

Success Academy Primary School Student Handbook

2021-2022 School Year

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Vision and Mission

Vision:

Success Academy empowers every student to develop academic mastery, good citizenship and career-related skills that will lead to a successful future.

Mission:

- Develop our students as learners through challenging and inclusive learning that is standards-based and rooted in best practice.
- Develop our students to be compassionate, respectful, and ethical young people through social-emotional learning and character-based education.

Principal's Message

Welcome to Success Academy!

The staff and I have high expectations both academically and behaviorally for each of you!. We believe that to be the best, you have to expect the best.

At Success Academy we are taking a different approach to education. We are focused on the outcomes and the growth of students as our measure of success. Not only are we concerned about each student's academic success, but also their ongoing maturity towards becoming responsible adults and their ability to be successful in their personal lives.

We believe that every child can learn, and we feel it is important to help each child reach his/her highest potential. This can only be done through a cooperative partnership among teacher, parent, and child all working to achieve the same goal.

Finally, we at Success Academy believe that every attempt should be made to maintain the dignity of both the adult and the student. We believe that students should be guided and expected to solve the problems they created without making problems for anyone else. We believe that students should be given the opportunity to make decisions and live with the results, whether consequences are good or bad. We believe students should have the opportunity to tell their side of the story when consequences seem to be unfair, and we believe there should be a logical connection between misbehavior and resulting consequences.

If you have any questions or concerns, please do not hesitate to call or email me. You can also contact me if you have positive comments, too!

Sincerely,
Dean Fecher

Student Success Tips

Teaching starts in the home because the parent is the child's first teacher. It is both a privilege and a responsibility to nurture and instill positive behavior traits and an interest in school. Here are a few tips to help assure your child's success in school:

- Read the Student Handbook to familiarize yourself with the procedures used at SASB
- Teach your child to have respect for himself, his teachers and adult staff, his peers and also our physical building/space.
- Become an active part of our school family! We would love for you to volunteer your time and attend school activities. We also encourage you to check on your child regularly with his teachers, counselor, or an administrator. It truly takes a village!
- Talk with your child about school activities and show an active interest in daily progress. Ask your child every day what was learned.
- Encourage regular school attendance and arrive to school on time. Please work with our Success staff with attendance rules and procedures.
- Safeguard the physical and mental health of your child by making sure he has regular and periodic health examinations.
- Attend individual or group parent conferences. Reach out to us and request a conference. We love to talk with parents and figure out ways to work together to support our students.
- Attend special school programs.
- Arrange for a time and a place at home for homework assignments. Actively supervise your child and check his work with him if you can.
- We are all here to do what is in the best interest of each of our students. Please work with us to ensure recommendations made in the best interest of your child are followed through.
- Know your child's friends. Encourage and guide wholesome friendships, interests, and activities.
- Understand and encourage your student to follow our student expectations. We created our student expectations and student support/behavior system to build and empower all students. Please work with us even when carrying out disciplinary action.
- Call us with your concerns and/or compliments.

General Information

School Hours

Student arrival will begin at 8:00 a.m. *Outside supervision is not provided for students arriving prior to 8:00.* All children are required to leave the building when they are dismissed at 2:45 p.m. each school day unless they are enrolled in Boys and Girls Club or participate in after school clubs or athletics. Pick up must be not later than 3:00 pm; otherwise, your child will be placed into Boys and Girls Club and a charge will be made after the first occurrence.

Boys and Girls Club

Boys and Girls Club is a before and after school service that begins at 6:30 a.m. and ends at 6:00 p.m. Parents can register their children at BGCSJC.org

Lost and Found

Inquiries for lost items should be made at the front office. It is important that items such as clothing, shoes, book bags, boots, lunch boxes, etc., be clearly marked in *permanent ink* with your child's full name. Because of the number of unclaimed articles, students and parents will be notified the last week of each quarter to check "Lost and Found" for their articles. All items not claimed at the end of the quarter will be given to a local charity.

Nurse

We have a full-time nurse at Success Academy. All prescriptions or over the counter medicine **MUST** be given to them **BY THE PARENT** prior to the school day. Unless it is documented by the school nurse that a student may carry medication (such as an inhaler for asthma, for example), no student should have any medication with them during the school day. Forms are in the office for permission to dispense medication.

Attendance

Reporting Student Absences and Tardies

School attendance has a significant impact on student achievement and social development. When students are tardy or absent from class, they miss critical information that they may need to be successful. Unexcused absences are considered truancy and are in violation of the Indiana Compulsory Attendance Law (IC 20-33-2).

If your child is going to be absent or tardy from school, **please call or email our front office (Tracie Day at tday@successacademysb.com) first thing in the morning the day of their absence.** You may also send a note to school with another student/parent, or your child may bring in the note when he/she returns to school. If we do not hear from you, it will be necessary for us to contact you to ensure your child's well-being. **Following a child's 10th absence, a doctor's excuse may be needed for further absences to be excused.**

Late Arrival

When children arrive late to school, they must first come to the front office for a tardy pass. Children are considered tardy if they arrive in the classroom **after 8:15 am**. When children are tardy for school, it must be counted even if it is an excused tardy (doctor's appointment, dentist appointment, etc.). Excessive tardiness does not just affect the individual student; it affects the other students in the classroom as well as the teacher. Please be considerate and timely.

Leaving School Early (excused)

Although we realize it is not always possible, we strongly encourage parents to schedule appointments before or after school hours. The parent/legal guardian must sign the student out of the building in the front office. Your child will be called down to the office once you (parent/legal guardian) arrive. At no time is the parent/legal guardian allowed to go to the classroom or take the child from the classroom. The student will be released only to the parent/legal guardian or the name(s) of the adult(s) listed on the emergency form subject to verification.

Excused Absences

Success Academy accepts the following reasons as excusable for missing school. Absence from school may be approved for one (1) or more of the following reasons or conditions:

- Personal Illness - *the building principal may require a doctor's confirmation*
- Illness in the Family
- Quarantine of the Home - this is limited to the length of the quarantine as fixed by the proper health officials.
- Death of a Relative
- Observance of Religious Holidays. Any student shall be excused for observing a religious holiday consistent with his/her creed or belief.
- Absence during the School Day for Professional Appointments.
- Unexpected or unavoidable absences as determined by school administrators
- Other reasons authorized by law

Parents are encouraged to schedule medical, dental, legal, and other necessary appointments around school hours. When your child needs to be absent for part of the day:

- He/she needs to have a note from his/her parents/guardians before appointment.
- He/she needs to bring a signed statement from the doctor, dentist, lawyer, counselor, etc.
- He/she must report back to school immediately after the appointment if school is still in session.

Chronic Absences

The Principal or Attendance Designee will contact parents/guardians after three (3) consecutive, unexcused absences and/or there is a pattern of unexcused absences. Further unexcused absences may result in being required to provide an excuse signed by a medical doctor. After ten (10) cumulative unexcused absences for the school year, a referral may be made to the CASIE Center. If absences are negatively impacting academic performance, a report may be made to the Department of Child Services (DCS).

Truancy

Truancy is a student's absence that occurs without parental knowledge, consent, or school approval.

Academics

School-Wide Grading System

Kindergarten through fifth grades will use a standards-based report card based on Indiana Standards-based skills exhibited by the student. Please refer to the standards-based report card handbook.

Student Support

The following section includes all our policies, procedures, and processes regarding student behavior, expectations, and support.

Standard for Student Behavior

We, the staff at Success Academy, believe all students can and will develop the academic, social, and emotional skills needed to be successful and act with integrity as they grow up. The principal, assistant principal, teachers, and support staff stand in place of parents/guardians during the school day. Because each child is unique and different, and scenarios vary from one student to another, rewards and consequences will vary from classroom to classroom and from student to student. Our actions at school are guided by the relationships with our students and respectful behaviors that honor the dignity in every child.

We BELIEVE:

1. The social curriculum is as important as the academic curriculum.
2. *How* children learn is just as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. Children need a set of social skills to be successful academically and socially.
5. Knowing and connecting with the children we teach is as important as knowing the content we teach.
6. Knowing and connecting with the parents of the children we teach is as important as knowing the children.
7. Teachers and administrators must model the social and academic skills which they wish to teach their student

Student Expectations

Expectations for all Students

1. Students will hold themselves to a high standard of behavior, show respect to everyone, and behave appropriately at all times.
2. Students will listen to and follow directions given by any adult at school.
3. Student safety is our top priority. Students will exhibit appropriate and safe behaviors in all areas at Success Academy.
4. Students will not engage in any type of physical violence, (including horseplay and wrestling), except in case of self-defense. The incident **MUST** be notified *immediately* to the adult staff member.
5. Students will be respectful of themselves and others and will not threaten or intimidate others in any form (online, physically, or verbally).
6. Students will be honest at all times. False reporting will not be tolerated.
7. Students will remain in class or approved areas at all times.
8. Students will **walk** their bicycle to the bicycle rack near Door B.
9. Students will not bring any electronic devices or games, toys, or other valuable personal items to school or school-sponsored events.
10. While at school, students will turn their cell phone off and place it in their backpack at 8:00 am until 2:45 pm. Phones present during the school day will be confiscated and parents will have to pick up the phone from the office.
11. Students will not access **any type of social media** while at school or school-sponsored events.
12. Students will respect all technology and only use it for instructional purposes as directed by their teacher.

SSC Team

Our Student Success Center led by Mr. Mills & Miss provides social emotional learning, behavioral resources that empower students to overcome challenges, including: improving life skills, conflict resolution, gaining a competitive edge, and restorative processes.

The SSC offers a safe, supportive environment where all students are welcome to make the most of their education. As the SSC, we also serve a role in the disciplinary process ensuring the highest standard of fairness for our students.

Social Worker

As defined by the School Social Work Association of America, School Social Workers are the link between school and community in providing services to students, families, and school personnel to promote and support students' academic and social success. Services provided include, but are not limited to, crisis intervention, advocating on behalf of students and their families, developing social and emotional skills, conflict resolution, brief therapy, linking families with local resources, and identifying and reporting child abuse and/or neglect.

For additional information please reach out to our social worker, Jen Martin, MSW, LCSW, by contacting the office.

Dress Code

Our student dress code intentionally reflects the need to create a learning environment where students have an attitude of dressing for success. Student dress code helps to keep the student focused on learning and avoid visual distractions too often found in today's fashion industry.

Student dress code standards includes the following list of acceptable dress for students:

- Students will wear either pants/capris/shorts/skirt in the solid colors of navy blue, khaki, gray, black, or brown.
- Students may wear any solid colored or conservatively patterned long or short sleeved collared "polo style" or "button down" shirt.
- Tight fitting, sagging or baggy pants, or leggings without other coverage are not appropriate for the school environment.
- Shorts must be solid colored, and knee-length and may be worn between the months of May and October.
- Skirts must be solid colored, and knee-length.
- Leggings may be worn under length-appropriate skirts.
- Turtlenecks or other long sleeve shirts may be worn under solid-color, collared "polo style" or button-down shirts, or school apparel.
- Perfume, cologne, or other liquid fragrances may not be sprayed or taken to school due to individuals having allergies to aerosols.
- Fleece zip ups are allowed in the classrooms if they do not have a hood. (While hooded apparel is fine for recess or outdoor activities, it is not allowed inside).
- Sleeveless, tight-fitting, see-through, or mesh shirts are not appropriate for school.
- Students may wear Success Academy school apparel any day.
- Footwear must always be worn during the school day. Footwear must follow all safety standards. No flip-flops are allowed for safety reasons.
- Athletic shoes must be worn for PE class.

In addition to the items specified above, the following guidelines regarding clothing and accessories must be observed. Please note that any clothing that causes a disruption to the educational process or poses a threat to safety and health is prohibited. Any other dress code exceptions must have administrative approval in advance. Staff reserves the right to determine if a student's dress does not meet the dress code.

- Hats, headgear, headphones, bandannas, sunglasses, etc. are not to be worn in the building or during extra-curricular activities, unless part of a required club/sports team and has the approval of the athletic director/coach.
- Girl's headbands should be plain. (Ex, students should not have cat ear types.)
- Headphones may be worn only if deemed necessary in a written I.E.P or 504 Plan.
- Pants that have rips, tears, holes, or shreds are not appropriate.
- ALL pants must be worn at the waistline; students MUST wear belts if necessary to keep garment at the waistline.
- Tops and pants that reveal the midriff or undergarments are prohibited.
- Jackets, coats, or other forms of outerwear are not to be worn in hallways, common areas, or classrooms.
- Belts that are unfastened or anything dangling from the waist or pockets such as chains, ropes, rags, etc. is strictly forbidden.
- Jewelry may be worn during the day unless students are instructed to remove it for gym or other trades classes. Jewelry that creates an unsafe situation or causes a disruption will not be allowed. Large, gaudy jewelry is not appropriate.
- Clothing and accessories signifying gang-related activities, slogans, colors, etc., are not appropriate.
- Obscene, offensive, inappropriate writing on pins, buttons, jewelry, or other items is not permitted. Any image or language disrespectful of human life is not appropriate.

Articles Prohibited at School

Items such as plastic guns, water pistols, knives, lighters, skateboards, scooters, shoes containing wheels, roller skates, roller blades, laser pointers, and other toys are not allowed. Because these items may cause injury to others, they will be taken by the teacher and held until the end of the school day. The school will not be held responsible for the loss of such items. Any object that can do bodily harm to a child will be immediately confiscated. Students in possession of such items may be suspended or expelled from school.

Student Referrals

"Children will do well if they can, not if they want to." ~Ross Greene

We believe children will do well if they are given adequate support, love, and guidance. We teach soft skills and behavior in similar ways to teaching academic standards. Because we know every child is learning, and every child can achieve, we take every approach necessary to minimize school suspensions and promote a restorative environment.

We believe parents need to be aware when student expectations are not being followed. For this reason, we developed the **student referral** to be sent to parents/guardians informing them of these concerns. Students involved in these behaviors will be assigned an appropriate consequence by their teacher, administrator, or administrator's designee. Consequences for inappropriate student conduct are listed on the student referral.

If students are consistently struggling with behavior and expectations, they will become more involved in discipline procedures set up by administration. At this point, these behaviors are considered serious and more intense supports are put in place.

Disciplinary Actions

Below is a list of possible disciplinary actions (not limited to:)

- Teacher/Child Conference
- Time out location
- Parent phone call
- Removal from a class to discuss incident with administration
- Lunch/Recess Detention
- After-School Detention
- In-School Detention
- Behavior Contract
- Out of School Suspension
- Recommendation for Expulsion

Out of School Suspension Policy

In the event your child is suspended, our expectation is for your child to be picked up no more than one hour from the time the first phone call is placed to you from school. If your child is not picked up within one hour, we will need to contact law enforcement and/or the Department of Child Services for assistance.

If an out of school suspension is administered, then a suspension letter will be sent home and the parent, administrator, social worker (in some cases) and child will meet the morning of the return to school for a restorative meeting.

Elastic Clause

Because every student is unique and situations vary, administration reserves the right to use their discretion in all cases. Our administration and teaching staff will make every effort to act quickly and fairly to resolve issues and communicate with parents/guardians in a timely manner. The best interest of each child, our school, and school community will be greatly considered in handling each event.

Students with an IEP will be handled in accordance with their IEP which has been determined through a case conference committee decision.

Note: If a student has been referred to the office for a disciplinary action that results in an in-school suspension or greater, then he or she will not be able to participate in after school extra-curricular activities such as clubs or athletics.

Bullying

Please read this section carefully. This is the language as required by the State of Indiana concerning bullying behaviors. Our Success Academy staff will use and adhere to these guidelines when working with students who present claims of bullying behaviors.

Definition

- a. As defined by the school corporation, *bullying means aggressive behaviors that involve unwanted negative actions that are **repeated** over time and involve an imbalance of power.*
- b. As defined by IC 20-33-8-.2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 - Places the targeted student in reasonable fear of harm to the targeted student's person or property.
 - Has a substantially detrimental effect on the targeted student's physical or mental health.
 - Has the effect of substantially interfering with the targeted student's academic performance; or
 - Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

This rule applies when a student is:

- a. On school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group (including summer school)
- b. Off school grounds at a school activity, function, or event
- c. Traveling to or from school or a school activity, function, or event; or
- d. Using property or equipment provided by the school.

Important Information

1. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
2. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or assistant principal. School personnel will investigate all reports of bullying.
3. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
4. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
5. All schools in the corporation are encouraged to engage students, staff and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Appendix

Supplement #1: Social Work

Success Academy of South Bend Supplement #1: Social Work

School Social Workers are the link between school and community in providing services to students, families, and school personnel to promote and support students' academic and social success.

Services to students include but are not limited to: providing crisis intervention; developing strategies to increase academic success; conflict resolution and anger management; social skills groups; and, helping children develop social-emotional skills.

Services to families include but are not limited to: meeting with parents/caregivers to assess the barriers affecting the child's education; advocating on behalf of the child and family; referring families to community resources (counseling and case management services, and clothing referrals etc.).

For additional information, please contact the office.

Jen Martin, MSW, LCSW
Social Worker
Success Academy South Bend

Supplement #2: Special Education

Success Academy of South Bend

Supplement #2: Special Education

The Career Academy Corporation follows all special education policies required by federal law, principally the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.S. § 1400 et seq., and Indiana law, principally Indiana Code Title 20, Article 35 and 511 Indiana Administrative Code, Article 7, as detailed in the Indiana Department of Education special education guide for parents, *Navigating the Course: Finding Your Way Through Indiana's Special Education Rules: A companion guide to Article 7* (Indiana Department of Education, September 2009), available online at <http://www.doe.in.gov/sites/default/files/specialed/navigatingthecourse.pdf> (the "Guide"). See also the Indiana Institute on Disability and Community's Center for Disability Information, <http://www.iidc.indiana.edu/?pageId=2320>. The School will utilize the Guide as its manual for serving Special Education students.

In keeping with these requirements, the School shall

- provide for a comprehensive, free and appropriate public education to all eligible students with educational disabilities, unless they have completed the twelfth grade and been issued a diploma or have reached their twenty-second (22nd) birthday;
- provide such supplemental aids and related services as may be necessary for a child with a disability to receive such an education in the regular classroom environment, if appropriate;
- develop, review and revise as necessary individualized education program that meets the requirements of federal and Indiana law for each child with a disability;
- to the maximum extent appropriate, educate children with disabilities in the "least restrictive environment" possible: children with disabilities shall be educated with children who are not disabled when feasible, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments will be considered only when placement in the regular classroom has been documented by the Case Conference to be inappropriate for the student's educational needs;
- conduct case conferences
- follow Section 504 requirements in accordance with the attached procedures.
- within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School will conduct a review, in accordance with requirements of federal law, 34 CFR § 300.523, to determine if the conduct in question was caused by the child's disability and what action is appropriate.

Page Break

PROCEDURAL SAFEGUARDS FOR SECTION 504 (SUPPLEMENT #4)

The parents shall be notified in writing of all Corporation decisions concerning the identification, evaluation, or educational placement of their child.

As to such Corporation decisions, parents shall have the right to a Section 504 due process hearing with participation by the parents.

A hearing and review officer must be impartial, i.e., not employed by or under contract with the Corporation in any capacity other than that of a hearing or review officer in the last three (3) years, or by any cooperative program in which the Corporation participates, or by any other agency or organization that is directly involved in the diagnosis, education, or care of the student. The Corporation is responsible for paying the hearing or review officers and for all costs of the hearing and review.

In instances where a State fair-hearing has been held under the IDEA concerning issues relevant to the Section 504 proceeding, the Section 504 Hearing Officer shall, at the request of either party, accept into the record as evidence copies of the transcript of testimony and documents submitted in the State fair-hearing. The Hearing Officer shall then provide opportunity for the submission of additional evidence by the parties that is relevant to a determination of the issues under Section 504. The Section 504 Hearing Officer's jurisdiction shall be limited to Section 504 issues and shall not extend to a determination of eligibility for special education or special education assessment or placement under the IDEA.

If both the parents and the Corporation agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The Section 504 Hearing Officer shall render a decision under Section 504 as set forth in 34 C.F.R. Part 104. The parents shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 Hearing Officer by an impartial review officer.

The parties shall abide by the decision of the Section 504 Hearing Officer unless the decision is appealed.

The Corporation will adhere to the time frames established in Article 7 for Special Education regarding the identification, evaluation, and placement of students who, because of disability, need or are believed to need special education or related services.

The Corporation will also adhere to the time frames established in Article 7 for the conduct of hearings and reviews.

Family Education Rights and Privacy Act (FERPA)

1. All student records will be stored in files maintained in a secure location within the School, accessible only to authorized personnel.
2. All staff members shall sign and comply with the attached Confidentiality Agreement for The Protection of Staff and Student Records/Information.



iPad Acceptable Usage Agreement K-5th Grade

Students-iPromise:

- I will be appropriate and respectful at all times when using my iPad.
- I will only use teacher-approved Apps or Websites.
- I will only save or download appropriate files relating to my schoolwork.
- I will only share (Airdrop) school-approved content with my classmates.
- I will carry the iPad with two hands at all times.
- I will only use my school provided password.
- I will keep and return my iPad exactly as it is given to me.
- I will not change any iPad settings.
- I will keep food and liquids from away the iPad.
- If I notice that my iPad is broken, I will immediately inform an adult.
- I will be a responsible tech citizen and report any inappropriate activity to the teacher.
- I will be responsible for charging my iPad when I am not using it, or let my teacher know if it is not charging.

I acknowledge that I was informed and given the opportunity to purchase insurance for my child’s iPad.

Signature Date

I agree with the above expectations. I understand that I am responsible for all content including search history, pictures, etc. on my iPad. Failure to follow expectations will result in consequences as outlined in the student handbook.

Student Signature Parent/Guardian Signature

Date Date

Supplement #4: School Education Agreement

Success Academy School Education Agreement

We the staff of Success Academy, will teach our students in a safe, creative and innovative environment in order to prepare our students to become productive and contributing members of society.

We the community of Success Academy, established this compact in order to foster respectful behaviors and the core values of respect, responsibility and positive relationships. We believe this will support the social and academic success of our students. In alliance with the South Bend Career Academy goals, we shall make adequate yearly progress (AYP) as defined by the No Child Left Behind Act of 2001 (NCLB); and display significant progress toward achieving Exemplary School Status as defined by Indiana law.

As a student at Success Academy, I understand that my education is important to me so that I will be a lifelong learner. I pledge to:

- Work hard to do my personal best in class and complete homework on time.
- Discuss with my parents what I am learning in school.
- Have a positive attitude towards self, others, school, and learning.
- Respect the individual differences of other students, their families, and staff.
- Read at home daily.
- Display respect for self, others, learning, and property.
- Make wise choices in television viewing, playing video games, and use of internet.
- Make sensible choices in good nutrition and exercise.

Student Signature _____

Date _____

As a parent of a student, I realize that I am the child's first and most important teacher. To encourage my child's learning and success at Success Academy, I pledge to:

- Promote and foster high standards of academic achievement and respect.
- Find out how my child is doing by attending conferences, looking at my child's take-home folder, and calling the school.
- Make sure my child gets appropriate rest each day and arrives to school on time.
- Provide a quiet workplace for my child to study each night.
- Supervise completion and return of homework each day.
- Monitor my child's television viewing, playing of video games, and use of the internet.
- Spend 15 minutes each day with my child reading, writing, listening, or just talking.
- Respect, love, and encourage my child's growth and ideas.
- Attend school functions, observe in the classroom, and volunteer when possible.
- Help my child resolve conflicts in a positive nonviolent way.
- Encourage good nutrition and exercise.

Parent Signature _____ Date _____

As a staff member at Success Academy, I understand the importance of a positive school experience for every student and my role in the students' educational process. I pledge to:

- Promote and foster high standards of academic achievement and respect.
- Respectfully, frequently, and accurately inform parents of their child's progress.
- Exhibit high expectations for myself, students, and other staff.
- Respect the individual differences of students, their families, and staff.
- Help children to resolve conflicts in a positive, nonviolent way.
- Support school functions.
- Provide a safe place for children to learn
- Model respect for self, others, learning, and property.

Staff Signature

Date

Success Academy South Bend

Standards-Based Reporting Parent Guidebook 2021-2022

What is a Standards-Based Approach?

Learning is an ongoing process and what matters is how much learning occurs, not when it occurs.

A standards-based approach focuses on what a student knows, not how long it takes to get there. It measures how well a student understands the material and how they are progressing on their learning goals. It is based on a specific set of standards that students need to meet for each grade level. Teachers use common assessments to determine what each student has learned and how that student is progressing towards end-of-year expectations. This approach builds consistent grading practices throughout the school.

The standards-based approach allows teachers to design instruction to give students multiple opportunities, if necessary, to demonstrate success, or provide extensions if students are already meeting their learning goals.

A standards-based approach also allows parents and students to understand more clearly what is expected of students and how to help them be successful in their learning. It provides better feedback to students, parents, teachers and administrators on what each student knows and is able to do based on academic standards and separately assesses the influence of work habits on student learning.

Traditional	Standards-Based
One grade is given per assessment, <u>even if many different standards are tested</u> .	Performance ratings are given <u>per standard</u> , even when assessments contain multiple standards.
Based on a percentage system. Criteria used to determine grades are not always clear.	Based on specific criteria by defining what it “looks like” to be successful

	on the standard. Rubrics are utilized for assessment feedback.
<p>Uses an uncertain mix of achievement, attitude, effort and behavior. Uses penalties</p>  <p>and extra credit that distort grades.</p>	<p>Measures only achievement, while behaviors are reported separately. No penalties or bonuses are given.</p>
<p>Everything goes in the gradebook, regardless of its purpose.</p>	<p>Selected common assessments are used for reporting progress with many opportunities to demonstrate growth.</p>
<p>Grades are calculated using an averaging system--the worst grades averaged with the best.</p>	<p>Emphasizes the most recent assessments more heavily to demonstrate learning that has occurred and does not penalize the student for the learning process.</p>
<p>The teacher calculates the grade and announces the decision to students.</p>	<p>The teacher discusses progress with students and provides feedback on learning goals throughout the learning process.</p>

Standards-Based Reporting

Although teachers are responsible for teaching all of the Indiana State Standards, there are specific standards that teachers will be reporting to parents on a regular basis. These are referred to as Power Standards and reflect the standards that are critical for student success. These standards tend to cross content areas, span grade levels and/or skills that are considered as crucial building blocks for future lifelong learning.

Students will receive progress reports each quarter. These reports will include levels of progress that communicate whether a student is performing above, at, or below the standards. These levels are not a comparison of one student to another, but are a measure of the student's work toward mastering the end-of-year standard.

Reporting Skills for Success

While we believe that work habits and social development should not be factored into academic performance ratings, it is still very important to communicate progress on these skills to parents and students. We acknowledge that these skills are valued in the outside world and are essential for preparing students for college, careers and other post-school endeavors. By reporting Skills for Success as a separate category, teachers can communicate information to parents without distorting a student's progress on the Power Standards.

Levels of Progress

Four levels of progress are noted on the report cards using a numeric marking system (4, 3, 2, 1, and N/A). A descriptor for each score is provided below:

Distinguished (4) Student independently understands and applies knowledge in ways that extend higher level thinking skills of the grade level standards.	Proficient (3) Student independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to meet grade level standards.	Developing (2) Student is beginning to understand and apply key concepts, processes and skills. Progressing towards grade level standards.	Needs Support (1) Student does not yet understand key concepts, processes and skills necessary to meet grade level standards. Area of concern.	Standard Is Not Assessed At This Time (N/A) This standard is assessed later in the school year
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Scoring

On a standards-based report card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectations of his/her grade level. The expectation is that most students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of those expectations set forth for each marking period.

**A mark of "4" indicates that the student's progress is distinguished because s/he has demonstrated mastery in terms of knowledge, and s/he applies that knowledge in ways that extend higher level thinking skills. Typically, very few students would be at this level of performance.

**A mark of “3” indicates that the student’s progress towards end-of-year standards meets the district’s expectations at this time. For example, a student who scores a 30% on the unit math pretest and receives a high score, even a 100%, on the posttest has responded well to instruction and receives a “3”. This student has met the expectations independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

**A mark of “2” indicates that the student’s progression of skills and information is in the expected range, but s/he still requires support and assistance to meet the requirements of the academic standard for his/her grade level at this time.

**A mark of “1” indicates that the student is not meeting the requirements of the grade level standard at this time. His/her instructional level is characterized as requiring maximum teacher support and differentiation/accommodations or even modifications.

**A mark of “N/A” indicates that the standard has not been adequately introduced, covered, or assessed during the marking period. All standards on a grade-level report card will be addressed by the end of the school year.

Students as Data Users

Our goal in standards-based grading is to provide students with the necessary scaffolds to increase student achievement and student motivation by providing students with specific feedback. The student friendly four-point scoring system is a tool that can be used with your child. Students can look at the chart and indicate their level of knowledge and comfort with the standards being learned. This tool allows the student to self-reflect on where they are in relation to meeting the standards introduced in the lesson.

4		I'm cool with this and I fully understand what I need to do and I can complete the work all by myself. I can explain it to others and even help my peers understand! I can use what I know and I can apply my knowledge when learning about new concepts or when answering questions or solving problems.
3		I am happy and feel proud to say that I fully understand what I need to do and I can complete the work all by myself.
2		Yikes, this makes me a little nervous. I don't fully understand what I need to do and I need some help to complete the work.
1		Oh no, not this! I don't understand and I don't even know where to begin. I still need my teacher to sit with me and show me what to do step-by-step.

Grading and Reporting: Guidelines at a Glance

- Guideline #1 - Teachers will only include scores that relate to the achievement of standards.
- Guideline #2 - Teachers will use Success Academy guidelines to assign a progress rating on common assessments and progress reports.
- Guideline #3 - Students will have retake opportunities with the goal of reaching a “3” on Power Standards by the end of the year and to demonstrate continued growth throughout the school year.
- Guideline #4 - Teachers will use Success Academy developed common assessments and curriculum maps to guide instruction and assessment on standards.
- Guideline #5 - Teachers will use PowerSchool in grades K-5 as a communication tool for reporting to parents.
- Guideline #6 - Students with disabilities and/or ELL students will receive allowable accommodations on common assessments to give an accurate picture of progress on the standards.
- Guideline #7 - Success Academy language will reflect growth toward end-of-year expectations and align with standards-based reporting.

Frequently Asked Questions

Why did we decide to go to a standards-based approach? Can't we just go back to a traditional letter grading system?

A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their learning. It tells us what students have actually learned by measuring a student's progress on grade level standards. Rather than receiving an overall grade for a subject, parents will see ratings for specific skills their child needs to know to reach grade level standards. For example, a reading grade in Kindergarten involves skills such as recognizing letter sounds, identifying letters, understanding what was read, recognizing parts of a book, etc. A student may be able to successfully read all of their letters and letter sounds, but may experience difficulty understanding what was read. This is important information for parents and teachers and it is often hidden within one overall letter grade.

Traditional grading also includes subjective factors like attendance, effort, and attitude, which might influence the grade positively or negatively. In a standards-based approach, these behaviors are reported separately in order to portray a more accurate report of student progress.

A standards-based system also focuses on the most recent, consistent level of performance. Traditional grading systems use averaging to calculate grades, which often penalizes students for the learning process.

For example, In traditional grading, the student's performance for the entire quarter would be averaged and scores that were low would be averaged together with proficient performance later in the quarter resulting in a lower grade. For comparison purposes, consider a runner training for a marathon. The training plan incrementally grows in length and the runner's time typically gets better and better. If we used a traditional grading system to give the runner a "grade," we would average the results on the day of the marathon with all of the training times leading up to that day. This would not be an accurate reflection of the runner's current level of performance because it is penalizing the runner for the training process. A standards-based approach does not penalize a student for the learning process because it focuses on the most recent results, similar to race day results after a long training process.

Explain why we are getting reports on the Power Standards and how can we be sure the students are getting a complete education?

Experts in the field have conducted research and determined we need 71% more time than we currently have available to teach all of the standards in depth. Some experts say it would take 22 years of education to teach them all. Grade level teams of teachers identified the Power Standards as those standards that are critical for student success. These standards tend to cross content areas, span grade levels and/or are skills that are considered crucial building blocks for future lifelong learning.

Teachers are still responsible for teaching all of the Indiana State Standards and have mapped out how they will teach these standards throughout the school year. By taking this approach, teachers are able to be consistent and focus on in-depth instruction and learning to ensure students leave each grade level with the foundational skills and content they need to be successful at the next level.

How are the levels of progress defined and what do they mean?

The levels of progress are based on research from experts in the field on standards-based reporting. The levels provide teachers and parents information about whether a student is performing at, above, or below the standards and expectations. These levels are not a comparison of one student to another, but are a measure of the student's work against the standard.

How will each teacher determine how to assign a 1, 2, 3 or 4?

Grade level teams are working together to ensure a consistent approach in determining these levels. Teachers will evaluate learning in a variety of ways using classroom observations along with formative and summative assessments. The combination of these pieces of evidence,

when reviewed with parents, provides a more detailed picture of student progress towards grade level expectations.

What information will be in PowerSchool?

Teachers will use common assessments to determine what each student has learned and how that student is progressing towards end-of-year expectations. The results from these common assessments will be entered in PowerSchool for parents to access. Parents will then be able to see the progress on grade level Power Standards for each subject. Power Standards reflect the standards that are critical for student success across content areas or grade levels and in post-school experiences. Homework, in-class assignments, and other projects will not be entered for the 2021-22 school year because these are considered a risk-free chance for students to learn and progress.

Will I get anything printed and sent home at the quarter?

Yes. Each quarter you will receive a progress report that defines whether your child is performing at, above, or below benchmark on standardized assessments completed that quarter.

Is it possible for students to “drop” from one marking period to another?

It is important to note that the student does not necessarily drop a grade. The score is an indication of performance with expectations of difficulty that increases throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of “3” in the first quarter could earn a “2” in the second quarter when the rigor of the standard has been increased. This shift from a “3” to a “2” indicates the student understands the major elements of the concept but may need more development and more teacher support.

How do I help my child “get a 4?”

A “4” is not equivalent to an “A”. Remember, a mark of “3” indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a student should be by the end of the year. “Getting a 4” is not about what *more* a student does. It is what a student knows, and at what level s/he applies what s/he knows to new and higher-level situations that extends thinking to a higher level of skill and application. A student who receives a “4” is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a higher level of quality.

My child has an IEP. How will he or she be assessed?

There are modifications and accommodations in your child’s IEP to support his or her progress of the grade level standards as assessed on a standards-based report card. A lack of indicated progress on the report card could require further exploration of additional modifications and accommodations.

How are English Language Learners (ELL) who are still acquiring English language speaking and literacy skills graded?

Students are assessed at their current level using the appropriate grade-level standards-based report card. During parent conferences, teachers will discuss with parents the following: the child's current level of English proficiency; the child's opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.

What will teachers do when a student is not performing well?

Teachers will provide students with additional opportunities for practice. There will also be opportunities to focus on these standards during intervention each day. Teachers will also continue to differentiate for students as we have in the past. This approach will provide us another measure to ensure we are meeting the needs of ALL of our students.

What about the students who want to move beyond the standards?

Teachers are working to provide enrichment and challenge for these students as we always have. This may take the form of enrichment assignments, higher level questioning, extension to higher grade level material, projects, etc. Each student that performs at a level 3, indicating they are meeting end-of-year expectations on the common assessments, will have the opportunity for enrichment activities on specific standards. The standards-based approach will allow us to identify students who may need this extension or enrichment much earlier than in a traditional grading system.

If homework and practice do not count as part of the student's grade, how will we teach them the importance of this work and motivate them to turn it in?

When teachers return homework to students with a grade, most students shove it in their backpack or binder and never look at it again. Imagine the enhanced learning opportunity for the student if instead, the teacher returned the homework with two or three meaningful comments rather than a grade.

As teachers, we realize that homework and practice tied directly to learning targets is an important component of student achievement. So when teachers use homework as a mechanism for extensive and timely feedback to the student, it conveys the message that homework is important and necessary.

Providing students with nonjudgmental written or verbal feedback enables teachers to assess student understanding and provides the student safe opportunities to practice--without judgment.

Why are we allowing students to turn in late work or re-do work without penalty? How does this teach responsibility and accountability?

In a standards-based system, the emphasis is on learning. When a student doesn't do the work, the inherent consequence is that he or she doesn't learn the content or practice the skill.

Rather than applying academic consequences by lowering a grade, teachers will be working with students to ensure the work is completed. By enforcing this behavior, students will be held accountable for work completion and will not be able to avoid this important responsibility.

When we do not allow a student to turn in late work or re-do work, we deny that student the opportunity to grow character traits that are vital to student achievement, such as perseverance and persistence.

If a teacher doesn't accept late work, the teacher sends the message that the assignment had little educational value. It's as if the teacher is saying, "It's okay if you don't do the work, and it's okay if you don't learn the content or skill." As professional educators working to prepare students to successfully navigate the 21st century world, we can no longer accept these messages.