

# Success Academy South Bend Student Handbook

*2022-2023 School Year*



# Vision and Mission

## Vision

Success Academy is a school empowering every student to develop the academic, citizenship, and career skills needed as the foundation for a successful future.

## Mission

At Success we will:

- 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.
- Nurture authentic project-based learning that is real-world, relevant, and engaging for all students.

# Principals' Message

Welcome to Success Academy!

At Success Academy, 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 the school, parent, and child all working to achieve the same goal.

At Success Academy 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 strive to ensure high levels of learning for all students; therefore, we maintain high expectations for both academics and behavior for all students.

Please take time to read our student handbook and become familiar with Success Academy.

If you have any questions or concerns, please contact our office at (574) 288-5333.

Your partners in education,

*Becky Bartlett*, Principal

*Wes Liggett*, Assistant Principal

## Student Success Tips

Teaching starts in the home because the parent is their child's first teacher. It is both a privilege and a responsibility to nurture and instill positive behavior traits and an interest for school. Here are a few tips to help support 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 themselves, their teachers and adult staff, their 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/her teachers, counselor, or an administrator. It truly takes a village!
- Talk with your child about school activities and show an active interest in their daily progress. Ask your child every day what they 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 they have 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 find 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 their work with them.
- 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; therefore, students should remain in their vehicle until the doors open at 8:00 a.m.* 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 no later than 3:00 pm.

## 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 6:30 p.m. Parents must register their children at [BGCSJC.org](http://BGCSJC.org) or call (574) 232-2048 for more information.

## 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 employ a full-time health aide at Success Academy. If a student requires medication during the school day, parents/guardians must contact the school health aide and submit the required forms prior to medication being brought into the school. Students should not carry any type of medication with them during the school day.

# 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 they 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 our front office prior to 9:00 a.m. on the day of their absence or late arrival.** Upon their return to school, you must also send a note regarding the absence. Excessive absences may require a doctor's note.

### Late Arrival

When children arrive late to school, they must be accompanied by the parent/guardian to the front office to be signed in and receive a tardy pass. Children are considered tardy if they arrive **after 8:15 am.** Excessive tardiness not only affects the individual student, but it also 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

School administration will contact parents/guardians after three (3) consecutive, unexcused absences and/or if a pattern of absences exists. Further unexcused absences may result in a requirement to provide a letter from a medical doctor. After ten (10) cumulative unexcused absences for the school year, a referral may be made to the CASIE Center. Attendance contracts will also be issued. If absences are negatively impacting academic performance, a report may also 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 policies, procedures, and processes regarding student behavior, expectations, and support.

## Standard for Student Behavior

We 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

★ **Respect**

★ **Responsibility**

★ **Relationships**

1. Students will demonstrate respect, responsibility, and develop positive relationships.
2. Student safety is our top priority. Students will exhibit appropriate and safe behaviors in all areas at Success Academy.
3. Students will not engage in any type of physical aggression/violence (including horseplay and wrestling).
4. Students will be respectful of themselves and others and will not threaten or intimidate others in any form (online, physically, or verbally).
5. Students will be honest at all times. False reporting will not be tolerated.
6. Students will remain in class or approved areas at all times.
7. Students will respect all technology and use it solely for instructional purposes as directed by their teacher. (\*Accessing any type of social media while at school or school-sponsored events is prohibited.)
8. Students may not bring any electronic devices, games, toys, or other valuable personal items to school or school-sponsored events. (\*Cell phones must be powered off and kept in student's backpacks during school hours. If phones are in use, parents/guardians will be required to pick up the device in the office.) The school is not responsible for lost/stolen items.

## SSC Team

Our Student Success Center (SSC) provides social emotional learning and behavioral resources including the following:

- improving life skills
- conflict resolution
- gaining a competitive edge
- restorative processes

The SSC offers a safe, supportive environment where all students are welcome to make the most of their education. The SSC also serves 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, linking families with local resources, and identifying and reporting child abuse and/or neglect.

## Dress Code

Our student dress code intentionally reflects the need to create a learning environment where students have an attitude of dressing for success. A 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:

- **Pants/Capris:** solid colors of navy blue, khaki, gray, black, or brown (Tight fitting, sagging or baggy pants, or leggings without other coverage are not appropriate for the school environment.)
- **Shorts** (knee or mid-thigh length minimum): solid colors of navy blue, khaki, gray, black, or brown
- **Skirts** (knee or mid-thigh length minimum): solid colors of navy blue, khaki, gray, black, or brown; Leggings may be worn under length-appropriate skirts
- **Shirts:** any solid color long or short sleeved collared "polo style" or "button down"
- Success Academy school apparel may be worn any day

- 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.)
- **Footwear:** closed-toe footwear must be worn during the school day; 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 attire does not meet the dress code. (*\*If a student's attire is noncompliant with our dress code, parents/guardians will be contacted and requested to bring appropriate clothing for their student and/or the student will be offered appropriate clothing from the school's clothing supply if available.\**)

- Hats, headgear, headphones, bandanas, sunglasses, etc. are not to be worn in the building or during extra-curricular activities.
- Pants with rips, tears, holes, or shreds are not appropriate.
- ALL pants must be worn at the waistline; belts should be worn if necessary to keep garment at the waistline. (\* Belts that are unfastened or anything dangling from the waist or pockets such as chains, ropes, rags, etc. is strictly forbidden.)
- 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.
- Clothing and accessories signifying gang-related activities, slogans, colors, etc., are prohibited.
- 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.
- Perfume, cologne, or other liquid fragrances may not be worn, sprayed or taken to school (due to allergies, etc.).

## 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 in the office for parent/guardian pick up. 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

Our students will be provided with guidance as they learn and practice positive behaviors. 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 approaches 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 negative 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
- Parent Phone Call
- Removal From Class/Referral to 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 immediately (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 may contact law enforcement and/or the Department of Child Services for assistance.

If an out-of-school suspension is administered, a suspension letter will be sent home. The parent/guardian, administrator, other pertinent school personnel, and student will meet the morning of the student's 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 and our 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/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:

- 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);
- Off school grounds at a school activity, function, or event;
- Traveling to or from school or a school activity, function, or event;
- 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/guardians 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 (22<sup>nd</sup>) 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 general education 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 general education classroom. Other more restrictive environments will be considered only when placement in the general education classroom has been documented by the Case Conference Committee 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.

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.

Supplement #3: Acceptable Technology Use Form



## 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

## Success Academy School Education Agreement

We the staff of Success Academy, will teach our students in a  
safe, creative and innovative environment in order 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 honesty, integrity, and responsibility. 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 \_\_\_\_\_