate language
- Harassing, insulting or attacking others
- Engaging in or promoting violence
- Engaging in racial, gender, or other slurs
- Receiving or transmitting information pertaining to weapons, such as bombs, automatic weapons, illicit firearms or explosive devices
- Damaging technology equipment (computer systems, computer networks, TVs, VCRs, digital cameras, scanners, etc.)
- Violating copyright laws (copying internet or other materials without permission)
- Using others' passwords
- Trespassing in other students and/or teachers' folders, work, or files
- Intentionally wasting limited resources
- Employing the computer network for commercial purposes
- Transmitting personal information without written parental consent
- Accessing areas considered borderline without written parental consent
- Hacking (attempt to gain unauthorized access to files, folders, and/or other systems)

All student internet usage is monitored and managed with our laptop monitoring platform. Violations will result in loss of computer use as well as other disciplinary or legal action.

## 11.04 TECHNOLOGY USE OUTSIDE OF SCHOOL

Even if students are not at school, they can face school consequences for online behavior. When using a school computer at home, students must comply with all aforementioned policies. Please see the school's cyber bullying policies for more information.

## 11.05 STUDENT RECORDS POLICY

Under the Family Educational Rights and Privacy Act (FERPA), families have certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level.

## 11.06 DEFINITION AND MAINTENANCE OF STUDENT RECORDS

"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which Freedom Prep maintains. They may include, but are not limited to, the following: basic identifying information, academic transcript, attendance records, health records, performance scores on standardized assessments, disciplinary records, records from previous schools. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school. A student's temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of students with Individualized Education Plans (IEPs) shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school. The Head of School shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

## 11.07 INSPECTION OF STUDENT RECORDS AND RIGHT TO CONTROL ACCESS

Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs: (a)The student attains 21 years of age; or b)The student attains 18 years of age and declares himself or herself financially independent of his or her families.

Student records shall be made available to families and eligible scholars within fifteen (15) school days of the time a written request for review is submitted to the Main Office. Any person (including a parent or guardian) accessing a student's school records must sign a sheet attached to the file that shows they accessed it.

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect, copy and challenge such information.

Once families have been notified of their right to inspect, copy and challenge information to be transferred to another school and the families do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

## 11.08 ACCESS TO STUDENT RECORDS WITHOUT PARENTAL CONSENT

School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records. Any person (including staff) accessing a student's school records must sign a sheet attached to the file that shows they accessed it. School officials shall not release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the families in writing regarding the judicial order and the information so provided.

Student records may be made available to researchers for statistical purposes, provided that: (a) Permission has been received from the State Superintendent of Education; and (b) No student or parent shall be personally identified from the information released.

Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

If a student is 18 years of age and the student is financially independent of families, the student may request the families be denied access to his or her records. A student who desires to declare himself or herself financially independent of his or her families shall submit a request in writing to the school's records custodian.

## 11.09 CHALLENGE PROCEDURES

A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the families and shall state in specific terms what entries in their child's record are being challenged. The Head of School shall conduct an informal conference with the families within fifteen (15) school days of the receipt of the written challenge.

## 11.10 CONCERNS AND COMPLAINT POLICY

The school and the Board of Directors work in conjunction with one another to hear and resolve any complaints. If a problem arises, we encourage families to take the following steps.

1. First, the complainant should attempt to address the problem directly and respectfully with the specific staff member(s).
2. If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to an Assistant Head of School. This complaint can be delivered in handwriting or via Email.
3. If the resolution is still not satisfactory, the complainant can bring their concern to the Head of School. They should submit this complaint in writing via letter or email. The Head of School will investigate and request a written report from the appropriate scholars, faculty, or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Head of School will present an appellate decision to the complainant.
4. If the situation has still not been resolved, the Board encourages the family to email them at Chet Jackson, chetjackson15@yahoo.com. While the Board will not be able to adjudicate all complaints. However, they will ensure that school management has investigated the complaint fairly. The Board will send a written response to the complainant within 10 business days. If these steps have not been

followed, the Board reserves the right to require complainants to follow proper protocol. Finally, meetings of the Board of Directors are open to the public and the schedule is on the Freedom Prep website. At meetings, the Board will NOT hear complaints that have not followed all of the above procedures.

## 11.11 NOTED CHANGES TO 2023-2024 FAMILY AND STUDENT HANDBOOK

There are a few notable changes to our family policies in the school year 2023-2024. Below are the brief descriptions of these changes. In order to grasp the full details of any changes, there are more details in the associated section within the handbook.

### INDIVIDUAL FAMILY MEETINGS AND MANDATORY ANNUAL FAMILY ORIENTATIONS

Read more in [Section 2.02](#).

We have re-engaged this practice which we had done in years prior to the pandemic disruption to school and to all of our lives. We provide clear reasons why we require these meetings and what you can expect.

### FAMILY INVOLVEMENT

Read more in [Sections 2.04 and 2.05](#).

As we continue to knit our community together after the pandemic, and as we work to ensure that we are working closely together for your student's success, we provide more detail here about our expectations and the specific academic events that you should pre-calendar for the upcoming year.

### PARENT TEACHER STAFF ORGANIZATION

Read more in [Section 2.07](#).

In recent years, this committee has been network-wide and engaged families in one committee across all schools. To engage even more closely, we have now moved this committee to being specific to each individual school and school community.

### ATTENDANCE, PUNCTUATLITY, AND FULLY DAY OF LEARNING

Read more in all of [Sections 3 and 4](#).

As we continue to knit our community together after the pandemic and refocus ourselves on our mission, vision, and values, and as we now have five schools across the Freedom Prep Memphis community, we find it necessary to re-establish our clear attendance policy and the consequences of poor attendance, including the need for punctual arrival and school readiness each day and engagement for the full school day.

### ACADEMIC PROGRAM

Read more in all of [Section 5](#).



As we refocus ourselves on our partnership and the clear academic expectations that are at the heart of a Freedom Prep education, we found the need to specify academic details even further in this handbook, specifically regarding our approach to assessments and data along with homework expectations, grading, and academic interventions.

## PROMOTION AND RETENTION

Read more in all of [Section 6](#).

We have examined our promotion policy to ensure that it best supports student academic success and character growth year to year and is aligned to rigorous national and state standards for learning at the grade level.

## TECHNOLOGY USE INSIDE AND OUTSIDE OF SCHOOL

Read more detail in [Sections 11.4 and 11.05](#).

As students are increasingly using school technology to assist with completion of their academic work, we recognize that the many advantages of such technology also come with clear risk and the need to be clearly and explicit about how school technology can and cannot be used, along with specifying potential consequences of its misuse.

## STUDENT RECORDS

Read more detail in [Sections 11.05 through 11.08](#).

As we continue to reknit as a community post-pandemic and as we want to err on being clear about your rights as a parent, we provide here your rights and the associated processes regarding student records.

## 12. FAMILY AND STUDENT HANDBOOK SIGNATURE

### FAMILY HANDBOOK SIGNATURE

I have received and read a copy of Freedom Prep's 2023-2024 Family Handbook and understand the rules, regulations, and procedures of the school.

I understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

\_\_\_\_\_ Student Name(s)

\_\_\_\_\_ Parent or Guardian Name(s)

\_\_\_\_\_ Parent or Guardian Signature(s)

\_\_\_\_\_ Date