2020-2021 FAMILY HANDBOOK

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ABOUT SOAR

Excellence | Opportunity | Character

SOAR's Vision

SOAR students create full and meaningful lives, enrich our democracy, and create a more just society.

SOAR's Habits

RESPECT

I take care of myself, my community and my environment.
I include all voices and value each individual's background, perspectives, abilities and ideas.
I actively listen and communicate with appropriate language and purposeful actions.

COMPASSION

I encourage and show appreciation for others in the community.
I show kindness and empathy by recognizing my own feelings and the feelings of those around me.
I respond with care and offer help to those in need.

RESPONSIBILITY

I actively participate and positively contribute to impact my community and grow as an individual.
I focus and follow through to meet expectations and accomplish goals.
I take ownership for my actions by reflecting and responding.

PERSEVERANCE

I demonstrate a belief in the importance of effort and ask for help when needed.
I try many strategies to work through a challenge.
I learn from mistakes in order to grow and improve.

INTEGRITY

I hold myself to high standards of work and character.
I demonstrate trustworthy behaviors through my words and actions.
I make good choices that support my growth and the growth of others.
I use my voice to advocate for others in challenging situations.

SOAR's Beliefs

We believe students learn best when learning is purposeful, relevant, active and joyful.
We believe that diversity of culture, thought, experience, and perspective is reflected in our work.
We believe that community is built through authentic, respectful, collaborative, and meaningful relationships.
We believe in cultivating and celebrating creative and critical thinking.
We believe in and build upon every child's strengths, talents, and potential.
We believe in the integration of academic and social-emotional learning.
We believe in individual and collective responsibility for the success of all students.

WHO WE ARE

SOAR School Administration (New)

Kate Bergles, Principal (kbergles@soardenver.org)

Kate Bergles is excited to join the SOAR team as principal. Prior to SOAR, Kate worked as a principal in a K-8 charter school, in a middle school and as an assistant principal in the high school setting. She has served in leadership roles in education for the past 25 years all across the metro Denver area. Kate graduated from Colorado State University with a Master's degree in German Language and Literature. She also graduated from the University of Phoenix with a Masters degree in Education Administration and Leadership. She earned a Director of Special Education certification from the University of Northern Colorado. Kate believes all learners deserve a guaranteed curriculum, effective teaching and a positive school culture that will give them a foundation in literacy, math, science, and critical thinking to prepare them for successful futures. Kate invites you to join the SOAR team on the education journey with your children. Please come in, sit down and talk with us. Attend our events, volunteer, participate and communicate with the team at your school. SOAR belongs to all of us -my door is always open.

Shane Turpen, Assistant Principal (sturpen@soardenver.org)

Shane is from north central Illinois, and has been living in Denver for the last 7 years. He attended Illinois State University (Go Redbirds!), where he received both his B.A.S and Masters degrees. Shane has taught PE, and has been a leader in DPS—most recently as the Assistant Principal of Culture at SOAR. He was drawn to SOAR because he is passionate about working in urban school districts, and specifically at schools with a culturally diverse population. He believes strongly in building impactful relationships, partnering with the community, and working tirelessly to provide a joyful and equitable school experience for ALL kids. In his spare time, he loves to ski, play golf, and go to concerts. Shane is so excited to join the SOAR family!

Teachers

At SOAR we are committed to excellence and providing the absolute best education to our students. In order to make this goal a reality, we have hired the best teachers and staff from around the country to build a team that will ensure that all students who walk through our doors are set for success not only in the classroom, but in life.

SCHOOL POLICIES

Appointments & School Visits

We believe that partnerships between home and school are vital for success. You may contact staff via e-mail to arrange a time for an individual conversation. E-mail addresses are available on our website at www.soardenver.org.

Families may visit the classroom and volunteer in their child's class. Parents do not need to make an appointment to visit but we strongly recommend planning with your child's teacher. For safety reasons, all visitors must report to SOAR's main

office with a government issued ID, when entering the building. Office staff will issue a visitor's badge. This is to ensure the safety of everyone in our building.

Visitor Policy

Visitors, especially parents and families, are a vital and important part of the SOAR community. We welcome them as volunteers, observers, and partners. In order to assure the safety of our students and staff, an individual wishing to volunteer on a regular basis beyond with his/her child, or who will be left alone with students, is required to complete a volunteer application and undergo a background check. Once approved, visitors must sign in and out of the front office and wear a visitor's badge for the duration of their visit. Any visitor who does not report to the office, or is found in the building without authorization and a visitor's pass, will be asked to leave immediately.

Visitors may enter classes during the regular transition times and may leave at any time. Visitors should only interact with students during instructional times if given permission from the teacher. Please keep voices low in the hallways so as not to disturb learning.

Due to health guidelines related to COVID-19, families/parents will not able to come into the school building. Families/parents will be allowed into the building by appointment only, until health restrictions are revised by Center of Disease Control (CDC)

Volunteering and Chaperoning at SOAR

SOAR strives to have active family volunteers. All volunteers who want to participate in classrooms or on field trips must complete the appropriate background check. In order to give your full attention to your volunteer/chaperone duties at SOAR, we ask that you do not bring siblings with you when you volunteer or chaperone.

Attendance

Absences

Consistent, daily attendance is essential for student success. We strive for 100% daily, on-time attendance and appreciate your support. Parents are asked to notify the front office of their child's absence by 8:00 am, regardless of reason to help ensure student safety. If the student is ill, sustained an injury requiring hospitalization, or there is a family emergency the absence may be considered excused. All other absences may be considered unexcused, even if the parent calls to excuse their child verbally. Family vacations are not considered an excused absence. In addition, students absent during state assessments, e.g. PARCC testing, will be required to provide medical documentation for any school hours missed.

Teachers will contact families after the third absence to remind them of the Colorado attendance standard and offer assistance. If there are additional absences, the family will receive a letter explaining the attendance policy. Excessive absences will require a meeting with a school administrator in order to create and sign an attendance action plan and contract. A student who misses four or more days of school in one month or ten in a year may be considered truant and referred to truancy court (see *Truancy* below).

Students need to be in school the full day, 8:40 AM to 3:30 PM. No students will be released after 3:00 PM, to allow for a classroom closing circle and a safe and orderly transition of dismissal.

Tardiness
Students are expected to arrive on time every day. Creating this habit will support learning for all students at SOAR. A student is marked tardy if they are not in the classroom, unpacked and ready to learn, by 8:40 am. After 8:40, parents must accompany students to the front desk and sign-in their student. Tardiness that is a result of a medical appointment must be accompanied by a note of verification in order for the tardy to be considered excused.

Teachers will contact families after the third tardy to remind them of the Colorado attendance standard and offer assistance. At the fifth tardy, the family will receive a letter providing written notification of the attendance policy. Consistent tardies will require a meeting with a school administrator to implement a tardy reduction plan.

If problems persist after the implementation of the plan, the school will take whatever next actions are necessary and deemed to be in the best interest of the child.

Truancy
A habitually truant student is defined as a student who has four unexcused absences or truancies in any month or 10 unexcused absences or truancies during any school year. If a student is absent 10 or more times in a year, this student is considered a habitual truant and will be considered for retention. If a student has 15 unexcused absences, the school may initiate an Attendance Filing in Juvenile Court. The school will submit an annual report to CDE (Colorado Department of Education) that reports the number of habitual truants.

Withdrawal
Students who miss 10 consecutive days of school will be withdrawn from SOAR's enrollment and have to reapply in order to return. Upon application, re-enrollment is not guaranteed.

Late Pick-Up
Students will be dismissed every day at 3:30 PM. All students need to be picked-up by 3:45 PM.

Dismissal
Parents need to inform classroom teachers about how student pick-up will be handled. (i.e. babysitter picks up student; student goes home by herself, etc.)

1. Students are expected to leave the school premises immediately following dismissal.
2. For students who travel to and from school without adult supervision, parents are responsible for ensuring safety.
3. Students will only be released to individuals listed on SOAR's Release Form.
4. Any change in the regular dismissal routine is to be communicated by noon to the office staff.
5. Early dismissal is not permitted except for in emergency circumstances. Repeated early pick-up will be treated as unexcused absences.

Student Emergencies
In case of an emergency, parents or guardians should contact the front office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including after-school activities, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the front office.

Accident or Medical Emergency

If a medical emergency occurs to a student at school, first aid will be administered and the parent(s)/guardian(s) of that student will be contacted immediately. If parent(s)/guardian(s) cannot be reached, a person listed on the student's health form (or emergency contact card) or the family physician will be contacted. If the situation warrants, the school will call Emergency Medical Services (911). If there is a serious accident at school, parent(s)/guardian(s) of the affected students will be notified immediately. In the event that the parent(s)/guardian(s) cannot be reached, the family physician or persons indicated on health forms will be contacted. First Aid will be administered as needed. **PLEASE KEEP YOUR CONTACT INFORMATION UPDATED with the front office so we are able to reach you.**

Drug, Alcohol, and Nicotine Free School

It is the policy of SOAR to maintain a drug-free, alcohol-free and smoke-free campus and workplace. "Workplace" includes SOAR property, any SOAR-sponsored activity, or any other site where the work of SOAR is performed.

Prohibited activities — in addition to those prohibited by law — include unlawful manufacture, distribution, dispensation, possession, use, or being under the influence of a controlled substance or alcohol or tobacco anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that may be observed by students and/or faculty.

Emergency Procedures

At SOAR, the safety of our students is our number one priority. We have detailed emergency plans in place and have trained our staff on how to respond to a variety of potential situations, including but not limited to fire, tornados, medical emergencies, terrorism, utilities malfunctions, threats to security outside our school building, and potential intruders.

In case of an emergency, parents or guardians should contact the front office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including after-school activities, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the front office.

For safety reasons, SOAR does not release our detailed emergency procedures. Below is a high-level overview of emergency situations our staff is trained to respond to.

Situation	Overview	Communication Protocol
Fire	When signs of a fire are detected, evacuation procedures are immediately followed to ensure all students quickly and safely exit our building. Drills are practiced monthly.	Once all students and staff are safely evacuated, families will be immediately contacted through text blast, followed by a letter home as appropriate.
Shelter in place	In the case of inclement weather/tornados, procedures are followed to move students to protected locations until the weather has cleared. Drills are practiced every semester.	When the weather has cleared, families will be contacted as needed.

Lockout	If there is perceived danger outside of the school, all students and staff are moved inside, the building is secured, and the proper authorities are notified. Drills are practiced every semester.	After contacting authorities, school leaders will send a text blast home immediately, followed by a more detailed letter home.
Lockdown	If there is a potential intruder inside the building, students and staff are moved to secured, locked locations inside the school building while the proper authorities are notified. Drills are practiced every semester.	After contacting authorities, school leaders will send a text blast home immediately, followed by a more detailed letter home.

Non-Discrimination Policy

It is the policy of SOAR to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting incidents.

Harassment

SOAR is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is strictly prohibited. SOAR requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of education.
2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school-related events. Retaliation against any individual who brings harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by SOAR. Persons who engage in harassment or retaliation may be subject to disciplinary action,

including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors.

Dress Code

Students must wear a SOAR logo top every day. Shirts and hooded sweatshirts can be purchased in the school office. Students can wear pants, capris, skirts or shorts. We recommend athletic footwear, to accommodate their active day.

Food at SOAR

SOAR will offer all families an application which is used to determine your student's free and reduced lunch (FRL) eligibility. These applications will be available in late July. They are required to be turned in before the first day of school.

Students will be required to pay for school meals until free or reduced eligibility is determined; early submission of this application allows for determination prior to the first day of school for free, and reduced lunch status.
Families are welcome to pack their own lunches. However, as part of our wellness plan, SOAR does not allow children to bring dessert (i.e., candy, cake, cookies, pudding or jello).

Due to allergies, we do not allow nuts/peanuts or peanut butter. We are a nut conscious school. For beverages, we allow milk or soy milk, water or 100% fruit juice. Please refrain from sending students to school with lunches containing Takis, Hot Cheetos, and other chips.

Illness and Medication

Students who are not feeling well may be sent to the school nurse. If they are seriously ill, parents will be called to pick the child up from school. A child may not come to school if they have an illness that appears to be contagious. If a student has a prescription or other medication that needs to be administered during the day, parents/guardians need to bring the General Health Appraisal Form, authorized by the doctor, and the medication to the office. This includes prescription inhalers and non-prescription medications such as cough drops. Prescription medication must be in the packaging from the pharmacy, have the student's name on the label, and must be kept in the health office. Medication will not be accepted from a student and no medication is allowed in a student's backpack.

Special Education

The Individuals with Disabilities Act (IDEA) requires appropriate services to be administered in the "least restrictive environment." Students with IEPs are included in the classroom to the fullest extent possible and teachers are obligated to accommodations and modifications to meet the needs of the child. Additionally, students with 504 Accommodation Plans that detail specific accommodations for the regular education classroom are included in this process.

Mandated Reporting

All school personnel are mandatory reporters and are required by law to report child abuse or neglect if they reasonably suspect abuse or neglect is occurring. All DPS staff are required to complete Mandatory Reporter training every year. To report child abuse or neglect, contact the Colorado Child Abuse and Neglect Hotline at 844-264-5437.

Grievances and Appeals

Any individual or group (composed of parents, students, or employees of any of the schools) may bring complaints to the Board of Directors of SOAR. When complaints concern the behavior of a teacher, administrator, or other employee or agent of SOAR, that person should be identified, and the complaint should state whether the issue has been discussed

with that person. In general, those filing a complaint are expected to first discuss their concern with the other persons involved. An exception to this rule is when the complaint concerns allegations of harassment. In that case, discussing the issue with the alleged harasser is not required.

Complaints should be discussed with the Principal before being brought before the Board. Complaints will be submitted to the Board's Grievance and Appeal Committee (which will, to the greatest extent possible, be composed so as not to include a person who is the subject of the complaint). The Grievance and Appeal Committee will respond to the complaint within 2 weeks; this response may be made orally or in writing, in person or by telephone or mail.

Emergency issues will be dealt with on an as-needed basis. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Committee, as necessary, may direct a Principal or other responsible party to act upon the complaint and report to the Committee. The Committee shall render a determination in writing if appropriate or required.

If the individual or group presenting the complaint determines that the Board Committee has not adequately addressed the complaint, that individual or group may present the complaint to an appropriate agency. Depending upon the nature of the issue present, appropriate agencies include:

U.S. Department of Education, Office of Civil Rights
Denver Public Schools
Colorado Department of Education
Colorado Civil Rights Commission

Public Comment at School Board Meetings

The schedule for Board meetings is posted on the SOAR website (www.soardenver.org). Meetings are held at the school, Building 4 on the Evie Dennis Campus, and via Zoom Conference Call. Please check specific meeting date for details. Meetings are open to the public and agendas are posted at SOAR in the vestibule of the entrance. Members of the public wishing to address the Board may do so by emailing the SOAR Board of Directors at soar.board.of.directors@gmail.com by noon the previous day, giving their name and indicating the topic. When persons seeking to address the Board are doing so on an item pending before the Board for action, comments may be deferred until that item is considered on the Board agenda. Matters which may be more properly considered under the Grievance process may be referred by the Board to that process. A 3-minute time limit shall be imposed on individual presentations. A 5 -minute time limit shall be set on group presentations. The Board may set the order of speakers.

Since a public comment session is for the purpose of receiving public comment, no response by the Board other than to thank the speaker will generally be given. Such lack of response should not be the construed as either indicating agreement or disagreement with the views expressed by the speaker.

The Board understands that some speakers will wish to present strongly held views. Nevertheless, the Board will not tolerate vulgar, abusive, or threatening language, or loud or disruptive behavior, or conduct that is uncivil, rude, discourteous, or is otherwise disruptive to the orderly conduct of the meeting.

Persons who engage in such inappropriate behavior will be deemed to have forfeited their right to present further comment at the meeting. The Board may temporarily adjourn or terminate a public comment session that is not productive or becomes disruptive.

The Board reserves the right to place a time limit of sixty (60) minutes on the amount of total time allocated for a public comment session. If such limitation is determined to be necessary, the duration of the public comment session will be announced at the beginning of the meeting and if such limitation results in any speakers not being afforded an opportunity to speak, those speakers will be given the opportunity to present their views in writing or to return at a future meeting, at which time they will be given first priority to speak. In order to ensure that the Board has the benefit of hearing the speaker's views on agenda items that are up for action at the Board meeting prior to the public comment session, the speaker is encouraged to submit the comments to the Board electronically or by leaving a message with SOAR office staff.

School Closings and Delays

SOAR will follow all Denver Public Schools decisions on school closings and delays unless otherwise notified. Please monitor local media outlets for school closings/delays information.

School Records

SOAR is subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA, 20 U.S.C. § 1232g) and the Colorado Open Records Act (CORA, C.R.S. § 24-72-201, et seq.) both of which require a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA and CORA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's educational records by submitting a written request to the Director of Academics.

Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA. The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that SOAR Charter School obtain your written consent prior to the disclosure of personally identifiable directory information from your child's education records.

SOAR shall maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
Student records will be copied with 72 hours advance notice on business days. Face to face letters, and any other requested documentation, will be printed with 72-hour notice, on business days.

SOAR Technology Acceptable & COPPA Compliance Acknowledgment

Acceptable Use

In order for SOAR charter school to continue to be able to provide your student with the most effective web-based tools and applications for learning, they need to abide by federal regulations that require a parental signature as outlined below.

1. Our school utilizes several computer software applications and web-based services, operated not by this school, but by third parties.
2. In order for our students to use these programs and services, certain personal identifying information – generally the student's first and last name and username – must be provided to the web site operator. Your student will receive a Google account to participate in the GAFE program used by SOAR. Under federal law

entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

3. The law permits schools to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator.

Issuance of this handbook will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name and a username. If you do not want your student to participate in these programs, you are responsible for notifying your student's teacher.

Use of computers and the Internet is for education only. Students may conduct research, learn, and communicate with others. All students agree to follow the rules of appropriate behavior:

1. Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from video conferencing sessions. You do not have permissions to do so.
2. Students may not copy material and say that they wrote it.
3. Students will visit only Internet sites suitable for children and for educational purposes.

Expectations/Guidelines for Student/Parent Use of Video Conferencing

Our use of video conferencing is new. We appreciate your support during this challenging time and we are working very hard to keep our students engaged and supported. We will be using school district approved tools such as Google, Microsoft, etc. We need your help to ensure these tools are being used appropriately by students:

- Parents/guardians should be mindful about what family activities would potentially be heard/seen during the students' use of video conferencing. This is a great tool to keep students connected, but please have your students use these tools somewhere near enough to you so that you can monitor, yet private enough to concentrate on their work. Students and parents/guardians are encouraged to prepare a setting at home appropriate for video conferencing, mindful to avoid the inadvertent capture of content in a participant's home.
- All remote learning activities including video conferencing must be through school equipment and school software.
- In general, participants should have no expectation of the right to privacy when using SOAR video conferencing, wifi network services, or school-owned devices. Where privacy expectations are created by law (e.g., IEP discussions, student counseling discussions) SOAR will assure appropriate protection for such conversations on the School end, but will expect and rely upon the family to assure that their privacy is being protected on their end.
- Please have students dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Recording conference sessions: We encourage teachers to record non-confidential video conferencing sessions and post them for students who cannot attend the live session. There may be some sessions a staff member may want to record about specific instructional group activities. We want and need our staff to be efficient and effective when covering material or providing reinforcement. Therefore, here are some guidelines about recordings:

- Video conferences will not be publicly available, only accessible on our internal technology services, and not available outside of our organization.
- Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permissions to do so and it is a violation of our Technology Acceptable & COPPA Compliance policy. For video meetings where recording may be appropriate (for example, a discussion of student discipline with parents) parents should disclose in advance that they wish to record the session.
- As with other student records, recordings will not be accessible after the school year concludes unless it has been preserved for a specific purpose.

- The tools we use are vetted by our staff and administrators for data privacy and safety. We will be adding new tools as needed and are mindful of this important aspect.
- Please have student devices charged and secured somewhere safe during sleeping hours.
- The same expectations of student behavior will apply as in the classroom. Appropriate behavior, language and supportive engagement is required.
- Students' video conference, remote learning communications and network activities are subject to monitoring for safety and security.

Use of Media for Instructional Purposes
School instructional staff may use video and other media -based components to enhance instruction. Staff will monitor all forms of media to ensure a G rating. Staff may not show videos or use any other media with more restrictive ratings.

Privileges
The use of school computers is essential to learning and we expect all students to abide by policies and procedures for computer use. If students do not follow our computer/technology expectations, use of technology privileges may be revoked.

Filtering
SOAR uses network software to filter or block material harmful to children, as required by the Children's Internet Protection Act. Students should not attempt to get around filters.

Use of Handheld Electronics
(such as cell phones, iPods and tablets)

SOAR is not responsible for the recovery or replacement of lost, damaged or stolen electronics at school. Personal cell phones, iPods, tablets or other electronic devices are not be used during the school day unless approved by the teacher. We encourage students to leave all personal technology devices at home.

Student cell phones need to be turned off and placed in a backpack or given to the teacher before the start of the day. Students cannot make or receive calls during the instructional day.

ACADEMICS

Academic Systems – Policies and Procedures

In order to ensure that all SOAR students are prepared for success, we all must commit to supporting them in completing the appropriate work both inside and outside of school. Adherence to the following policies and procedures is critical to ensure our students are prepared for college and life.

Homework

At SOAR we believe that the connection between home and school is vital to student success. Below are the homework suggestions that we believe provide families with flexibility and also build a strong connection between home and school. We hope students will engage in a variety of experiences after school that support curiosity, and love of the outdoors, as a way of learning. Please reach out to your child's teacher with any questions about homework.

Your student will be given approximately 30 minutes of homework each evening (15 minutes of reading and 15 minutes of worksheets, or sight word practice). The expectation is that this homework is done and completed ***every night*** and returned to school the next day. Teachers will check the homework and send it back to you with feedback if there are concerns. Teachers will not send back homework if it was done correctly. Please contact your student's teacher if you are seeing a pattern that it is taking your student significantly more time to complete the homework.

Please note:

- In the list below a "week" includes the weekend. Therefore, there is flexibility around when homework gets completed.
- Students with Individual Education Plans (IEP) may have homework adjusted to meet their individual needs as outlined in their IEP.
- Homework will be differential for students who are second language learners.
- Some teachers may choose to give additional homework. Any homework given as part of "teacher discretion" will be checked by the teacher and returned to students.

Independent Reading

The best way to improve a student's reading skills is to READ, READ, READ! Students are expected to read independently (or with a family member) for a minimum of **15 minutes every night** (including weekends and holidays). Reading material may include books from school, from home, comics, newspapers, or magazines.

Friday Folders

Every Friday your child will bring home a weekly folder, which includes homework, a behavior update reporting classroom behavior for the week, their independent reading log, and a monthly calendar of events. The homework and reading logs must be filled out completely each night with a parent/guardian signature, and all assigned homework must be completed and in the folder. **All school-wide and grade level communication (SOAR newsletter, field trip permission slips, etc) will come home on Fridays. Parents must check the Friday folder each week for important communication.**

Personalized Support

We believe that every student can thrive in a culture of high expectations and accountability. To ensure that each SOAR student is successful, we are committed to frequent use of achievement data and assessments and a robust Multi-Tiered Support System (MTSS) program, where students will receive focused instruction in small-group settings.

Special Education & 504 Plan Accommodations

The responsibilities of teachers in this regard are:

1. To be aware of which students have IEP's or 504 plans
2. To be familiar with the accommodations listed in IEP's and 504 plans
3. To provide the appropriate modifications and accommodations.
4. Attend and be an active participant in IEP meetings.

Students can be referred for special education testing after staff has attempted to provide intensive differentiated instruction within the regular education program. Because staff can individualize instruction for students, SOAR has a design that helps meet all student needs, including struggling learners. Before referring a child for special education testing, teachers are required to collaboratively develop an intervention plan. If the student does not show adequate growth through the intervention plan, the child may be referred for special education testing. Families will be notified in all cases of special education referral.

Grading Policy

While grades aren't the sole indicator of student achievement at SOAR, they are important in parent-teacher communication about student performance. Our academic demands are critical for preparing students for excellence in high school and college; as such, it is important to measure student performance, including assessments, homework, in-class work, participation and other assignments. This work will be graded in relation to student mastery of standards, skills, and subskills. Reports will be shared each semester. December and June report cards will be sent home with students. If teachers or staff have a significant concern, they may hold a conference beyond the normal conference times. If you ever have questions about a student's performance, please reach out to their teacher to schedule a meeting.

Rubric	Performance Level
4	Above Grade Level
3	On Grade Level
2	Below Grade Level
1	Significantly Below Grade Level

Standards Based SOAR Report Cards

Standards Based Report cards are issued two times each year, at the end of each semester. Standards Based Report cards are designed to provide families with a detailed picture of their child's performance in all areas. In primary grades (Kindergarten & 1st Grade), the report cards will be in the form of a narrative, rather than the number scale (above).

Parent Teacher Conferences

Parents and Guardians are required to attend all scheduled Parent Teacher Conferences. Parent Teacher conferences give families an opportunity to increase communication between school and home, keep parents/guardians informed about their child's progress, and develop a plan for the student's future.

SCHOOL ROUTINES & PRACTICES

School Calendar

SOAR's yearly school calendar is different from the Denver Public Schools. Families are expected to review the calendar carefully and ensure that students attend each day.

After School Program Policy

SOAR has a variety of after school programs available for students. While the programs may vary from sports to academics as well as the arts; approaches to student behavior and expected outcomes for social – emotional learning will remain consistent with school day policies. See, "DISCIPLINE POLICY". In addition, teachers and program supervisors will stay in constant communication to ensure that practices are shared. Also, student interactions that require additional oversight will be communicated to after school supervisors by the student's classroom teacher. It is possible for a student to be removed from an after-school program due to behavior that impacts the welfare of other students, SOAR staff, members of the school community, or the care of school facilities and equipment.

Lost and Found

Due to an overwhelming amount of clothing items in lost and found that never get claimed and that we cannot store, we will donate all lost and found items to charity once per month.

Addressing Staff

Staff at SOAR goes on a first name basis with children and other adults.

Birthdays

We do not host individual birthday parties for students or have birthday celebrations in our classrooms. Not only do birthday celebrations take time away from instruction, but they also create an isolating experience for students whose families are unable to provide a celebration for their child.

Field Work: Learning Beyond the School Walls

Fieldwork instead of Field Trips

At SOAR we use the term fieldwork, rather than field trips. Fieldwork is research in the world. It may happen to take place in a historic place, a nature field landscape or cultural event, but the students are not there as passive learners. They are there to conduct research for their studies: taking notes, taking photos, interviewing experts.

What makes this type of fieldwork different from traditional field trips?

1. **Students travel to places that are integral to what they are studying.** The travel is not seen as a break or a reward but an opportunity for important learning.
2. **Students have an important purpose--a mission--for every trip.** They are collecting information to create something of quality and value to share with others.
3. **Students are deeply prepared ahead of time with expertise in what they will be seeing and whom they will be meeting.** They arrive excited to see in real life the things and people that they have learned about.
4. **Students are actively engaged on site in interviewing experts and collecting information: taking notes, photos, videos, sample measurements.** They are scientists and historians, not passive visitors. They are trained and prepared to collect information politely, effectively and wisely.
5. **Students return to the classroom with a charge to use their data and the learning to create something meaningful.** The fieldwork experience does not end when the bus returns to school: the class reflects on what they learned, how they worked together, and how they will make good use of the information and new understandings.

If you would like to chaperone, please be aware of the following policies:

1. Siblings are not permitted.
2. Chaperones must travel with the class to and from the field work, chaperoning the entire length of the trip. For insurance purposes, meeting-up with the class is prohibited, as is leaving the field trip early.
3. All chaperones are required to have an approved background check.

Holidays

SOAR classrooms will not host holiday celebrations, unless they are specific learning events related to our curriculum. As a community we can't promote or celebrate holidays within the classroom. We strive to have an inclusive setting that honors our school's diversity. We will celebrate our reading, writing, science and arts; which allows the concept of joy and celebration without targeting holidays, politically, religiously and economically.

STUDENT ENGAGEMENT/BEHAVIOR EXPECTATIONS

Approach to Discipline

SOAR is, above all else, a community of learners. The SOAR Habits (Respect, Compassion, Perseverance, Responsibility, Integrity) will be taught, reinforced and celebrated.

To this end, our policies for the community begin with how community members, that is students, staff, and faculty, should behave towards each other rather than simply cataloging the range of possible infractions and consequent due process. Your experience at this school will be defined by many healthy long-lasting relationships based on mutual trust, common goals, and a willingness to explore differences in culture, opinion or otherwise.
This section sets forth SOAR's policy regarding how students are expected to behave when participating in school activities, on and off SOAR grounds, and how the school will respond when students struggle with these rules and expectations. Depending on the severity of the infraction, disciplinary responses include teacher removals, suspension (short or long term), exclusion from extracurricular activities, and expulsion or a required parent meeting to develop a plan.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Where appropriate, school officials also will contact law enforcement agencies. Notice to Parents will be provided as required by law.

Social Emotional Learning (SEL)

Students must learn and develop core foundational social and emotional skills to be able to enrich our democracy. We believe emotional and social skills, like academic skills, can be learned. We provide explicit instruction and practice to help students learn how to regulate emotions and properly use social skills. We actively support students when they are upset through emotional coaching.

SOAR Violations

As a community of learners, our actions affect others. Similarly, one student's actions may affect a roomful of other students' learning. There are certain behaviors that violate our school-family's purpose of learning and loving one another; these behaviors are unacceptable. In order to ensure ALL students have every opportunity to learn and love, we will handle these behaviors in a way that preserves the dignity of the student who is disrupting our school-family, as well as protect and preserve the learning time of the rest of the students. If a student repeatedly engages in behaviors that violate the respect, emotional safety, or physical safety of those around them, we become concerned and take action as a school-family. While individual plans for individual students may vary, the approach is the same. The first phase of repeated SOAR Violations is to provide additional supports and to directly involve families.

Below are examples of SOAR violations. Behaviors include but are not limited to:

Physical Safety	**Emotional Harm**	**Disrespect to Adults**
• Hitting, punching, spitting, kicking, shoving, shoulder checking, etc. • Tantruming *(crying, screaming, ripping/tearing items, tipping chairs, etc)*	• Gossiping *(saying unkind, untrue, or unhelpful things behind the backs of others)* • Blaming someone for something *(telling an adult someone else did something, when they actually did it)*	• Talking back *(responding disrespectfully to teachers with the purpose of overt defiance)*

• Retaliation hit/punch • Rough play with intent to harm • Using physical aggression to express feelings *(kicking or hitting walls/recycle bins, slamming objects, moving desks/chairs, throwing objects)*	• Verbal threat → *"I'm gonna hurt you!"* • Bullying *(defined as continuous targeting and emotional and/or physical harm against a specific student)* • Cursing • Hate language *(making comments to emotionally harm others based on race, gender, looks, skill level, or any other identifying factor)* *Name calling *(may depend on the severity of the language used)*	• Walking away from the teacher in the middle of a conversation *(without requesting space)* • Covert defiance *(saying yes but still doing something anyway)* • Mimicking the teacher

No Tolerance Policy Behaviors

- Tantrum (lasts more than 5 minutes)
- Leaving the protection of an adult without permission
- Physical aggression towards other students or adults (biting, kicking, punching, throwing objects, physical harm to self)
- Vandalism

Definitions

For purposes of this Handbook, the following definitions apply.

1. "Disruptive student" means a student who's willful and over behavior materially and substantially disrupts the educational process. This may include behavior that substantially interferes with the teacher's authority.
2. "Parent" means parent, guardian or person in parental relation to a student.
3. "School property" means in or within any building, structure, playground or land contained within the real property boundary line of a public elementary or secondary school or in a school bus.
4. "School personnel" means staff employed by SOAR.
5. "Violent student" means a student who commits one of the following acts:
    - Commits, while on school property or at a school function, an act of violence upon another student, employee, or any other person lawfully on school property or at the school function or attempts to do so.
    - Possesses, while on school property or at a school function, a weapon.
    - Displays, while on school property or at a school function, a weapon.
    - Threatens, while on school property or at a school function, to use a weapon.
    - Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
    - Knowingly and intentionally damages or destroys school property.
6. "Weapons" device, instrument, material or substance that can cause physical injury or death when used – Specifically but not limited to the following:

- Firearm, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun)
- Switchblade knife, gravity knife, ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and other dangerous knives
- Billy club, blackjack, bludgeon, and metal knuckles
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot
- Martial arts objects including ninja stars and nun chucks
- Explosives, including bombs, fire crackers and bombshells
- Acid or deadly or dangerous chemicals
- Firearm facsimile, as that is defined in C.R.S. § 22-33-106(1)(f).Loaded or blank cartridges and other ammunition
- Stink bombs
- Stun pens
- Laser beam pointers
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

Bullying Prevention and Intervention

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself." –Dan Olweus, Bullying at School: What We Know and What We Can Do

Bullying consists of three components:

1. Aggressive behavior that involves unwanted, negative actions
2. A pattern of behavior which is repeated over time
3. An imbalance of power or strength

Students will

1. Tell a trusted teacher, principal, other staff member, or have your parents talk to the school.
2. Tell your parents. Telling is not tattling.
3. Respond evenly and firmly for the bully to stop or say nothing and walk away. If it's happening online, don't reply but print out a copy of the posting or email.
4. Develop friendships and stick up for each other.
5. Act confident.
6. Take a different route (and tell someone) if the harassment is happening on the way to or from school,
7. Avoid unsupervised areas of school.
8. Not bring expensive items to school.

Families will

1. Encourage your child to share problems with you with the assurance that it is not tattling.

2. Always report your child's concerns to the teacher / aftercare provider/bus driver first.
3. Involve school leaders whenever you feel it is necessary.
4. Praise and encourage your child - a confident child is less likely to be bullied.
5. Help your child develop new friendships - new peers can provide a new chance.
6. Maintain contact with your child's school. Keep a detailed record of bullying episodes and communication with the school.

Administrators will
1. Raise school and community awareness and involvement.
2. Initiate serious talks with bullies and victims of bullying individually.
3. Initiate serious talks with bystanders to empower them to act.
4. Include parents in action plans for their children -- victims or bullies.
5. Create consequences and follow up action plans in conjunction with teachers regarding bullying incidents.
6. Always close the loop—let students and parents know that you have followed up.

Teachers will
1. Encourage students to report an incident that makes them feel unsafe.
2. Intervene immediately upon seeing bullying.
3. Report all incidents of bullying to administration.
4. Teach bystanders to speak up.
5. Help loners make friends.
6. Establish classroom norms against bullying.
7. Always close the loop—let victims and parents know that you have followed up and as much as possible, how. Encourage them to check in with you following any incidents.

Discipline for Students with Special Needs

Disruptive behavior, as defined by school policy, by a student with disabilities will be managed in accordance with the student's individual education plan (IEP) and state and federal law. A student with disabilities will be subject to recommendation for expulsion as a habitually disruptive student only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the student's disability.

Disciplinary Procedures

A. Penalties for violations of these rules shall include, but are not limited to the following:
1. Verbal and written warnings to the student and or parent/guardians
2. Removal from the classroom
3. Reprimand
4. Behavioral contracts between the school, student and parent
5. Restoration to the community/community service
6. Suspension from athletic, social, extracurricular activities, and other privileges
7. Immediate pick up followed by a reentry conference
8. Suspension
9. Expulsion

Expulsion

Expulsion refers to the permanent removal of a student from School for disciplinary reasons. A student may be expelled for any causes outlined in the Denver Board of Education Policy in the Denver Public Schools Conduct Code and C.R.S. § 22-33-106.

Expulsion is mandatory under state law for:

1. Carrying, bringing, using or possessing a loaded or unloaded firearm.
2. The selling of, including the exchange, distribution or gift of, drugs or controlled substances, as defined by state law, including anabolic steroids and prescription drugs.
3. The commission of an act that, if committed by an adult, would be robbery or assault as defined by law.

Additionally, after a proper investigation and hearing, SOAR may recommend a student for expulsion if the student has been suspended three times from the school and the third offense is deemed major by the school.

The parents or guardians of any student to be recommended for an expulsion hearing will be notified before such action takes place. Expulsion hearings will be administered by Denver Public Schools; therefore, any expulsions will be carried out in accordance with Denver Public Schools policy.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of profane or indecent speech or obscenity, invasion of privacy, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with this Handbook and the school dress code, violations of which are punishable as stated in this Handbook.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is appropriately controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the Director of Development & School Operations. The Director of Development & School Operations may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Director of Development & School Operations may also regulate the time, place, manner and duration of such distribution.

Gang Affiliation

SOAR has adopted this policy pursuant to state law, in recognition of the fact that gang activities at school threaten the welfare and safety of students and others in the school community. The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

Prohibited gang affiliation or appearance includes: Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings or on school grounds, at school-sanctioned activities and events, or school-sponsored transportation. Gestures, signals, or graffiti that denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and on school-sponsored transportation. The prohibition against gang-related apparel and actions will be applied at the discretion of the staff at SOAR Schools.

Consequences will be applied according to the circumstances of the infraction and may include suspension or expulsion. SOAR will communicate with law enforcement regarding this policy in order to further its purposes.

Participation in School Activities

All students have the right to have the opportunity to take part in all school activities on an equal basis regardless of disability, race, creed, color, sex, sexual orientation, national origin, religion, or ancestry; and to address the school on the same terms as any citizen.

Physical Violence

There may be disputes, differences and even heated disagreements from time to time. But these must be handled in a non-violent and non-threatening way. No physical fights of any sort can be permitted and all parties who contribute to the Cycle of Violence will be considered at fault. The Cycle of Violence consists of hitting, hitting back, "hitting because..." inciting a fight, encouraging or daring a fight, approaching, staying, or celebrating at the scene of a fight. Strong disciplinary action including suspension will be taken against students who contribute to the cycle of violence.

There is to be no "play fighting" and no threatening of physical violence. Bullying, physical, verbal, and non-verbal behavior that makes another student feel threatened is strictly prohibited. Such behavior will result in disciplinary action.

Possession of Weapons

Possession of a weapon is prohibited on school premises. If a student violates this policy, the student will be subject to disciplinary action, listed in Part VIII (A), including suspension or expulsion, as appropriate and in light of the student's disciplinary record. Mandatory expulsion will be enforced for any possession of a firearm on school premises.

Prohibited Student Conduct

SOAR expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, SOAR staff members and other members of the school community, and for the care of school facilities and equipment.

Students may be subject to disciplinary action, listed in part VIII (A), including suspension or expulsion, as appropriate to the nature and severity of the incident and in light of the student's disciplinary record.

Procedures and Due Process for Suspension

The Principal may impose a short-term suspension and shall follow due process procedures consistent with Goss v. Lopez (419 U.S. 565) and C.R.S. § 22-33-105. Before imposing a short-term suspension, or other, less serious discipline, the school Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing or verbally, that the student may be suspended from school.

Parents will be provided with a description of the incident(s) for which suspension is proposed.
Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident.

Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension and with the consent of the teacher. The Principal decision to impose a short-term suspension may be challenged by the parent or guardian in accordance with SOAR's Complaint procedures. In accordance with District policy, parents may attend school with the student in lieu of an out of school suspension.

Appeals of Suspensions
Appeals of suspensions can be made by sending a letter to SOAR's Grievance and Appeal Committee within 10 days after the disposition of a suspension. Letters should be sent to SOAR Charter School, Attention: Grievance and Appeal Committee, 4800 Telluride St., Building 4, Denver, Co.80249.

Provision of Instruction During Removals and Suspensions
SOAR will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the School's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided by DPS.

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. Removal or change of placement of students with disabilities will be managed in compliance with applicable state and federal law.

Reporting Violations
All students are expected to promptly report violations to a teacher, the Principal or his/her designee. Any student or staff person observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, administrators, the Principal and the Principal designee.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent or guardian of the student involved and the appropriate disciplinary sanction if warranted, which may include expulsion and referral to the police.

In the event the school receives information regarding a planned out of school activity that might involve student high risk behavior, and the specific location and students are identified, the Principal will first alert and caution the parents and students. The Principal or Principal designee will also provide information as to the possible location of the activity to the local police.

Search and Seizure

A student and/or the student's belongings (including cell phones) may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school staff.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

1. School authorities will make an individual search of a student's locker, desk or personal belongings only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
2. Searches shall be conducted under the authorization of the school Principal or his/her designee.

Student Restraint

Physical restraint and intervention by **trained staff** are reasonable, appropriate and may be applied at SOAR for the following purposes:

1. To reduce a disturbance where physical injury to a child or others may be present.
2. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
3. For the purpose of self-defense.
4. For the protection of persons.

Such acts do not constitute child abuse and will not be construed to constitute corporal punishment within the meaning and intent of this policy. Any restraint will be used consistently, and subject to all safety, training and reporting requirements of the Protection of Persons from Restraint Act, C.R.S. §§ 26-20-101 – 109, and applicable regulations and guidance under that Act of the Colorado Department of Education.

Student Rights

SOAR is committed to safeguarding the rights given to all students under this Handbook. In addition, to promote a safe, healthy, orderly and civil school environment, all SOAR students have a responsibility to:

1. Abide by the SOAR Habits
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
3. Be familiar with and abide by all SOAR policies, rules and regulations dealing with another student's conduct.
4. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest achievement possible.
6. Follow direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Seek help in solving problems that might lead to discipline issues.
8. Dress appropriately for school and school functions.
9. Conduct themselves as representatives of SOAR when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standard of conduct, demeanor and sportsmanship.

Student Acceptable Use Technology Policy

Student Name: _____

Purpose

SOAR believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet use is filtered and monitored.

Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology at SOAR:

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use the technology carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise never to use the computer to hurt, frighten or bully others.
6. I promise to print only when my teacher tells me to.
7. I promise to only share my passwords with my teacher or parent.
8. I understand that if I intentionally damage technology, I will be responsible for paying to replace it.
9. I understand that if I break any of my promises, I might not be able to use the technology.

In order for students to have access to the internet this policy must be signed by both the student and her/his parent/guardian and returned to the school.

Student Signature

I will sign my name to show that I will follow these rules.

Student name: _____

Homeroom Teacher: _____

Grade: _____

Date signed: _____

Parent/Guardian Signature

Parent/Guardian signature: _____

Date signed: _____

SOAR Contract

Student Name: _____

At SOAR, we understand the importance of alignment within the school community in order to achieve our mission of preparing students to compete, achieve, and lead in college and in life. This mission can be best achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We all share the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community. The following contract outlines the expectations that need to be met to best support student learning, and will be signed each year by the parent/guardian, student, and teacher.

Parents & Guardians

I/We agree to:

- Read with your child for ***at least*** 15 minutes every night and complete all homework.
- Ensure my student is at school on time, in uniform, every day, and is only absent in the case of illness.
- Monitor my student's schoolwork, homework, grades, and behavior reports by checking folder nightly.
- Communicate regularly with my student's teacher, reach out to them first when I have questions or concerns, and attend parent-teacher conferences twice a year.
- Contribute to our SOAR community as reasonably as possible by participating in family nights, school events, and parent leadership opportunities.
- Sign all SOAR violation forms, and actively engage in support of my student if they receive multiple SOAR Violations, which could include daily communications, home reflections, and weekly meetings.
- If necessary, engage in thoughtful discussion with administrators about remedial support and/or retention.
- Follow policies in this handbook and always treat others with dignity and respect

Parent/Guardian Signature _____

Students

I agree to:

- Do my best to use SOAR Habits while at school, at any school events, and on the bus.
- Commit myself to _____all day, every day, and to seek help when I need it.
- Arrive at school on time, every day, and prepared to learn.
- Complete my homework, read every night, and bring my homework folder to school every day.

Student Signature _____

School Administration, Teachers, and Staff

We agree to:

- Create a safe place for all of our students and respect the background, culture, and individuality of each child.
- Arrive at school on time and prepared for an academically rigorous, values-driven environment every day.
- Assess students regularly and fairly.
- Enforce all rules and policies consistently and fairly.
- Communicate with parents openly, honestly and frequently with both positive and constructive feedback.
- Maintain the highest standards of academic performance and conduct.

Principal Signature _____