



Dear Academy Families:

Welcome to the exciting educational journey that is the Academy at the Lakes experience. Our school offers each child and each family so many meaningful opportunities to learn and grow in an atmosphere of care and respect where achievement and engagement are highly valued.

Included in this handbook you will find much important information about our school: its values, policies, and procedures. Please read it carefully and feel free to consult it frequently as the year progresses. A school calendar is included for your reference on page 14. Please note that 2010-11 will be the final year that we allow the burgundy polo shirts!

We are so pleased to be your partners as we celebrate the love of learning and the joy in the journey that make our school so special. Thank you very much for your participation and support – they are absolutely essential to our success.

Have a great year!

Sincerely,

Mark Heller
Head of School

*This **Handbook** establishes Academy at the Lakes' codes and guidelines. This Handbook cannot cover every possible circumstance that a student, faculty member or the school may encounter in the course of a school year. Many decisions, policies and situations are left to the good judgment of the faculty and/or the school administration.*

Academy at the Lakes *Family Handbook*

Wendleek Campus

PK3-4th Grade
(813) 948-2133
(813) 948-2943 fax

McCormick Campus

5th-12th Grades
(813) 948-7600
(813) 949-0563 fax

www.academyatthelakes.org

Academy at the Lakes admits students of any race, color, sex, religion, national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, creed, color, religion, sexual orientation, national or ethnic origin, gender, age, disability, or any other characteristic protected by law in the administration of its educational policies, admissions, policies, scholarship or loan programs, and athletic and other school-administered programs. It is the policy of Academy at the Lakes to ensure that all services, facilities, privileges, advantages, and accommodations are offered to and are accessible in a meaningful manner for qualified persons with disabilities, in accordance with the Americans With Disabilities Act and state law.



Board of Trustees

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| | |
|--------------------|------------|
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| Adrienne Kimball | Vice Chair |
| Stephen Dryer | Treasurer |
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Executive Staff

| | |
|-----------------|-----------------------------------|
| Mark Heller | Head of School, <i>Ex-officio</i> |
| Dorie Burnham | Business Manager |
| Patricia Spears | Director of Advancement |
| Karen Sooklal | Secretary to the Board |

Family Handbook

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I. Introduction: The School-Family Relationship

Mission Statement

Academy at the Lakes is a learning community of shared values dedicated to the success of each individual at school, in the community, and in the world. We celebrate the love of learning and the joy in the journey.

Statement of Core Values

Certain central and essential elements of the School's existence as an independent day school in the preparatory tradition have emerged as core values. They include responsibility, the importance of community, caring, the love of learning, integrity, respect, honesty, and perseverance.

They are set forth in the following *Statement of Core Values*:

1. We are a caring, compassionate community of learners composed of many different beliefs and traditions seeking points of unity in common experiences.
2. We believe that all constituents should be made to feel an important part of the community, and that building and maintaining relationships is crucial in the development of the child.
3. We care about guiding students to take responsibility for themselves, their learning, and their actions.
4. We embrace the notion that the joy in the journey of education is composed of experiences centered around educational practices that balance academics, fine arts, athletics, and extra-curricular activities.
5. We apply standards of excellence, quality, value, and relevance to all we do.
6. We believe in a triad of whole child development- *heads to know the good, hearts to love the good, and hands to do the good.*
7. We recognize our need to be good stewards and present our individual gifts in service and support for the School's mission.
8. We know that teaching at a high level of expectation and providing students with standards of character development are our primary interrelated missions and form the total School experience.
9. We believe that joy and responsibility enhance happiness and the fulfillment of each community member.
10. We realize that all members of the community must participate for the advancement of the institutional vision and mission.

The Statement of Core Values is our institutional belief statement. Our core values are the basis for our mission.

Philosophy and History

Academy at the Lakes is a non-denominational, coeducational, PK3—12th grade, independent day school. The school was founded in 1992. The school's programs are designed to build a sense of responsibility and cooperation in students. Our overall goal is to provide a stimulating, nurturing school experience in which students are exposed to relevant information and experiences; are motivated to become seekers and users of information; are inspired to meet the challenges of the future; and are encouraged to become effective problem solvers.

Academy at the Lakes is committed to academic excellence. To be successful, every independent school needs and expects the cooperation of its parents, who must understand and enhance the School's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty and respect. In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes. Independent schools must communicate their procedures to parents, who in turn, share the important responsibility to become informed members of the school community.

Board of Trustees

The Board of Trustees and officers of the Board serve as the corporate representatives of Academy at the Lakes, a not for profit corporation formed under the authority of the laws of Florida and the United States. The Board of Trustees is a group of volunteers acting under the authority of the corporation to govern the school's mission and provide the resources necessary for the mission to thrive. The Board employs a single employee – the Head of School – who is charged with the implementation of all facets of the school's operations. The Board operates in trust, and thereby governs the business operations of the school. The Board approves all budgets, and fundraising activities. The trustees are stewards of the school's mission and work to provide the resources necessary for the mission to be actualized. Committees of the Board

further serve to regulate and establish policies and to manage the school's finances and governance. All actions relating to the Board's governance of the school must be approved by a vote of the Board as specified in the corporate by-laws.

Parents and the Board of Trustees

In most independent schools, decision-making authority at the highest level resides with a volunteer board of trustees whose membership often includes parents. The board of trustees does not intervene in the daily affairs of the school, such as curriculum development and the hiring, evaluating, and firing of faculty and staff. Instead the board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the Head of School; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the board acts only as a whole; individual trustees, including the board chair, have no authority to act unless specifically authorized to do so by the board acting as a whole.

The Academy encourages parents who are interested in high-level decision-making to stay informed about the work of the board of trustees by reading school publications, talking to the Head of School, and attending appropriate meetings. Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the board of trustees to act as an appeals board.

Parents and the Faculty and Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support faculty and administration through extensive volunteer activities and events. The school formally governs the relationship between parents and the faculty and administration through the written enrollment contract and handbooks, in which procedures are spelled out. When parents choose to enroll their children in an independent school, they agree to subscribe to its mission, follow its rules and abide by its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents. The Academy encourages parents to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. The school welcomes thoughtful questions and suggestions. It is incumbent upon the school to provide parents with timely and pertinent information.

Parents support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive and non-supportive. While parents may not agree with every decision made by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parents and school should consider whether another school would be a better match for the family.

Parent Association

The Parent Association in an independent school provides a vital and much-appreciated service to school leadership and the entire school community. The activities sponsored by the Parent Association are designed to build community spirit and advance the mission of the school. The Parent Association supports the policies and decisions of the administration. The parents neither participate in policy-making by the school nor function as a lobbying group. The finances of the Parent Association are a part of the school's audited financial statements.

The Board of Trustees, through its corporate bylaws for the Association, makes clear its procedures and role as a service organization. The bylaws clearly state the Association's mission to support the decisions and policies of the school. The administration should be closely involved in the Association's nominating process. Cooperation and teamwork between the administration and the officers of the Parent Association are crucial to the health of the school community.

Academy at the Lakes welcomes volunteers! Volunteers must log their hours at the school in the "Volunteer Log" book located in the offices. Volunteers are requested to complete the log at the beginning of each volunteer visit to the school. Volunteering is a wonderful way for parents to become involved with the educational process. Volunteers are required to sign in and out and to wear an identification badge. Classroom volunteers must be approved through the office and the teachers involved.

Every Lower Division grade has "room parents." These parents are requested to plan and conduct special events in the classrooms such as seasonal parties, fund-raisers, guest speakers, etc. Room parents are very helpful in networking with other parents who are not always able to be at the school during the school day. Room parents will be provided

with a roster of student and parent information for the purpose of communicating with and seeking support from other parents.

Accreditation and Affiliation

Academy at the Lakes is accredited by the Florida Council of Independent Schools (FCIS), the Florida Kindergarten Council (FKC), and the Southern Association of Colleges and Schools (SACS). The school is a full member of the National Association of Independent Schools (NAIS) and the Bay Area Association of Independent School (BAAIS)

Advancement Office

The Advancement Office exists to further the mission of the school by securing the necessary resources. The Office is responsible for approving and monitoring a variety of activities, fundraisers, and special events. The Office coordinates all such activities and trains volunteers in order to better meet school goals.

Statement on Diversity

At Academy at the Lakes, diversity is seen as a positive aspect of our lives and an essential aspect of education. The children, staff, board members, and friends of the School recognize and respect the fact that diversity exists in the languages we speak, the colors of our skin, the traditions we observe, the structure of our families, the financial and educational resources our families possess, and the special needs we may have. We believe that our separate heritages, beliefs, and choices of expression help to define us as individuals and that our commitment to learning about one another and the larger world unites us as a community. Differences of all kinds are acknowledged and explored with enthusiasm, respect, and acceptance.

Academy at the Lakes assumes an ongoing responsibility to act as part of a larger community. In our recruitment practices for both families and staff, we strive to create a community whose members reflect the diversity inherent in the Tampa Bay area, as well as in the world. In our curriculum such topics as race, ethnicity, family structure, gender, religion, physical attributes, sexual orientation, and economic differences are introduced and studied in ways that are developmentally appropriate. In our assemblies, special events, guest lectures, and other extra-curricular activities, we work to further our commitment to diversity.

We view the family as the primary source of traditions, celebrations, and values for children. The role of the school is to affirm that each individual has a distinct identity and to help children and others

appreciate their own identity as well as those of others. We believe that the experience of an education will enable children to value themselves while preparing them to participate with pride and confidence in a rich, complex society. We recognize that working to provide such an experience requires dedication and an ongoing commitment of time, energy, and resources.

Founded on the principle of respect, Academy at the Lakes is a place where children can listen, question, challenge, probe, and thereby make sense of their world. When children graduate from Academy, it is our hope and vision that they will carry with them a strong sense of their identity, a willingness to see the common threads which run through our lives, and a high regard for the breadth and value of differences.

II. General Policies and Related Information

The School Day

Wendle Campus School Hours

| | |
|-----------------------|---------------------------------|
| PK3-4th Grade | 8:15AM-3:15PM |
| Extended Care PK3-4th | 7:30- 8:15AM and 3:15-5:45PM |

Drop Off and Dismissal Procedures

Supervised drop-off begins at 8:05 a.m. in front of the school. Students without parental supervision prior to this time will be escorted to before care and parents will be charged accordingly. Dismissal occurs at 3:15 in front of the school. Parents should form a single line in front of the school and wait until their child or children are brought to the car. Please let the school office know of any regular car pools. In addition, please let the school know if there are any changes to your car pool at any time. Students who remain at school for extended care will be teacher-escorted to the media center. Charges will be imposed for pick ups made after 3:30 p.m.

Please note the following:

FOR THE FIRST TWO WEEKS ONLY, PK3, JK, and SK parents may drop off their child at their classroom. Regular drop off in front of the school will be required at the end of the first two weeks.

All children must be accompanied through the parking lot at both drop-off and pick-up times.

If you choose to walk your child to the front doors or pick your child up by walking to the front of the school, please park your car. This will eliminate the traffic across the normal car pool line in the morning or in the afternoon.

Please do not leave your car unattended in the line.

Please pull your car up as far as you can in the line; do not stop and wait by the door from which your child will emerge, for this holds up cars behind you.

Avoid the use of cell phones while in the car pool line because it creates an unsafe environment during such a busy time.

Please have the name card provided by the school in the windshield; this is especially important if you are using a different car on a particular day.

Please stay in your car—the teachers will bring your child to you.

Observance of the above procedures will permit an efficient dismissal process with a minimum of waiting.

Attendance

Unless there is a genuine emergency, students and families are expected to observe vacation dates, neither leaving early nor returning late from holidays. Similarly, parents are respectfully requested not to take students out of school simply for the sake of convenience. While faculty members are happy to assist students who are unavoidably absent from school as a result of illness or family emergencies, classes missed for the convenience of parents places an unnecessary burden on the teachers.

A written note must be sent with a student or a telephone call made to the office in the morning if a child is to be excused early or is to go home by a different car pool.

Students who are not present at the start of the school day or arrive after 11 a.m. will be marked absent for the day.

When a student is unable to attend school due to illness or other family circumstances, please call the school to confirm the absence at 948-2133 before 8:00 a.m. To return to school after illness, children must be **fever-free or symptom free for 24 hours** without the use of Tylenol, aspirin, ibuprofen, or any other drug used to depress fever for 24 hours. **If a child has vomited or had diarrhea the child may not return to school until they have been symptom free for 24 hours.**

Please follow the guideline below concerning when it is **NOT** safe to allow a child to attend school:

A temperature of 99.5 degrees or higher

Diarrhea

Vomiting

Any rash which may be contagious

Any other contagious condition such as strep throat or pink eye; such conditions require a minimum of 24 hours of prescription medication prior to returning to school.

Please notify the school if your child is diagnosed with a communicable disease.

Students leaving school early must be released through the office. Teachers will not release students from the classrooms. Students will only be released to individuals listed on the registration forms or emergency information cards. **The period of time just before regular dismissal is a very busy time (3 – 3:15 p.m.) in the classrooms and offices. Please reserve your requests for early dismissal to extraordinary situations.**

Tardy to School

A student in PK3 – grade 4 who is not in class by 8:20 a.m. is tardy. Tardy students will be escorted by school personnel to their class.

Students who are habitually tardy miss much and are placed in a position of having to catch up. This puts undue stress on both the student and the teacher. The office will monitor students who are habitually tardy. The Lower Division Director may request a meeting to discuss reasons for habitual tardiness. If a student has difficulty completing academic requirements due to habitual tardiness, retention may have to be considered.

Calendar 2010-2011

(revised 6/23/10)

| | | |
|---------------------|-------------------|---|
| August | 12-13 | New Faculty Orientation |
| | 16 | Faculty Return |
| | 17 | Faculty Retreat |
| | 19 | New Family Night (5 - 12) |
| | 24 | Orientation Day (LD New Parents 12:00 & Others at 1:00) |
| | 25 | Classes Begin |
| September | 1 | Senior Retreat |
| | 2-3 | Middle Division and Upper Division Retreats |
| | 6 | No School - Labor Day |
| | 14 | Parent Night - Wendleek Campus |
| | 16 | Parent Night - McCormick Campus |
| October | 7 | Founders' Day Assembly |
| | 8 | No Classes - Professional Day; Quarter 1 Concludes |
| | 11 | No School - Founders' Day |
| | 15 | Lower Division Fall Production |
| | 18 | Grandparents' Day |
| | 29 | Halloween Celebrations |
| November | 2-5 | Grades 7 - 8 Extended Trips |
| | 11 | Veterans' Day Assembly |
| | 12 | Lower Division Parent Conferences (No Classes PK3-Gr4) |
| | 18-21 | Upper Division Extended Trip |
| | 23 | Thanksgiving Assembly |
| | 24-26 | No School - Thanksgiving Recess |
| December | 3 | Winter Concert |
| | 16, 17, 20 | Grades 7 - 12 Semester Exams |
| | 21 | Make-up Exams; Quarter 2 Concludes |
| | 22 | No Classes - Professional Day |
| | 23-Jan. 3 | No Classes - Winter Break |
| January 2011 | 4 | No Classes - Professional Day |
| | 5 | Classes Resume |
| | 17 | No School - Martin Luther King Jr. Day |
| February | 4 | Auction/Gala |
| | 21 | No School - Presidents' Day |
| March | 10 | Quarter 3 Concludes |
| | 11 | No Classes - Professional Day |
| | 14-18 | No Classes - Spring Break |
| | 30-Apr. 1 | Grades 5 - 6 Extended Trips |
| April | 15 | Lower Division Parent Conferences (No Classes PK3-Gr4) |
| | 22 | No School - Good Friday |
| | 25 | No School - Easter Monday |
| May | 25-27 | Grades 7 - 12 Semester Exams |
| | 30 | No School - Memorial Day |
| | 31 | Make-up Exams |
| June | 2 | Last Day - Lower Division Dismissal 11:45 & 5/6th Grade Dismissal 12:00; Middle Division Honors Ceremony; Quarter 4 Concludes |
| | 5 | Upper Division Honors and Commencement Ceremony |

Celebrations

Celebrations occur to enhance classroom learning, to acknowledge achievement of curricular goals, or to highlight a special day or season.

Parents should consult with teachers concerning in-school birthday celebrations. Each homeroom has room parents who coordinate Parent Association events. Invitations to parties outside of school may only be distributed in school if the entire class is invited.

Class Placement

Near the end of the school year, current classroom teachers and the Lower Division Director meet to discuss the class placement of students. Placement is based upon academic and social issues and considerations that relate to a child as an individual. Many factors are carefully and painstakingly analyzed to come up with a balanced class.

It is not the policy of Academy at the Lakes to accept parental requests concerning class placements. Often times a parent is unaware of dynamics and relationships that teachers observe as we strive to form the best mix of students. Parents need to have confidence that the teachers will have the best insights regarding a student's needs in the school.

Communications and Conferences

Please make certain that we have current and accurate home and business phone numbers where you may be reached and information on whom to contact in an emergency should you be unavailable.

Parents will receive regular electronic newsletters that outline topics to be covered and upcoming events. Where applicable, test dates will also be noted in the newsletter. However, please note that teachers need to be flexible with regard to test and quiz dates. If the students need further review to master concepts before a test, teachers may change the date of a previously scheduled test.

Teachers will usually be available for scheduled appointments before and after school hours. Please call and make an appointment with the teacher to be sure she/he will be able to meet with you. Teachers will not be available for conferences or telephone calls during the school day.

Parents or teachers may schedule conferences when necessary throughout the year. Please feel free to contact the school with any questions.

EACH FRIDAY A HOME/ SCHOOL ENVELOPE IS SENT HOME WITH IMPORTANT INFORMATION, FIELD TRIP INFORMATION, ASSIGNMENTS, GRADED WORK, AND SCHEDULES. PARENTS ARE REQUESTED TO RETURN THE ENVELOPE TO SCHOOL EACH MONDAY. LOST OR UNRETURNED ENVELOPES WILL BE RESUPPLIED AT A COST OF \$5.

Cumulative Records

Cumulative educational records are maintained by the school for each enrolled student. The records include all data that is collected concerning a student's educational progress. The record is updated at the conclusion of a school year. Parents/legal guardians may review the contents of the cumulative record by making an appointment with the administration. The school requests student educational records from former schools. Likewise, educational records are sent to other schools with parental authorization.

Dress Code

Dress code separates for Academy at the Lakes are available through Lands' End. To order please call 1-800-469-2222 and mention your preferred school and logo number to the operator who takes your call. You may also order via the internet at **www.landsend.com/school**. You must use these reference numbers when ordering from Lands' End.

Logo Number: 0255148K

Preferred School #: 90007689 4

Students are to wear items from the Lands' End School Catalog.

Shirts of students in grades 2 through 4 must be tucked in except during recess and PE.

Everyday Dress Code

| | |
|----------|--|
| Shirts | solid color polo shirts in classic navy, gray heather, chambray blue, or white with Academy at the Lakes logo The burgundy polo shirts with the Academy at the Lakes logo are still permissible for the 2010-11 school year, but will no longer be permitted in 2011-12 turtleneck shirts in classic navy or white with Academy at the Lakes logo short or long –sleeve |
| Shorts | classic navy or khaki |
| Pants | classic navy or khaki long or cropped (for girls) <i>Cargo pants are not part of the Lower Division dress code</i> |
| Skorts | classic navy or khaki <i>Skirts are not part of the Lower Division dress code</i> |
| Jumpers | classic navy |
| Dress | Polo in classic navy with Academy at the Lakes logo. short or long –sleeve |
| Belts | brown or navy belts must be worn with shorts, skorts, and pants that have belt loops for students in grades 2 through 4 |
| Shoes | black, navy, or brown closed toe with flat heel (<i>no boots or shoes with heels higher than 1/2 inch</i>) |
| Sneakers | low cut white, black, brown, gray, or navy |
| Socks | low socks must be solid white, classic navy, or khaki without decoration, and worn with shoes or sneakers |
| Hair | Hair should be neat, clean, and non-distracting. Bangs should be cut to eyebrow length or be pulled away from the face. Extreme hairstyles are not permitted. Boys should have hair cut to the collar. |
| Hats | Hats may be worn only during PE, recess, or after school. |

Optional Friday uniform: students may wear an Academy at the Lakes spirit shirt with uniform bottoms. Spirit shirts may be purchased through the Lower Division Office and at the spirit store.

Dress Uniforms for Day of Manners, Special Events, Performances, Field Trips

- Boys navy blue blazer (optional), khaki or navy blue pants or shorts, white or blue oxford shirt with button down collar (short or long sleeve), tie, black or brown dress shoes (**no sneakers**), belt
- Girls navy blue jumper (**no skorts or skirts**) with white peter pan collar blouse or white oxford shirt with button down collar (short, long, or $\frac{3}{4}$ sleeve)
Black, navy, or brown dress shoes (**no sneakers**) with white socks or white tights (**no boots or shoes with heels higher than 1/2 inch**)

Cold Weather Uniform (logo optional)

- Sweatpants classic navy or pewter heather
- Sweatshirts classic navy or pewter heather
crewneck or zip front
- Cardigan classic navy, pewter heather, white
button or zipper
- Sweaters classic navy or white
- Fleece vest classic navy
- Fleece jacket classic navy
- Pants classic navy or khaki

It is recommended that students also bring a change of clothes – uniform shorts and shirt – in case the weather warms up. Please order your cool weather uniforms early in the year to avoid problems with supply. There is no uniform requirement for heavy coats.

Students who arrive in violation of the dress code will receive a written warning on the first and second infractions. The third incident will result in a phone call home. **Continued violations of the dress code will require a parent or guardian to come to school with the appropriate article of clothing before the student will be allowed to return to the classroom.**

Emergency Procedures

A. Emergency Telephone Numbers, Hospital

In the event of any emergency an administrator will dial 911 and explain the emergency. Should an event occur which requires students or staff to be hospitalized, the closest hospital to the school is University Community Hospital on 30th Street and Fletcher Avenue in Tampa.

B. Injuries and Health Conditions

Students injured must have an injury report completed (Clinic Pass/Injury Report); the injury section of this document must be fully completed by the staff member present at the time of the injury. Students who fall and appear to have a possible fracture, concussion, or other serious injury should not be moved. Supervisors must seek the support of an administrator, administrative assistant or other staff member (First Aid or CPR Trained) who will evaluate the injury. In all cases, parents will be notified of the injury and asked for advice concerning further treatment. In the event that a parent is not able to be reached, the Head of School or Division Director will take the action necessary in the best interest of the student.

Children who have temperatures above 99.5 degrees F, who vomit, or appear otherwise ill, will have parents contacted for pick up. First Aid procedures will be utilized in treating illness and injury. **Children must be fever free or symptom free for 24 hours before returning to school.**

C. Fire Drills/Evacuations

Drills and evacuations are conducted routinely as a measure of preparedness in the event of a fire or severe weather.

D. Communications with Parents

In an emergency situation, the administration, as a method of communication, will enact the "phone tree". The phone tree is located in the school directory.

E. First Aid/CPR/AED Trained Personnel

The school will provide and require the following employees to be trained and certified in First Aid/CPR/AED by the ARC: Head, Division Heads, Administrative Assistants, Childcare Providers, Physical Education Teachers, and Athletic Coaches.

F. Chain of Command

In an emergency situation the chain of command is as follows: Head of School, Division Directors and other members of the Administrative Team, Administrative Assistants, Chairs and Team Leaders.

G. Release of Students

Students are released only to those individuals identified by parents/guardians. Each occasion of such a release requires parents to notify the school in writing, and requires the individual making such a pick up to identify themselves with a valid driver's license. Such individuals will sign students out of school.

H. Severe Weather/School Closing

During a severe weather alert the following activities will occur:

1. Administrative Assistants will monitor Radio/Television broadcasts.
2. During periods of a severe weather "watch", all outdoor activities will cease and students will be supervised indoors. News broadcasts will be monitored, and the PA system will be utilized to inform teachers of possible further actions.
3. During periods of a severe weather "warning", all outside activities will cease and all teachers will refer to the "Weather and Tornado Alerts" section of the Staff handbook.
4. School closings will occur when weather conditions are such that the **Hillsborough County** School System is closed for student attendance. There are times when Hillsborough County will close due to weather related problems in the aftermath of severe weather. Academy at the Lakes will not close at these times unless the school is unable to accommodate student attendance. The Head of School will determine whether or not school will be in session and will activate the emergency phone tree accordingly.
5. The campus must be secured during severe weather to avoid damage from strong winds. All objects capable of being carried by the force of strong wind will be secured. To prevent danger of electrical fires all lighting and computers and other electronic devices will be disconnected. All sources of electricity will be turned off. In the event that the phone systems are incapable of use, school cell phones will be utilized to communicate with parents and community authorities.
6. In the event of a utility service interruption (electric service,

water service) the Head of School will decide whether school will remain in session.

I. Smoke or Fire

In the event of smoke or fire the alarms will sound and the facility will be evacuated. The plant managers will turn off all electricity and the administrative assistants will contact proper authorities. Facilities will remain evacuated until the problem is cleared. Teachers must remain with students and await administrative direction concerning further action(s).

J. Child Abuse Reporting

This policy complies with Florida Statute 827.07, Abuse of Children:

Reports of Abuse Required: Any person, including but not limited to any physician, nurse, teacher, social worker or employee of a public or private facility serving children, who has reason to believe that a child has been subject to abuse shall report or cause reports to be made to the Department of Child and Family Services.

Immunity

Anyone participating in the making of a report to the Department of Child and Family Services pursuant to this act or participating in a judicial proceeding resulting from prima facie involvement, shall be presumed to be acting in good faith and in so doing shall be immune from any liability, civil or criminal, that otherwise might be incurred or imposed.

K. Criminal Activity

It is illegal to carry a gun, gun look-a-like or any other weapon onto a school campus. Administrators will follow the guidelines as established by law in all such cases. Students found in possession of controlled substances will be subject to laws and school policies concerning such substances. Controlled substances are not permitted on a school campus.

Bomb threats require the immediate intervention of law enforcement officials. During such a threat facilities must be evacuated immediately. The Head of School will direct activities.

L. Search

The School reserves the right to search students' desks, backpacks and other personal possessions. Only administrators may conduct such searches.

M. Safety on Campus

All visitors must report to the office to state their business. Parents, volunteers, guests, and others authorized to be on campus will sign-in and wear either a visitor or volunteer badge and will be escorted to the location of their service. Upon leaving campus such individuals will sign out and make their exit known in the office.

N. Other Safety Guidelines

Students traveling about the Lower Division Campus must do so in a “two by two” fashion. Uninvited solicitors are not welcome on campus. Staff spotting of unknown and/or suspicious individuals must be reported to the office immediately. Persons with no business at the school are considered trespassers. Administrators will attempt to track such individuals to determine their reason for being on campus. If necessary, law enforcement officials will become involved.

Only authorized persons may enter classrooms. An administrator will escort such persons to classroom areas. Any unescorted individuals may not enter classrooms or common areas.

Signage at the school clearly directs visitors as to the protocol for visiting campus. Students are required to be under the supervision of a staff/faculty member at all times, including lunch, break and recess times. Student schedules are created to assure that students receive the instructional time indicated by curricular practices. Students and staff are required to follow and adhere to students’ schedules. **All Lower Division classroom doors and other entrances are locked during the school day.**

Enrollment Agreement

Academy at the Lakes is an independent school. All parents are required to enter into a contractual agreement with the School in order for a student to attend the Academy. The contractual agreement (Enrollment Agreement) is issued to all families upon acceptance to the school or during the reenrollment period. The contract fully outlines the financial obligation of the adult(s) responsible for the financial commitment which signing the contract represents.

The school bases expenditures for teachers and other personnel, as well as overall operations, upon contracted students. The contractual agreement is not segmented. Tuition and fees are due and payable according to the contract. Withdrawal does not relinquish responsibility for full payment of fees due. Persons financially responsible for tuition enter into the contract with the school for a full academic year, and consequently, withdrawal from the school does not eliminate financial responsibility. Students may not receive their report cards when their tuition account is not current. Tuition insurance is required of all families who pay on Plan II or Plan III, and the premium will be collected by the school and forwarded to the carrier. Tuition insurance allows both families and the school protection in the event of student withdrawal for a variety of reasons. Tuition insurance information is distributed to parents at the time of registration and during the enrollment process. The contractual agreement between a family and the school explains the tuition insurance requirement. Parents who pay the tuition in full are not required to purchase insurance; however it is recommended.

- Fees must be paid by the stated due date or the student(s) will not be allowed to attend classes, participate in school activities and/or receive transcripts.
- Tuition does not include: Textbook/Technology Fee, Activities Fee, Tuition Insurance Fee, and other miscellaneous expenses which may arise.
- The Parent(s) accept(s) the policies, procedures, rules, regulations and academic achievement standards adopted by the school
- The Enrollment Agreement is for one academic year only. Re-enrollment for succeeding academic years should not be implied or inferred under a yearly contract.

Summer school or summer tutorial work may be required in cases where a student did not pass a grade. Reenrollment decisions are usually made

each January by the administration. A decision to reenroll a student and to subsequently forward a reenrollment agreement to the parents is based upon a student's academic record, effort, attitude, and behavior, and upon the willingness of the parents to accept their responsibility in the partnership of education. On occasion, reenrollment contracts are held until a time (usually April or May) when an appropriate decision about placement can be made.

Parents should also understand that the school reserves the right not to offer a reenrollment contract for a child if the parents have been uncooperative or if their actions have in any way undermined the effectiveness of our teachers. In some cases, it may be determined that it is not in the child's best interest to continue at the school. This difficult conclusion is only reached after extremely careful consideration.

In order for admitted students to be fully registered and begin attending classes, the following must be on file:

1. Current physical examination (Department of Child and Family Services Form)
2. Florida Certificate of Immunization (Department of Child and Family Services Form)
3. Birth certificate copy (verifies birth date)
4. Social Security Card copy (verifies number)

Prior to entrance, all Senior Kindergarten students must be in compliance with the additional immunizations required by the Department of Family Services.

International students must be eligible for I-20 status from the INS, according to Federal law. Tuition charges for international students must be paid according to Plan I.

Extended Care

An Extended Care program is contractually provided. Extended Care is provided on the Wendle Campus on both a before school and after school basis for students in PK3-4th grade. The program opens each school day at 7:30 a.m. and closes at 5:45 p.m. Lower Division students who arrive 15 or more minutes prior to the start of the academic day will be supervised in the Before Care program. Students who are contracted to attend the program (either before school, after school, or before and after school) are expected to participate. Students who arrive in the program on a "drop-in" basis will be billed at the drop in rate. Students who remain 15 or more minutes after dismissal will be escorted to the After Care program for supervision and parents will be billed for this

service. Parents who have unforeseen situations arise whereby use of Extended Care is necessary should contact the school on the day the service is required to make such arrangements.

Field Trips/School Activities

Field trips serve as an important extension of the school's programs. A blanket permission form is part of the annual Enrollment Agreement. Parents will be notified of field trips through the Home/School Envelope well in advance of the trip. An activities fee will be billed in order to curtail the cost of invoicing individual field trips. Field trip charges are not refundable. A limited number of parents may be invited to attend field trips as chaperones.

Food Service

An “order out” lunch program is available on most school days. Monthly menus are distributed and orders for lunches must be made in advance. Credit cannot be made due to absence. Students may choose to bring in their own lunches. Any lunch that needs to be heated in a microwave should take no longer than 30 seconds. Teachers cannot be expected to cook individual lunches. Please note that **the school maintains a peanut free environment**. Snacks and drinks provided should be healthy; sodas are permitted only during class parties.

House System

The House System is designed to further opportunities for the development of relationships through predictable community activities designed to instigate the development of cross-age relationships through healthy competitions and planned community gatherings. Events such as intramural sports and academic competitions, an energy-filled House Day, and spirit days are presented annually. In order for the goal of the development of relationships to embed itself in the efforts of the House System, students, faculty members, and families are sorted into one of four houses. Competitions and other events are all based upon House membership.

The students are divided into one of four (4) houses - Peregrine, Nighthawk, Osprey, or Kestrel. Siblings are placed in the same house. The house colors are:

| | |
|-----------|--------|
| Peregrine | Red |
| Nighthawk | Yellow |
| Osprey | Blue |
| Kestrel | Green |

During House events students and faculty are required to wear their House shirt. House shirts are issued to the students by the school.

Medical Information/Medications

Parents should make the school aware of any health problem(s) that their child(ren) may have. Over-the-counter medications may be administered to students on campus only if parents have:

Submitted a written form authorizing such use; and

Given their permission to the administrative assistant via telephone or fax at the time the medication is to be administered. Students will be allowed to carry metered dose asthma inhalers with written permission from their physician and parent/guardian.

Prescription medications must be brought to school by the parent/guardian in the original prescription container labeled as follows:

- | | |
|-----------------------|-------------------------|
| a. Student's Name | d. Time to be given |
| b. Name of Medication | e. Physician's Name |
| c. Dosage Prescribed | f. Date of Prescription |
| | g. Special Instructions |

No more than one month's supply should be brought to school at one time. Medication will be counted by the parent and an employee and logged on the individual "Student Medication Record". An "Authorization to Administer Medication Form" must be completed by the parent granting the school permission to administer the medication. Forms are available from the office upon parental request. Students will be allowed to carry medication/equipment for life-threatening emergencies with written permission from their physician and parent/guardian.

Any child entering PK3 or Junior Kindergarten and students in Senior Kindergarten to grade 4, must have a completed Florida Certification of Immunization form (DH 680) with either proof of immunization or exemption for the form to be valid.

Physicians may obtain the Florida Certification of Immunization Forms from their local county health department. The following information must be recorded on form DH 680 in order for the form to be valid:

- a. The child's complete name, date of birth and name of parent or guardian.
- b. All vaccine dates with the month/day/year. If the child has

received more than the required number of doses of a vaccine, the last space to the right of the vaccine should indicate the date of the last dose given.

c. The child's social security number is optional.

d. The state immunization identification number (ID#) will appear on a computer-generated DH 680 and is an identification number issued by the Florida State Health Online System (Florida SHOTS).

e. Part A-1, A-2 or Part B must be completed with the name of the physician or clinic; physician or clinic address; signature or signature stamp of the physician, public health nurse, physician's authorized designee, or the County Health Department stamp with the date the form was signed and issued.

Key school personnel are CPR/AED/First Aid trained. Policies concerning the administration of first aid follow the guidelines of the Red Cross program. Students with communicable diseases may not attend school, according to the guidelines set forth by the local health department and the Centers for Disease Control.

Solicitors

Solicitors are permitted at the school only by the invitation of school officials.

Summer Camp

Summer at the Lakes is the official summer camp of Academy at the Lakes. The Camp is conducted on the McCormick and Wendlek Campuses from approximately mid June — early August. Enrollment for the camp begins in February of each year. Early enrollment is recommended.

Textbooks

Students are responsible for textbooks issued to them. Textbooks are the property of the Academy and are rented by the students. Should a textbook be lost or damaged, the student is responsible for the cost of the book.

Transportation To and From School

Parents and others who drop off or pick up students are required to follow these published safety procedures:

- Parents are to remain in their vehicles at both pick up and drop off times. Students will be brought to your vehicle.
- Please follow the flow of traffic as you are directed.

- Students are supervised by school personnel at both drop off and pick up times.
- All traffic will exit using the traffic signal.
- The drive into the Wendlek Campus uses a one-way traffic pattern. Please follow the arrows unless otherwise directed by school personnel.

NOTE: PARENTS MUST REMAIN IN THEIR VEHICLES AT BOTH DROP OFF AND DISMISSAL TIMES. SCHOOL SAFETY POLICIES, AS STATED HERE, REQUIRE STRICT COMPLIANCE.

III. Academic Policies and Information

Ancillary Programs

After school ancillary programs are designed to offer students and families opportunities to pursue their interests and talents. Classes typically meet from 3:30-4:30 p.m. Announcements concerning ancillary programs will be distributed to the community for each session. Charges for ancillary programs are in addition to normal tuition charges. As an added benefit, many members of the Academy's faculty serve as ancillary instructors.

Academic Policy

A student must pass all courses for promotion to the next grade. In case of course failure, the school may, at its discretion, require summer work or the repeating of a grade. The Lower Division Director coordinates academic matters. There are situations when, for various reasons, it is best that a student not be promoted to the next grade level.

Intellectual, social, emotional, or physical growth may be such that the child will benefit most if the present grade is repeated. It is the school's policy that decisions of this nature will only be made after meeting with the family, teachers, and administrative staff who are professionally involved with the child.

If, after a period of time, it becomes apparent that Academy at the Lakes is not an appropriate school for a student, then the school advises the parents as early as possible and counsels them concerning other school placement.

Curricular Goals

Cooperative learning experiences are promoted in the classroom. Goals involving reading, writing, and thinking skills are integrated into subject areas. Exploratory learning opportunities are provided through well-defined and structured curricular offerings, field trips, clubs, other activity programs, and student-initiated experiences. All experiences serve to create opportunities for students to interact socially in a positive way, to learn the importance of self-discipline, and to work cooperatively with others. Teachers at each grade level comprise a "team" and work together to achieve the goals of the program.

Developmental Concerns

Most students adjust to the school's expectations responsibly and successfully. However, the school stands ready in several ways to help any student experiencing difficulty. The Lower Division Director is available to aid parents or students who have adjustment concerns. Requests for special consultant services should be made through the Lower Division Office. From time to time students who are thought to have the potential for success at Academy at the Lakes may experience difficulty in making the transition to our academic program. In this case, the student may be asked to repeat a grade or undergo an educational evaluation, including special testing at the family's expense. If a learning difference is discovered, the Lower Division Director should be informed right away to help determine the best course of action.

Since essential skills such as reading, writing, and thinking are part of the curriculum, the school cannot make too many accommodations without seriously altering the program. In some cases, Academy at the Lakes may not be appropriate for a student, and the family will have to make other school arrangements.

Grading

Parents receive written progress reports in the middle of the second and fourth quarters and a report card at the end of each quarter that indicates how the student has performed according to the standards and benchmarks established in each subject for every grade level. These reports are designed to present an evaluation of the child's academic growth and view of peer and adult relationships.

The performance standards noted on report cards are:

- B Beginning
 - Responses show little or no application of skills and concepts
 - Needs support
 - Needs encouragement to try

- E Emerging
 - Beginning to understand concepts
 - Shows improvement
 - Needs more time and practice
 - Willing to try and participate

- D Developing
 - Basic, but inconsistent application of skills and concepts
 - Responses are correct if cued

- S Secure
 - Responses are clear and correct
 - Demonstrates consistent understanding of skills and concepts

- A Achieving
 - Self-directed
 - Applies and extends knowledge in a variety of situations

- NA Skill or content not covered or assessed in this grading period

A Back to School Night is planned in September when teachers present a short summary of their plans for the year. Conferences may be scheduled as needed by a parent, teacher, or the Lower Division Director. The Lower Division Director may recommend testing, retention, or tutoring at such a conference or any time thought to be in the best interest of the student.

WOW Awards

WOW Awards are given to students in grades SK-4 at the end of each quarter. Students are selected based on the following criteria:

Academic Integrity component:

- displays a high level of motivation in endeavors throughout the quarter
- always strives to do his/her best
- maintains a level of academic consistency or shows consistent improvement – “living up to potential”
- does not necessarily have the highest grades in all academic areas
- displays self- determination and pride in his/her work

Sportsmanship component:

- demonstrates leadership by being a good role model on the field, on the playground, or in the classroom
- models the importance of playing the game, as opposed to simply winning
- takes the time to teach others
- accepting of each other’s strengths and weaknesses
- advocates a strong sense of camaraderie
- ensures that their peers feel valued during class activities

Stewardship component:

- takes an active role in our school community
- sets an example for others by performing tasks without being asked
- takes care of school property
- shows respect to all
- takes pride not only in themselves, but also in the total school community

Students may also be recognized at assemblies for special achievements in academics, fine arts, performing arts, or athletics.

Homework and Homework Policy

Homework can often be a subject of contention between parents and students. We recall how much work we had at their age, and many of us remind our children frequently! We tell ourselves that it is good discipline, breeds good habits, and cements skills which are under investigation in the classrooms. No one can deny these points, but should homework be such a source of confusion, conflict, or apprehension?

Two attitudes, admittedly at opposite ends of the continuum, can be offered. Most of our students spend nearly seven hours a day in structured academic activities. They are asked to sit, weigh, ponder, respond and produce. For some, this is an enormous undertaking, one which requires all of their energy. For others, the cognitive tasks simply enhance their intellectual curiosity. Whatever the case, it is fair to say that most students are rather happy when the day comes to a close! Advocates of this point of view suggest that our children have already worked hard enough, that when they arrive at home they should have time to simply be kids. Throw a baseball, visit with a friend, listen to music, spend time with mom or dad, or just read for pleasure! These activities, one might argue, are equally important to their development. We, their parents, spend a long day at work and when we return home we are tired and reluctant to face several hours of "homework." Our kids feel the same way!

The other attitude holds to the belief that homework is a natural extension of the school day. Children need the time to drill, practice, write and edit on their own. They are developing the important ability to think independently, to budget their time, and to work without guidance from their teachers and, as time passes, from their parents. They are becoming autonomous learners. Furthermore, homework disciplines and prepares them for the future steps in their education - steps that will take them into secondary school and college.

Our view at Academy at the Lakes Day embraces both perceptions. A homework policy that compromises a child's opportunity for after school activities with friends, siblings or family is unreasonable, unjust, and potentially damaging in terms of later attitudes towards school and work. Equally so, an approach which does not permit the development of sound independent work habits is going to short circuit the learning process.

For these reasons, daily homework builds in frequency and duration throughout a child's years at the school. Our Lower Division students should have ample time to pursue their own interests while adjusting to the independent tasks which are being presented. We try to make the assignments enjoyable.

If we can all accept the fact that children learn at different rates, then surely we must accept the fact that they work at different rates as well. Some are more motivated than others are; some take more pride in their work than others do. Some simply step on the accelerator and finish the work as if it were a race, giving only marginal attention to the quality of that work. Others take to the opposite extreme and have a perfectionist attitude about all that they do.

Homework assignments and projects are assigned as an extension and application of material introduced at school. Homework assignments and projects are due as required. Students who do not complete and submit homework and project assignments by the required date will be held responsible for completing the assignment at school during student activity times in the classroom.

Tests & Other Assessments

Tests and quizzes are administered periodically and with consideration of tests in other classes. Teachers will review tests and quizzes with students and then send them in the home/school envelopes.

Below you will find more specific comments and guidelines about homework as it pertains to each division of the School.

PK3, JK, and SK

Homework, in the traditional sense, is not as much of a part of this age as it is of the primary grades and beyond. However, in as much as the parents are the "first teachers," important learning takes place each minute in the home through the daily routine of activities. Parents can assist their young children by encouraging curiosity and support for learning in everything the child does. Spontaneity is the key to dealing with young children, and it is never too early to begin good study habits.

Grades 1 - 4

The primary aim of homework in the Lower Division is to develop good HOME study habits. It is extremely important that the place where a child studies meets his needs and is conducive to concentration. Although the following is a time guide, please note that there will be individual variation. Homework should be a successful experience. If a

student is exceeding these limits on a regular basis, or is experiencing difficulty, please take action to remedy this problem. Often, minor adjustments or arrangements can be effected. In addition to regular homework assignments, pleasurable reading is ALWAYS encouraged!

Grade 1 – 10-15 minutes, twice per week. Typically, children are assigned to practice their math facts and read stories aloud to an adult four (4) nights per week. Homework at this level is not formal, but used to enable students to extend and practice learned concepts at home through a variety of fun activities.

Grade 2 – 10-20 minutes, twice per week in the first three quarters, three times per week in the final quarter. Homework in the first semester is not formal, but used to enable students to extend and practice learned concepts at home through a variety of activities. In the second half of the year, students are gradually exposed to more formal homework to transition them into the homework requirements of third grade. Children may be assigned to complete work that was not finished in class. In addition, children are assigned to practice their math facts and read stories aloud to an adult four (4) nights per week.

Grade 3 – 20-30 minutes, four times per week with occasional long-range assignments. Assignments may include reading chapters for literature, surveying material for social studies, finishing math papers, and writing stories.

Grade 4 – 30-45 minutes, four times per week, with occasional long-range assignments. Students are expected to use a synthesis of skills in completing assignments. Reading and studying for social studies or science, math problems, book reports and/or grammar exercises are types of assignments that can be expected.

Homework Tips - It is quite difficult for the school to delineate universal guidelines for parents about homework because what applies for one student may not be appropriate advice for another child. We can, however, offer these basic recommendations, particularly for parents of our younger students, whose present work habits are likely to become the blueprint for their future approach toward independent study.

Advice to parents concerning homework is as follows:

*Be sure that your child is recording all of his/her homework responsibilities in the assignment book provided by the School.

*Set a time for homework to be started. Some children may wish to start

their work the moment they arrive home. Others may need time to unwind. Allow your child to make this decision with you. Once the starting time has been established, try to stick with it each night during the school week.

*Guide your child to work at the same place every night. If questions are frequent, perhaps locate him/her near where you are available - at the dining room or kitchen table. Others may prefer the isolation of their own room. In any case, the work area should be away from the distractions of television or younger siblings, and it should be consistent.

*Teach younger siblings to respect the fact that their brother or sister needs to be left alone at this time. They will learn from this, and it will facilitate their transition into homework when it is their turn.

*Encourage your child to complete the most difficult assignments first. Don't save those math word problems for last! Fatigue will set in, and the fuse will be shorter. Some children can benefit by taking a short break between assignments.

*Help them with the process, but avoid giving answers. You want to prevent dependence on you.

*Try not to offer TV as a reward for completing homework (or at least attempt to avoid the connection). TV only causes the pedal to be pressed harder to the floor! Quality of work is obviously compromised.

*Most of all, try to be patient, understanding, and encouraging. Your reaction to your children when they are doing their homework, and especially when they are having difficulty with that work, has much to do with future attitudes and habits. It need not be a battle. In fact, it can be a pleasant time for sharing and interaction.

Make-Up Work

Work that is permitted to be made-up must be in accordance with the class policies. **When school is missed, it is the student's responsibility to make up work in a timely manner.** Students cannot expect teachers to be responsible for seeing that make-up work is done. If a student knows that he/she will be absent, assignments should be obtained from the teachers in advance.

When a student is suspended, he or she will be permitted to make up

scheduled tests or quizzes, under the following conditions:

Students who serve an out-of-school suspension should be prepared to take previously announced tests or quizzes on the day they return; however, the teacher may delay the make-up test up to three days if needed.

A student serving an in-house suspension will be permitted to take previously announced tests or quizzes

Code of Honor

On my honor, I pledge that the work
I submit is my own and that I have
neither given nor received unauthorized
help on this assignment.

Code of Honor

It is understood that genuine academic and personal achievements presuppose academic and personal integrity. No matter the pressure felt to achieve, the *appearance* of academic and personal achievements without their realities, is a betrayal to the self and others.

Students pledge to uphold the following provisions of the Code of Honor:

I will neither give help to nor accept help from another student during a test or graded assignment—unless express permission is given by my teacher.

I will neither accept information in advance of a test or graded assignment from someone who has already taken it nor will I disseminate information to someone who has not yet taken it.

I will not use notes or other sources of information during a test or graded assignment unless allowed to do so by the teacher.

I will not plagiarize. I will cite outside sources properly and not represent them as my own ideas.

If I receive help from someone else, including parent(s), tutor, another adult, or a peer, in doing any out-of-class, graded assignment, I will make sure the assignment represents my work and my ideas and not those of the person who helped me—*unless the ideas are properly cited in an appropriate format.*

I will not treat others with contempt or cruelty. I will be civil to other persons and take them seriously.

I will never misrepresent the truth in order to obtain special consideration or privilege.

I will use technology in an appropriate and legal manner and will not abuse that privilege.

The Computer and Academic Dishonesty

The growing use of the computer in all disciplines and its capacity to access the Internet has increased the possibility for computer fraud - using the computer to misrepresent someone else's work as your own. Academy at the Lakes does not tolerate this in any way and offenses will be treated as plagiarism under the Code of Honor. The fact that the computer is involved does not influence the decision-making process. Copying a computer file is the same as copying or having someone else write a science lab report or a research paper.

Violations of the Code of Honor

The following definitions of honor violations clarify breaches of honor. With regard to school assignments, if there is any doubt about how to complete an assignment, it is the student's responsibility to ask the teacher who has made the particular assignment to clarify the matter in question.

Lying is the deliberate misrepresentation of one or more facts. Truthfulness is essential. Lying erodes self-esteem and causes others to question a person's character. In all circumstances students should speak and work in a thoughtful and honest manner.

Cheating is the violation of the established rules affecting the content of any work, including copying from a fellow student, plagiarism, unauthorized acquisition of advance knowledge of the contents of a test or assignment. Students should always be responsible for completing their own work. Students must take responsibility for their actions.

Plagiarism "Plagiarism is the use of the distinctive ideas or words belonging to another person without adequate acknowledgment of that person's contribution. With most academic writing the greater part of the thought and expression is the property of the author himself. But when the writer borrows what belongs to any other person, whether from a published or an unpublished work, he/she must indicate the source by way of a footnote or an internal reference, and he/she must enclose any

and all distinctive words of the source within quotation marks.” It is essential to realize that, in both oral and written assignments, whenever a student presents facts, ideas, or quotations that are not his/her own, it is essential that the source be recognized. Teachers will provide instructions for acknowledgment of sources.

Stealing is taking property, ideas, or credit without permission. Respect for another person’s property, possessions, and work is one of the most fundamental rules of community life.

Sportsmanship: Each student is a representative of Academy at the Lakes whether in the classroom or on the playing field. Proper conduct during Physical Education, recess, and during participation of athletic contest is essential. Language and attitudes should remain consistently appropriate.

Stewardship: Each student is responsible for taking care of the campus. Littering and the improper use of resources is not acceptable behavior.

Respect of others: The language that people use has power. These words, whether written or spoken, can hurt other members of the community. Students should try to maintain a high degree of respect for each person of the school. Humor should not be an excuse to belittle or disrespect another member of the school community.

Off campus Incidents

Although we cannot discipline students for practical jokes played outside the school, we view prank phone calls or other harmful incidents as a poor reflection of our school and would consider these actions to be an honor code violation.

All violations in the Lower Division will be reviewed by the Lower Division Director and will take into account the child’s grade and level of maturity.

In all cases where a violation of the Code of Honor is suspected, care will be taken to avoid an erroneous accusation in recognition of the damaging effect a false accusation can have on a student’s reputation.

Student Bill of Rights

It is the right of every student to be able to express his or her opinions and individuality without fear of being ridiculed or rejected in a manner which displays lack of respect, insensitivity, or intolerance. While differences of opinion are natural and welcomed, these should be conveyed with courtesy and consideration towards others’ beliefs, ideas, backgrounds, ethnicity, sexual orientation, privacy, and appearance. Treating each other with respect will create a better environment for all students.

If a student feels that his/her rights as a student have been infringed upon by another student and has been unable to resolve the issue satisfactorily, that student should see their teacher or Lower Division Director. If a student feels that his/her rights have been infringed upon by an adult member of the school community, that student should see the Lower Division Director.

Behavioral Expectations of Students

The Academy at the Lakes was founded on sound educational precepts which include teaching students how to be problem solvers. Much of the school experience is social due to the fact that interaction with others is a necessary part of each school day. We expect good citizenship, and inappropriate conduct will not be permitted. The primary philosophy behind the school's disciplinary system is to permit students to learn from their own mistakes and the mistakes of others. We promote a peaceful, non-threatening environment where students feel safe taking risks.

The following inappropriate behaviors will be addressed:

- Violation of the honor code
- Hurtful or suggestive language
- Harassment of any kind (verbal, physical, or written)
- Disrespect shown to any community member
- Disrespect for property

Code of Honor Interventions and Consequences

Whenever the behavior of an individual conflicts with the rights of others, a response is required for the benefit of both the individuals and the school as a whole. The Lower Division Director will automatically review decisions involving the most serious infractions. **Please remember that it is not possible to list every behavior that is inappropriate. Academy at the Lakes expects all students to abide by the spirit as well as the letter of our rules as stated in the Code of Honor.**

Disciplinary Action

All students at Academy at the Lakes are accountable for their actions, and the resulting consequences. When a student acts in a manner that is inconsistent with the school's community standards, it is the responsibility of the school to educate the student about inappropriate behavior. Students and their families should constructively accept discipline and recognize that life-long lessons can be learned from mistakes. The focus is to be constructive with the students.

Consequences for behavior will be handled on an individual basis. A parent conference with the Lower Division Director and teachers may be required as a result of irresponsible behavior. Such a conference will be mandatory after a student is suspended.

Parents may disagree with some decisions. However, if a situation arises where a parent does not support the school, the student would be best served by attending another school.

Disciplinary Reports

A system of assigning Disciplinary Reports for infractions exists. Any faculty or staff member can issue Disciplinary Reports to students. Few students go through the academic year without some minor infractions of the rules, and a few occasional reports create no major concern and carry no penalty other than discussion, review, and counseling with teachers and administrators. Initial infractions of inappropriate behavior by a student are handled through counseling by teachers and the Lower Division Director. However, when counseling does not correct a behavior and a student begins to accumulate significant numbers of Disciplinary Reports because he or she is continually disruptive to the educational process, he or she could become subject to probation, suspension, and eventual dismissal.

Disciplinary Reports are kept on file in the Lower Division Office. The Lower Division Director reviews each student's infraction and decides upon an appropriate penalty.

Disciplinary Warning: Disciplinary Warning is a formal written notice to both the student and parents that the student's behavior has violated the Code of Honor of the Academy at the Lakes' community. Further breaches of conduct may result in probation, suspension, or dismissal. The cause and terms of the warning are spelled out in each case.

Disciplinary Probation: Disciplinary Probation is a formal written notice to both the student and parents that the student has either repeatedly violated a specific school rule or, through repeated disrespect, has shown willful disregard of the community. Further breaches of conduct may result in suspension or dismissal. The cause and terms of the probation are spelled out in each case. Probation means that a student's behavior is being closely observed and further breaches of conduct could result in the student's contract being withheld, or the student might be asked to withdraw or be expelled.

Suspension: After a very serious violation of community rules or

repeated incidents resulting in on-campus discipline, it may be beneficial for a student to spend time away from the routine of school, preferably under the guidance of his/her parents, reflecting on the attitudes or actions which led to the suspension. Suspension is not a way to reject the student; rather, it is an opportunity for the student to think and to change. Suspension is usually followed by a probationary period, a time when, by exemplary behavior, a student proves his/her desire to be a constructive member of the school community.

For an in-house suspension, a student stays on campus and may take announced tests and quizzes, though separately from the rest of the class. The student must take the responsibility to review material presented during missed class discussions. The student, parents, and Lower Division Director may meet both before and/or after the suspension period to confer on the reasons for, and terms and expectations of, the suspension.

Expulsion: At times a student's action or actions convince the school that he or she either does not want to be a member of our community or that he or she must be permanently separated from the community. Moreover, it is sometimes not constructive for the school or for the individual to be retained within the community. Such a decision might come after a single act, after a series of acts, or at the end of the school year.