



*Where SMART Leaders are made*

**Parent & Student  
Handbook  
2019-2020**

Approved March 28, 2019

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Dear Parents and Students,

Welcome to Navigator Academy of Leadership. A first-of-its-kind charter school with a vision of developing well-rounded leaders. In order to accomplish this, we understand that all aspects of a child's development must be addressed. At Navigator Academy of Leadership, we strive to make students the CEO of their own learning by educating, empowering, and believing in them. We hope to spark an inner thirst for knowledge as students grow, learn, and apply what they learn to the real world.

Our students will achieve academic success through relevant and rigorous instruction grounded in our SMART curriculum which focuses on the integration of Science, Math, Art, Reading and Technology. Through an intentional focus on leadership, character, and academics while in a safe and nurturing environment, our students will reach their highest potential and develop skills necessary to succeed in all aspects of life.

These lofty goals are not achieved without a focused partnership between Navigator Academy of Leadership, the community, along with our students and parents. Navigator Academy of Leadership is committed to the education and development of each child. We need our parents and community to also come together and join us in making this commitment. It is when we work together that the students will see that we believe in them, and they can truly begin to believe in themselves and awaken their inner genius. Every student has a gift to offer the world. Together we will teach them that there is nothing they cannot accomplish, especially when everyone believes in them!

This handbook contains relevant portions from the policy manual adopted by the Governing Board. It should serve as your guide regarding important rules and procedures. Please take the time to read it and reference it throughout the year.

We are sincerely honored that you trust Navigator Academy of Leadership with your most precious gift, your child. Every decision we make, as a school, will always be in the best interest of our students. We are very excited to embark on this amazing journey with you, our inaugural family! We will create history and leave our mark on this community and in the lives of our students. I look forward to another fantastic school year.

Best wishes,

The Governing Board  
Navigator Academy of Leadership

# The Leader in Me

*“The Leader in Me teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader”*



At Navigator Academy of Leadership, students will be provided with the opportunity to learn and grow in an environment where they find their *inner gift* and where we nurture their *greatness* so that every child can see their potential. Students will experience how hard work leads their way to success in all areas of life.

## Their I will > than their IQ

*The Leader in Me* was developed to fit a specific need in education that could be met by applying the concepts that had been effectively used to revolutionize Fortune 500 companies through Stephen Coveys *7 Habits of Highly Effective People* published in 1989.

*The Leader in Me* program will allow our students to take active ownership of their learning. Part of this can be achieved through the use of each student's leadership binder. These leadership binders will include:

- Personal mission statements
- Widely Important Goals (WIGs) one personal goal and two academic goals.
- Students will then track their data as it relates to their goals and celebrate achievements
- Parents and teachers attend student-led conferences where the students communicate their progress and goals through self-reflection

These leadership binders will play a huge role in tracking student data and empowering students to own their learning and all their efforts in achieving academic excellence. Research shows that Leader in Me schools experience a decrease in disciplinary referrals and an increase in student self-confidence and achievement.

# The 7 Habits of Highly Effective People

Content from “*The 7 Habits of Highly Effective People*” is a key component of the overall *The Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

*The Leader in Me* is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.



In the spirit of Habit 2 – “*Begin with the End in Mind*”, we have mapped out how we intend to introduce the 7 Habits and how we will integrate the *The Leader in Me* throughout the school-year. Please note that this is a work in progress and is only a tentative map. We will keep you updated as the year progresses

- **August and September: The 7 Habits, What Are They?** – The goal is to get the students familiar with the 7 Habits and using common language found within the *Leader in Me*. Teachers begin to empower students as they reflect on their potential and set goals.
- **October: Habit 1 – Be Proactive**
- **November & December: Habit 2 – Begin with the End in Mind**
- **January: Habit 3 – Put First Things First**
- **February: Habit 4 – Think Win-Win**
- **March: Habit 5 – Seek First to Understand, Then to Be Understood**
- **April: Habit 6 - Synergize**
- **May and June: Sharpen the Saw**

“*We only get one chance to prepare children for a world none of us can possibly predict, what are we going to do with that chance?*” – Principal Muriel Summers, A.B. Combs Elementary

# School Calendar



## 2019-2020 Student Calendar

Students' First Day of School	Aug 12, 2019
Labor Day Holiday/Non-Student Day	Sep 2, 2019
End of 1st Grading Period	Oct 11, 2019
*Veterans Day/Non-Student Day	Nov 11, 2019
* Fall Break/Non-Student Days	Nov 25, 2019 - Nov 29, 2019
Students Return to School	Dec 2, 2019
End of 2nd Grading Period (End of 1st Semester)	Dec 20, 2019
Winter Break/Non-Student Days	Dec 23, 2019 - Jan 3, 2020
Non-Student Day	Jan 6, 2020
Students Return to School	Jan 7, 2020
Martin Luther King, Jr. Holiday/ Non-Student Day	Jan 20, 2020
** Florida State Fair Day/Non-Student Day (all students districtwide)	Feb 7, 2020
Presidents' Day/Non-Student Day	Feb 17, 2020
** Strawberry Festival Day/Non-Student Day (all students districtwide)	Mar 2, 2020
End of 3rd Grading Period	Mar 13, 2020
Spring Break/Non-Student Days	Mar 16, 2020 - Mar 20, 2020
Students Return to School	Mar 23, 2020
Non-Student Day	Apr 10, 2020
Non-Student Day	Apr 20, 2020
Memorial Day/Non-Student Day	May 25, 2020
Last Day of School/End of 4th Grading Period (End of 2nd Semester)	May 29, 2020

Please note:

\* Hurricane Day(s) if needed - November 11, 25, 26, & 27

H- All students district-wide will have off for both the Florida State Fair and the Strawberry Festival, which is a change from prior years.

### Student Early Release Days

One-hour early release: Early Release Day schedule has not been finalized

Last day of school: 2.5 hours early

Printed on April 2, 2019

# Vision

Navigator Academy of Leadership K-8 will develop life-long learners through a relevant and engaging cross-curricular approach to Science, Math, Art, Reading and Technology. Our SMART focus, coupled with a narrowed focus on advanced leadership skills, will allow students to acquire content knowledge as well as the necessary skills to ensure college and career readiness.

## Mission Statement

The mission of Navigator Academy of Leadership K-8 is to enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their own learning.

## SMART Curriculum

Navigator Academy of Leadership was born out of a need to offer something unique in education under the philosophy that every child has the potential to be great! We must provide:

1. students with a well-rounded education as a **foundation** for success
2. give them a **platform** where they can develop greatness
3. **develop** tomorrow's leaders, inventors, and entrepreneurs

Our "SMART" curriculum includes instruction that is relevant and focuses on Science, Math, Art, Reading (Literature), and Technology to provide a well-rounded foundation to education.

A well-rounded education is the same philosophy which the greatest academic institutions were founded upon. The focus is on the "Whole Child" before it becomes specific. Educating the "whole student" is the same ideology shared by the great philosophers to educate the "whole person." We will include the added focus of technology as it plays such an important role in everyday life.

Our delivery of instruction will incorporate an "exploratory-lab" model that engages students and requires them to:

- be active listeners
- be active participants
- be team builders
- be active thinkers
- be able to assemble good teams and leverage talent

### **21<sup>st</sup> Century Science and Engineering**

Science and engineering practices play a major role in STEM education as well as developing 21st Century skills. Textbooks, curriculum, and instruction should already be adapting to the closer

focus on STEM which incorporates engineering and technology as integrated into Math and Science. In an effort to prepare students for 21st century jobs that have yet to be created, there will be a strong emphasis on engineering design standards. These engineering design standards foster collaboration, problem solving, teamwork, analytical thinking, and application of knowledge. These standards are directly correlated to the Sciences and Engineering Practices and are specific to NASA’s Educator Professional Development Collaborative (NASA – EPDC)

- Ask
- Imagine
- Plan
- Create
- Improve
- Share

Resources, such as those found in the NASA – EPDC, as well as from the Federal Aviation and Aerospace Administration (just to name a few) will enhance our curriculum and make learning relevant and meaningful. Other supplemental materials such as (but not limited to) K’NEX, Lego Robotix, VEX Robotics, and Code.org will assist in developing 21<sup>st</sup> Century Science and Engineering skills.

### **NASA – Educators Professional Development Collaborative**

Navigator Academy of Leadership’s NASA EPDC initiative will provide teachers with the support, resources, and ongoing professional development that will drive our SMART curriculum. This initiative enhances STEM literacy and will inspire our next generation to pursue STEM. This partnership and collaboration include access to virtual conferences with NASA engineers, cross-curricular resources that support STEM, hands-on labs and experiments, posters, pictures, digital library, printable books, video libraries, just to name a few. Teachers and educational leaders will also have opportunities to participate in professional development opportunities hosted by NASA specialists and engineers from Kennedy Space Center.

### **Subject Specific Curriculum**

In all subjects, Navigator Academy of Leadership will meet the students where they are at!

- Enrichment
- Remediation
- Fill-in Learning Gaps
- True RtI = Response to Instruction and Response to Intervention

Navigator Academy of Leadership will not engage students in “busy work”. Instead, students will complete work intentionally assigned to promote the learning and thinking necessary to allow students to grow in knowledge and purpose.

- Reading instruction will focus on the skills necessary for students to be able to read and comprehend. These skills include decoding, fluency, comprehension and then develop into higher forms of comprehension required for more rigorous content. In addition to written

instruction, students will be engaged in reading quality stories, poems, and novels which will be tied into our cross-curricular STEM/SMART approach.

- Language Arts instruction will focus on specific grammar instruction to ensure students develop the written language effectively. This is an essential component of writing that is often overlooked. Students will then develop their craft as they learn to express ideas and thoughts in written form.
- Mathematics instruction will assist in developing students who understand mathematical concepts and demonstrate the ability to apply mathematical reasoning and problem-solving skills through the effective implementation of the 8 standards for mathematical practice. Students will be provided opportunities to “see” how math works and how numbers interact using our exploratory-lab model in order to aid in their understanding.
- Science instruction will be executed using our exploratory-lab model. Students will be applying scientific thinking as well as the 21<sup>st</sup> Century Science and Engineering standards as they question, hypothesize, experiment, adjust, solve, and share. Our NASA EPDC, along with robotics and aerospace resources, teachers and students will have access to science that is relevant in our daily lives.
- Social Studies Social Studies education will also incorporate foundational topics that promote compassion, respect, diversity, loyalty, and love of country and community. Lessons will prepare students to participate intelligently in public affairs and have traits necessary to be leaders in their community. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. Lessons will be designed to teach students to effectively analyze and reference evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically.

# **Enrollment**

## **Admission of Students**

Navigator Academy of Leadership is a tuition-free public charter school, which receives its Charter from the local school district. As such, we must comply with all applicable requirements of state law and the public-school system as well as our Charter. Federal Law may also apply if the school is the recipient of federal grant funds. Therefore, we must admit all students based on space availability through use of the lottery process. Consistent with state and federal statutes, Navigator Academy of Leadership will not discriminate against any student on the basis of race, color, religion, gender, age, national or ethnic origin, disability, or any other legally protected class. All students who are eligible to apply shall be included in the student selection lottery and have an equal chance of being selected. Under State law, preference is given to:

- Students who were enrolled with the organization the year before.
- Students whose parents are staff members of the organization
- Students whose parents are on the Governing Board of the organization.
- Students who have siblings enrolled with the organization.

## **Late Entries**

Students who enroll at Navigator Academy of Leadership after the start of a term will need to work with each teacher to determine what back work, if any, needs to be completed. Some assignments or testing which are essential to the completion of the required State Standards may be required. Teachers will give students until the end of the current term to complete assignments.

## **Withdrawals**

Students who choose to leave Navigator Academy of Leadership will be assisted in their transition to their new school by having the school create a report indicating the student's performance and current grade in each class. The organization must follow-up with the student's future school to ensure compliance with compulsory attendance laws. At the time of withdrawal, the student is required to turn in all textbooks and any other school property or pay for the cost of items not returned.

# Attendance

There are probably no factors more important to successful school progress than regular and punctual school attendance. Students who are excessively tardy, absent, or signed-out early will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students not being eligible for a class grade. Florida Statutes 1003.21 mandates that all students are required to attend school and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy.

## Excused Absences

Under Florida Statute, an excused absence is defined as:

- Personal illness of the student – doctor’s note required for 3 or more consecutive absences
- Medical appointment – doctor’s note required
- Death in the student’s immediate family - includes parents, grandparents and siblings
- An approved school activity – such as a field excursion
- Religious holiday of the student’s faith (prior notification required)
- Religious institutes, conferences, or workshops (prior notification required)
- Forced absence by any law enforcement agency or subpoena
- Mental health counseling for the student (doctor’s note required)
- A major disaster, as decided by the administration
- Any absence, including those for field trips or other parental requests as judged appropriate by the school’s Principal, provided that the request is submitted to the Principal forty-eight (48) hours in advance of the absence. The Principal may waive the requirement for advance notice if extenuating circumstances exist.

On the day the student returns to school, parents must send a note explaining the reason for their child’s absence. A maximum of 5 handwritten notes will be accepted per school year. Once this limit has been exceeded, absences will be marked as unexcused if not accompanied by a doctor’s note.

## Unexcused Absences

For every three (3) unexcused absences, a student will be referred to the *Attendance Review Committee*. Please note that any absence that cannot be defined as an excused absence, as listed above, will be unexcused. **Excessive absences may result in the student’s report card reflecting insufficient attendance to receive a grade and / or grades being negatively affected, being kept off field trips and / or special activities.**

**Tardiness** – Arrival time for students is up to thirty minutes prior to the start of school. Students must be ready for class or assembly 5 minutes prior to the commencement of the class or assembly. Any student arriving after 8:30 am will be considered tardy. All tardies will be considered unexcused unless a child has a doctor’s note. Students with excessive tardies will be referred to the Administration and/or Attendance Review Committee. **Excessive tardies may**

**result in detentions, referrals, report card grades being negatively affected, being kept off field trips and / or special activities.**

**Parental Reporting** – Within 48 hours of a student’s absence, the parent will send a note explaining the absence. Please ensure that the note contains the following information:

- Student’s full name
- Grade
- Student ID number
- Date the note is submitted to the school
- Date of absence(s)

If that contact does not occur, the absence will be recorded as unexcused. In the case that there is a pattern of unexcused absences, the school will attempt to contact the student’s parent or legal guardian regarding the absences to prevent truancy. Under some circumstances, more than parental notification may be required by the Principal, especially when there is an existing pattern of absenteeism or tardies.

**Early Removal / Dismissal** – Students are expected to attend the entire day of school. The early release of students causes disruption to academic performance of all students and may create safety and security concerns. Students who are removed early from school are missing valuable instruction time; moreover, this communicates an erroneous message to students that not all subjects are equally important. **Students who are removed early from school excessively may result in the student’s report card reflecting insufficient attendance to receive a grade and / or grades being negatively affected, being kept off field trips and / or special activities.**

Navigator Academy of Leadership is concerned about the safety of our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

### **Truancy Consequences**

If a student has at least five (5) unexcused absences within a calendar month, or ten (10) days out of ninety (90), the student’s homeroom teacher shall report to the Principal or designee that there may be a pattern of absence existing. After this referral, the Principal or designee will consider referring the student to the Attendance Committee. The Attendance Committee serves a “child study team” for the purposes of satisfying the requirements of § 1003.26, Florida Statutes. If it is found that a pattern of nonattendance exists, the team will meet with the parent to identify potential remedies; the Principal must notify the District’s charter school office of the identified pattern of nonattendance. If the initial meeting with the parent does not resolve the problem, the Attendance Committee shall implement the following pursuant to Florida Statutes:

- 1 Frequent attempts at communication between the teacher and the family.
- 2 Evaluation for alternative education programs.
- 3 Attendance contracts.

The Attendance Committee may also, but is not required to, implement other interventions that include referral to other agencies for family services or changes to the learning environment. Additionally, legal authorities will be notified if the problem is not corrected. If the parent refuses to participate in the remedial strategies because he or she believes those strategies are unnecessary or inappropriate, the parent may appeal to the Principal.

**Make-Up Work** – Students who miss school for any reason (excused or not) will be expected to make up all work missed during their absence, tardiness, early removal from school, or suspensions. Parents may contact the school to request work but should provide at least a 24-hour turn around to prepare such materials. Students whose absences are excused will not receive an academic penalty for made-up work unless the work is not made up within the time frame allowed. Students whose absences are unexcused are subject to an academic penalty and, depending on the assignment, may not be able to make up the work.

**Arrival / Dismissal** – Student safety is a paramount concern for us. In order to ensure the safety of children, we have a system for students being picked up and dropped off at school. While we realize it may take a little more time to follow these rules, we are sure you will understand that we must be concerned about the safety of the students. All parents are expected to adhere to the following safety rules, as well as any directions given by school staff. Failure to do so may result in needing to park off campus to pick up students.

**Arrival** – Kindergarten through 2<sup>nd</sup> Grade should arrive between 7:30-8:00am, although we strongly recommend you arrive no later than 7:45. Grades 3-8 should arrive between 8:00-8:30 and we strongly recommend that you arrive no later than 8:15am. Parents should pull their car around to the drop-off zone at the direction of staff. Please be sure students are ready to get out of your vehicle when you get to the front of the line. Please note: **students are not permitted to be dropped off before 7:30 am unless otherwise enrolled in early drop off because of a sibling or if enrolled in Morning Care which begins at 6:30am.**

**Dismissal** – Pick-up time for Kindergarten through Second grade students will be at 3:00; 3<sup>rd</sup> – 6<sup>th</sup>- grade pick-up time will be at 3:30 pm. Cars may begin to line up as early as 2:30 pm (first dismissal) and 3:00pm (second dismissal) to wait for their child. Cars should park and wait until cones are released before circling around the carline and waiting to pick up their child(ren). At 3:00/3:30, students will be brought outside by their teacher.

- To speed the process, have the mandatory Navigator Academy of Leadership issued car tag with your child's name and teacher prominently displayed in the front window. Each family get's 2 car tags. Each additional car tag will cost \$5.
- If you do not have the Navigator Academy of Leadership issued car tag, you will be re-directed to the front office to pick up a new car tag (after showing proper identification) and will be asked to re-enter the carline to pick up your child.
- Pull all the way forward in the pick-up area. Children will be called by name and directed to meet you at the designated numbered cone.
- Do not get out of your car. Your child will be escorted to your car. Students must wait for a

staff member before moving toward the car.

- Cars must be put in park when children are loaded and unloaded

**ALL children must be picked up using the carline.** Please follow the directions of our staff as our number one priority is the safety of your child(ren).

**Please note: there will be a lost car tag fee of \$5.00 for lost/replacement tags.**

**Students not picked up 3:00 (at dismissal) or 3:30 (2<sup>nd</sup> dismissal) will be sent to after care and charges may apply.**

# Grading and Evaluation

There are multiple purposes for the assignment of grades, including but not limited to the documentation of student achievement, instructional effectiveness, providing feedback on student progress, monitoring for continuous student growth and concept mastery, and informing instructional practices and small-group instruction in the classroom.

## **Report Cards**

Students will receive report cards once every nine weeks via the student. Parents will be notified when report cards are sent home.

## **Progress Reports**

Midway through each quarter, progress reports will be sent to parents via the student. Parents will be notified when report cards are sent home.

## **Conferences**

After the first quarter, parents of struggling students must meet with their child’s teachers to discuss the first quarter and overall student progress in greater depth. Students should attend these conferences but it will be left up to the parents’ and teachers’ discretion to decide.

## **Student Led-Conferences**

After the second quarter, student conferences will be scheduled to discuss goals and progress towards meeting these goals. The teacher will coordinate the schedule and students will be prepared to lead the conference.

## **State Testing**

Students will also be assessed according to state requirements. Students in K-2 may take an end-of-year assessment in Reading and Math; students in grades 3-8 take the FSA in Reading and Math (students in grades 4-8 are also assessed in Writing as part of their Reading assessment); students in grade 5 and 8 take Science FCAT.

## **Traditional Grading System**

In following Hillsborough’s *Student Progression Plan*, the following table will serve as a grading rubric:

Grade K-2	Scale	Description
E	Excellent	Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors
S	Satisfactory	Is in the process of understanding concepts, ideas, objectives, or behaviors
N	Needs Improvement/ More Time	Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained
U	Unsatisfactory	Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors

Grade 3-5	Scale	Description
A	Excellent	Demonstrates consistent application of concepts, ideas, objectives, or behaviors
B	Good	Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors
C	Satisfactory	Is in the process of understanding concepts, ideas, objectives, or behaviors
N	Needs Improvement	Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors
U	Unsatisfactory	Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors

The following grade scale will be used by the organization (Grades 1-6):

- A (90% - 100%)      Excellent Progress of Standards
- B (80% - 89%)      Good Progress of Standards
- C (70% - 79%)      Satisfactory Progress of Standards
- D (60% - 69%)      Unsatisfactory Progress of Standards
- F (50% - 59%)      Failing to Meet Standards
- Zero                      Failed to Turn in Assignment

In addition to the students' academic grades mentioned above, students will receive a grade for effort: 1, 2, or 3; and a grade for conduct:

E – Excellent              G – Good              S – Satisfactory              N – Needs Improvement

### **Guidelines for Grading and Evaluations**

The evaluation of students by their teachers is an important part of our educational process. This on-going process of evaluation informs the teacher of the present state of the student; what the student has learned; and what he or she should learn next. It is also useful to the student's understanding of what concepts have been mastered, what needs to be improved upon, and how improvement might be made as well as how this all aligns with the student's goals. Finally, this information is crucial for the parents, in order to give oversight and support to the education of their children.

Although grades and data are essential parts of our educational process, we do not believe that a grade can simply be determined by the calculation of performance on tests and assessments. For example, the way in which a student approaches learning itself (depth of inquiry), his or her participation and contribution to the learning environment, and developing the habit of consistent performance (such as homework) are all essential measures for the teacher in evaluating how a student is growing in knowledge and responsibility. With this approach, grades become important even though they are often only a two-dimensional view of a child. For grades to have their desired effect, they must reflect actual student performance in relation to the material and to the rest of the class.

In a typical class, the average class grade should be somewhere around a B- to a low B. There are exceptions to this but it is a good rule of thumb to calibrate your assessments. If a classroom is averaging an A, it may mean that they are not being challenged enough. On the flip side, a class with a C- average may very well be expected to perform at unreasonable levels.

### **Grade Category Rubric:**

The weighting of grading categories is an essential element of successful assessment practices. A grade category that is misaligned can often give an impression of comprehension and mastery that is inaccurate. For instance, a teacher who weights tests at only 20% in a course, may have student who significantly struggle with the material achieving high B's or A's. This would be not only inaccurate but also unfair to the students and parents. To avoid this, Navigator Academy of Leadership provides the following guidelines regarding grade weighting:

- Tests should be weighted 30%
- Quizzes should be weighted 25%
- Classwork should be weighted 20%
- Homework and Class Participation should be weighted 10%
- Projects should be weighted 15% with no more than 1 project per quarter unless preapproved by the Principal.

### **Effort Rubric & Conduct Rubric:**

In general, there is a significantly close correlation between grades with a student's effort and conduct. For example, a student who excels academically will display strong effort and conduct. There are exceptions such as when a student who struggles academically yet receives an "1" in effort because it is obvious that he is (based on our rubrics) striving to master the material well. Rubrics for effort and conduct may vary slightly by grade level. Therefore, effort and conduct rubrics will be available on each teacher's webpage and copies are also available at the main office.

### **Honor Roll / Principal's List**

Any student who receives all A's and/or B's on their report card, all 1's and 2's in effort, and all A's and/or B's in conduct will receive the recognition of *Honor Roll*. Any student who receives all A's on their report card, all 1's in effort, and all A's in conduct will be awarded the prestigious *Superior Honor Roll* and will be added to the "Principal's List."

### **Leadership Award**

In addition to recognizing students for academic achievement, Navigator Academy of Leadership also recognizes students for exhibiting behavior that is aligned with our mission of developing future leaders.

Each quarter there is an Award Ceremony recognizing Principal's List, Honor Roll, and Leadership Award recipients.

### **Adoption of Hillsborough County Public School's Student Progression Plan.**

Navigator Academy of Leadership follows the county's Student Progress plan to determine promotional requirements.

### **Grade Level Retention**

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

The expectation is that most students will be promoted annually from one grade level to another upon completion of satisfactory work. However, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would

not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades. Students, when retain may benefit from a year of repetition and remediation in order to ensure future academic success.

Parents/guardians who wish to appeal the decision for retention must first contact the Principal. If parents/guardians do not accept the decision of the Principal, an appeal may be made in writing to the Governing Board. All appeals must be requested within two (2) weeks after the close of school.

**Home Learning Policy**

In alignment with our mission on developing each child’s intellectual curiosity and thirst for discovery as they become life-long learners, we believe that learning should not be confined to the classroom and the school day. Regular, purposeful and meaningful homework is an essential component of our instructional program. Below are guidelines for the average amount of homework your child will be assigned. **This time does not reflect the additional 30 minutes that are to be devoted to reading each day.** Note that these times are recommendations only, and will vary based on the classroom instruction taking place at any given time.

<i><b>Grade Level</b></i>	<i><b>Frequency of Assignments</b></i>	<i><b>Daily Average (All Subjects)</b></i>
K-1	Daily (5 days per week)	30-45 minutes
2-3	Daily (5 days per week)	45-60 minutes
4-5	Daily (5 days per week)	60-75 minutes
6-8	Daily (5 days per week)	75-90 minutes

Homework must be completed on a daily basis. After three (3) incomplete homework assignments, a student will receive a behavior notification and, if this behavior continues, a detention. After three (3) detentions, the student will be referred to administration. Please note that incomplete homework is defined as any assignment that is not completed, in part or in whole, or is not turned in.

**Late Homework**

In addition to the behavioral consequences mentioned above for incomplete homework, if homework is turned in late, the grade the student receives shall be reduced by one letter grade (10%) for each day late. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

**Posting of Homework / Communication**

Students in grade 1-8 will be required to use a daily agenda book to write their homework in, reinforcing the idea of teaching our students responsibility. The agenda should be the first place

to check for homework and feedback from teachers. As a backup, teachers of students in grades 1-8 are required to post homework on their website - which can be checked by parents for daily homework assignments.

**Textbook Policy**

Books are an important part of our educational program as it is through referencing textbooks that we begin to empower students to be self-driven learners. At Navigator Academy of Leadership students will be given access to textbooks that they can take home and/or a copy of these books online. Students should not, in any way, mark these books provided by Navigator Academy of Leadership. Students will be required to return books/textbooks in good condition. Books that are damaged, marked, or lost will need to be replaced and the student will be charged for the replacement of the book/textbook. Any lost, stolen, or damaged books are the sole responsibility of the student whom the book has been issued.

# Extra-Curricular Activities

In keeping with our mission of developing well-rounded individuals and leaders, Navigator Academy of Leadership believes that extra-curricular activities are an important part of a child's intellectual, social, emotional, and physical development.

## **Attendance Required for Extracurricular Participation**

Students participating in any school sponsored event must be in attendance at school during the day of the event, otherwise they will be disqualified from participating in the event. Additionally, students who are considered truant based on attendance policies may be ineligible from participating in any extracurricular activities sponsored by the school.

## **Extra-Curricular Activities**

Any student participating in any school-sponsored extra-curricular or interscholastic activity are representing Navigator Academy of Leadership and such, should behave in a manner that proudly represents the school. Participation in interscholastic or extracurricular activities is a privilege and not a right. Interscholastic competition and participation in extracurricular activities may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition and extracurricular activities. Coaches and sponsors may establish policies for their groups in addition to those set out by athletic associations. Please note that some clubs/sports require minimum GPA and behavior requirements in order to join and/or participate.

## **Field Excursions and Off-Campus Events**

Field excursions are school-related events for which school staff arranges transportation and ensures an appropriate number of chaperones. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the school. Every effort will be made to schedule field trips without interrupting other school functions. All trips or excursions off campus must be approved by the Principal at least two weeks prior to the event occurring. Field excursions should have an educational purpose. All trips must be conducted under the supervision of a certified school employee, and additional chaperones may be necessary dependent upon the activity. The request for approval must include all locations the students will visit while on the trip, the details of transportation, and any other logistical issues the Principal requests. Students will follow the specific itinerary provided to the administration on the field excursion request and permission slips. Additional details on supervising or chaperoning field excursions is available in the *Field Excursion Handbook* to be provided before the trip.

## **Behavioral Exclusion**

Field excursions can be a valuable learning opportunity for students; however, behavioral expectations are even more important when students are taken off campus. As a result, if a child has demonstrated an inability to control his/her behavior in school, extra steps may need to be taken to ensure the student has a successful experience.

- The school reserves the right to require parents or guardians of some students to attend the field excursions to provide supervision for their child. In such cases, if a parent is unable to attend, the student will be required to remain at school.
- If a student has received a referral, or has demonstrated unsafe behavior, the student's parent or guardian may be required to attend as a chaperone.
- End of the year class field excursions are reserved for students who show responsibility during the school year and meet school expectations. Students who have been issued a suspension during the year may be ineligible from attending the end of the year field excursion.
- Students must have a "C" average or better for the current quarter in order to attend.

### **Financial Limitations**

Students cannot be excluded from a field excursion based on the inability to pay the accompanying fee. If a family is facing financial difficulties and unable to pay the accompanying fee, the student's parent or guardian must contact the teacher prior to the date the field excursion permission slip is due back to school in order to make alternative arrangements.

### **Chaperones**

Chaperones for field excursions must follow the volunteer guidelines found within the policies of the school. Chaperones must be registered with the school prior to attending the field trip. All chaperones will be provided with a detailed list of the students they are responsible for, emergency contact information to reach the teacher in charge, as well as students' parents if the need arises. Chaperones will be selected by the teacher and chaperones only can attend the field excursions.

### **Scholar Athlete's Code of Conduct**

1. Any student participating in any school-sponsored athletic activity are representing Navigator Academy of Leadership and such, should behave in a manner that proudly represents the school.
2. Navigator Academy of Leadership's athletics program conforms to the stated mission and vision of the school. As such, the goal of Navigator Academy of Leadership's athletic program is designed to enhance develop the whole child as it shapes their character development and leadership skills by developing their physical skills, teamwork, and character. Through team and individual sports, the student athlete will develop a knowledge and appreciation of the rules of the game, as well as the physical skills necessary for competition. Sportsmanship, self-discipline, perseverance, self-sacrifice, and contribution to the team are goals that we wish to cultivate in our students. At Navigator Academy of Leadership, character is prized above victory as well as the contribution to the team is prioritized over individual athletic achievement. Through this philosophy and vision, the Navigator Academy of Leadership's athletics program seeks to build school community, teamwork, and to instill in athletes an understanding of and appreciation for sport while furthering the student's development of character and leadership.

3. Students should practice sportsmanship and fair play at all times. They should learn to win and lose with grace. They should participate in games and sports in which they can both lead and be led. A spirit of healthy competition as well as an attitude of perseverance, commitment, and excellence should be the minimum expectation. At the end of each game and without exception, the teams are to line up and respectfully shake hands with the other team and say “good game.”
4. All children will have the opportunity to play and develop skills throughout the season, however, playing time may not be evenly distributed throughout the players. Our goal is to balance player development and fun with competitive play. As such, there will be times in which the more skilled players may be in a game for a longer period of time. All children will have the opportunity for significant playing time, but this may vary from game to game.
5. It is important for students to attend practices and games. This communicates commitment to the sport and to their individual growth and development as an individual and as part of a team. Students who miss an excessive amount of both may be asked to leave the team or may not be allowed to play during a game.
6. Proper attire (e.g. PE Clothes) should be worn to all practices and uniforms should be worn during games. Failure to come properly addressed will result in the athlete being sent home and not allowing him or her to practice or play with the team.
7. If a parent wishes to discuss an athletic concern with a coach, they should email the coach to set up an appointment. Do not attempt to confront a coach before, during, or after an athletic practice or game. Feelings can be heightened at these times and absolutely no conflict resolution should take place between a coach and a parent with students present. Conflict resolutions should take place outside the athletic arena where there is privacy. If the issue could not be resolved through discussion with the coach, the parent should then email the Athletic Director or Principal to set up an appointment. At this meeting the next appropriate step will be determined.

# Parent Involvement & Communication

## **Volunteer Hours**

Parent involvement is an opportunity for parents to be a part of our school's culture. Students witnessing their parents taking a vested interest in the school and their child's education adds to the student's sense of accomplishment and pride in them self and the school. Parents and guardians are requested to volunteer their time both at school and at home. The requested number of hours is a minimum of 10 hours per family per year. Suggestions for completing the volunteer hours include, but are not limited to: attending field excursions, being a room parent, volunteering at school or during a special event, assisting a teacher, participating in school activities, attending conferences, etc.

## **Parent Association for Community and Culture (PACC)**

The PACC committee is a home and school group acting under the direction of the Principal or designee which meets periodically to discuss ways in which the parents and students can further the mission of the school. The PACC is a part of our *Leader in Me* initiative.

The organization's functions are to:

- enable and promote a clear understanding of the mutual educational responsibilities of the parents/guardians with the school. Education is always a partnership between home and school. As parents, you have the primary role of educating your children. As educators, however, you have given us the privilege and entrusted us with the responsibility to help take part in that role. The PACC's purpose is to help facilitate unity between home and school so that children may see the benefits of the partnership. This partnership should happen naturally through the facilitation of meetings and events and constant communication and collaboration.
- To arrange for families to invest their time and talents in the school in order to enrich the children's education. Volunteering plays a vital role in the life of the school. For one thing, it helps students see the home-school connection in a much more concrete way. And aside from this, many of you have talents that can be placed at the service of the school and for benefit of the children's education at Navigator Academy of Leadership. Therefore, one purpose of the PACC is to help facilitate and maximize the placement of parents' talents and skills in order to better enrich the education of our children and the school as a community.
- Fundraising is a key function of the organization in order to provide additional opportunities to the students beyond the means of the school's operating budget. Whether it is providing our students with more books to read, having extra money for more "expensive" field trips, or improving upon existing facilities, the list goes on. Fundraising plays a vital role to any educational institution.
- The PACC include students in the role of contributing to the school community. It is a part of our leadership focus and allows for parts to model service and leadership within the community of the school.

## **Visitors**

**All visitors coming on campus during the school day must report to the main office and present a valid U.S. issued government photo I.D. There are NO exceptions.**

For the purpose of our visitor badge process, the school day is defined as 8:30am-4:00pm. Any visitors to the campus during this time must report to the front office and present a valid U.S. government issued photo ID in order to gain admittance through our security system. All visitors are required to wear their visitor identification while on school.

For your child's safety, please remember all children must be signed out through the school's main office.

## **Communication**

Open communication is an essential part of any successful organization. It is also a priority of our school. To accomplish our goal of open communication, all stakeholders (schools, parents, students and other community members) must be well informed and involved in the decision-making process. Our goal is to provide clear information in a timely manner to all interested parties.

We strive to accomplish this through our:

- School Website
- Handbook
- Student Agendas/Notebooks
- Emails and/or Call-Outs
- Information Sent Home with Students
- Meetings
- SchooBuzz

### **Communication with Teachers:**

Our teachers view communicating with parent as an important part of the school program. Therefore, we encourage parents to communicate with teachers frequently. With this in mind, please do not "drop in" to see a teacher before or after school without an appointment. Our teacher's entire day is carefully scheduled to permit preparation for class work, team meetings, scheduled conferences, etc. All teachers will be happy to communicate with you and arrange for a conference by appointment. To ensure good communication, we ask that you follow a few simple guidelines.

1. Send a note in the agenda/notebook, email, or call the school office to communicate with teachers or request a conference. Teachers are required to respond to your request within 24 hours.
2. To speak with a teacher by telephone, please call the office and leave your name and telephone number. *Please note: Teachers are not permitted to conduct conferences or accept calls during instructional time with students.*

# Medical Policies

## Immunization of Students

All students enrolled at Navigator Academy of Leadership are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with the state requirements will result in the students being unable to attend classes and receiving unexcused absences until proof of compliance is provided. The Principal shall implement procedures for the maintenance of health records, which are to show the immunization status of every student enrolled, and for the completion of all necessary reports in accordance with guidelines prepared by the Florida Department of Health.

## Medication Administration at School

This policy is designed to ensure safe and accurate administration of routine medications to students in the school. Every attempt must be made by the student's parent and healthcare provider to have medications administered during non-school hours. However, in the event that it is not possible for medications to be administered at home, medication administered at the school will follow the policies and procedures below:

- **Submission and Required Documentation** - All medications must be personally brought into the school by the student's parent/guardian accompanied by the appropriate required paperwork. All prescription medications require written Authorization for Medication Administration, with original signature by the parent and health care provider, before the school shall accept the medication. Medication may not be dispensed until the written Authorization for Medication Administration form contains the date of the current prescription, the expiration date of the prescription, and the frequency by which the medication is to be administered. Prescription Medication/Treatment must be received in a pharmacy labeled container with the student's name, healthcare provider's name, name of pharmacy and phone number, name of medication, directions for dosage, and date of prescription. School personnel shall not administer medication if there is a change in type, dosage or frequency unless a new written Authorization for Medication Administration with original signature by the parent and health care provider is presented to the school official. When medication is delivered to the school, the designated employees shall count the exact quantity of the medication being delivered and log the medication into the Medication Administration Log.
- **Students with Communicable Diseases** -A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Principal or its designee has determined, based upon medical evidence, that the student:
  - No longer has the disease.
  - Is not in the contagious or infectious stage of an acute disease.
  - Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School personnel may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment. A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with the school's policy. Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

**Fever:** The normal body temperature for a well child is 98.6F oral or 99.6F rectally. If you suspect your child has a fever, always use a thermometer. Never try to guess by feeling their forehead. If your child is running a fever you may use a fever-reducing medication, such as Tylenol or Motrin. Before returning to school, children should be fever free for at least 24 hours without any fever-reducing medication. Children at school who develop a fever of 100F or higher will be sent home and should not return to school the next day.

**Head Lice:** Mandatory attendance laws require all children to be in school. It is expected that if your child has been sent home with lice and/or nits, he/she will be treated and will return lice-free the next school day. A parent must accompany the child upon return to school. Before readmission to school, your child will be checked by a staff member for lice. Staff members will also re-check your child periodically to be sure treatment was effective. If a child is suspected of having lice, he/she may be examined by a staff member as well as any other classmates suspected of having lice.

**Student Physical Examination:** Navigator Academy of Leadership may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease. Navigator Academy of Leadership may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities. Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school. Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

# Nutrition Services

The nutrition program at Navigator Academy of Leadership provides nutritionally balanced meals that can help your child reach and maintain a healthy weight. Navigator Academy of Leadership will select a meal service provider aligned to the National School Breakfast and Lunch Programs. Meals served through National School Breakfast and Lunch Programs will:

- Be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain. Ensure that school fundraising activities will use only foods that meet the nutrition and portion size standards. The school district will make available a list of ideas for acceptable fundraising activities.
- Ensure that instructional staff do not use food items that do not meet the nutrition standards for foods and beverages, as rewards for academic performance or good behavior.

## **Breakfast Program**

Breakfast will be served for students in from 7:15 a.m. to 8:15 a.m. at a cost of \$2.50. Students eligible for free or reduced lunch are also eligible for free or reduced breakfast. The cost is \$.30 per day. Please see the additional guidelines for free and reduced lunch.

## **Lunch Program**

Students are welcome to bring a Home Lunch on any day. We ask that lunch be nutritious and a part of a balanced diet. For a purchased hot lunch, parents have the flexibility of selecting a hot lunch for their child by logging into our online portal (TBD) up to a month ahead of time. The price for lunch for all students (unless the student is eligible for free and reduced lunch) is \$3.50. If a child forgets their home lunch, a hot lunch will be served to them upon their request and the parent account will be charged accordingly. If you are eligible for Free and Reduced Lunch, the cost is .40 per day. Please see the additional guidelines for free and reduced lunch.

## **Breakfast and Lunch Ordering and Payments**

The best way to order lunch is through our online portal where a credit will be placed in your child's account and parents will be able to pay via credit card through our online payment system. Balances must be paid in full monthly in order to continue to receive hot lunch options. After 30 days delinquent, children who do not bring in lunch from home will be provided a cold lunch. Monthly menus are viewable on our website.

# Student Code of Conduct

As a public charter school of Hillsborough County, Navigator Academy of Leadership also follows the Code of Student Conduct for Hillsborough County, with the exception of the *Code of Collegiality*.

## **Rationale**

Navigator Academy of Leadership believes that behavioral excellence is essential to the effective academic and character development of each student. In order to help ensure success, Navigator Academy of Leadership will strive to make behavioral expectations clear so that students can make wise choices and “live” *The 7 Habits*.

Navigator Academy of Leadership intends to recognize and celebrate the talents of every student. While we expect our students to be well behaved and exemplify the standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore, our behavior program has been developed to provide opportunities for students to learn and change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. In order to fully develop our educational program and school culture, Navigator Academy of Leadership will follow a District Code of Student Conduct and the Board approved Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the Code of Collegiality is our expectation for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

<b>TAAL</b>	<b>WHAT DOES IT MEAN</b>	<b>7 HABITS</b>
Think	Think before you act. The choices you make today may determine your tomorrow.	Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win
Act	Take Action! Live passionately, not passively.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Accountable	You are responsible for your own actions.	Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw
Learn	Every action we take is an opportunity to learn and grow. A mistake is only a mistake if you repeat them. Reflect on your actions and their outcomes.	All 7 Habits

Having expectations of students standing TAAL will begin with their Leadership Binder where students set goals, track their progress and reflect on goals, progress and actions. Conflict resolution will take an active approach to correlating an array of options with outcomes. While adhering to the sponsor’s Code of Student Conduct, students with continuous infractions will be required to complete an analysis of their choices and the different outcomes. The goal is to have students use accountable talk to change their perspective and improve their behavior.

Discipline measures will be fair and consistent and will incorporate techniques that require students to have ownership of their behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. There will be a greater focus in rewarding the efforts of students, including positive reinforcement for students demonstrating exemplary behavior and conduct instead of negative behavior. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies by means of conferencing with teachers or administrators. Conflict resolution strategies will also be used to resolve conflicts between students and allow for effective conflict resolution strategies be modeled as an expectation of behavior.

Classroom Consequences for Misbehavior

- 1<sup>st</sup> Consequence – Verbal Warning
- 2<sup>nd</sup> Consequence – Conference with student and reflection
- 3<sup>rd</sup> Consequence – Parent contacted
- 4<sup>th</sup> Consequence – Detention
- 5<sup>th</sup> Consequence - Referral to administration

### Consequences for Referrals to Administration

1. Administrative detention
2. Conference with administrator, parent, student and teacher in order to develop an agreement of behavior
3. Saturday School (if available)
4. Removed from participating in extra-curricular or social events sponsored by the school
5. In School Suspension
6. Out of School Suspension

### **Suspension**

The principal or other designated administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension. During a suspension, students will be permitted to complete missed work as long as it is submitted to the appropriate teachers within three days of returning to school. In-School Suspension is the first form of suspension considered unless the infraction is severe enough that it warrants an Out of School Suspension under the Code of Student Conduct. During In-School Suspension, students will undergo a multi-step process where they reflect on the violation, consequences, purpose of rules, appropriate behavior, and restitution. Restitution may be in the form of a letter, a conversation, or an action that rectifies the rule violated. Out of School Suspensions are left as a last resort and will require students to complete the same multi-step process of an In-School Suspension, yet it is done at home and with parent participation. Students returning from Out of School Suspension must first debrief with an administrator, counselor, or principal designee before returning to class. This will help ensure that the student is ready and focused to return with a positive and proactive attitude.

### **Dismissal or Recommendation for Expulsion**

Navigator Academy of Leadership will follow all district regulations regarding expulsion as indicated in the District Code of Student Conduct. Should the consideration of expulsion arise, the principal may request the School's Governing Board review the student's file, conduct, and previous administrative disciplinary actions and vote to make a recommendation to the District Superintendent that the student be recommended for expulsion. At that time, the Board and the school principal, will follow the District Change of Placement procedure when recommending an expulsion.

### **Zero-Tolerance for Aggression, Bullying, and Drugs**

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Thus, any kind of bullying including cyber bullying, fall within our Zero-Tolerance policy and **must be reported immediately**. Included in the zero-tolerance policy is gang affiliation or incidents involving drugs. Such behavior will be reported immediately to an administrator and will be investigated. Disciplinary action will be taken according to the seriousness of the incident

and in accordance with the Code of Conduct. Students are expected to value each other and treat each other with respect. Navigator Academy of Leadership will implement a comprehensive anti-bullying policy to ensure that bullying is proactively discouraged, immediately reported, effectively investigated and remediated.

**It is the policy of this school that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The school will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined within our policy, is prohibited.**

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:

- a) Teasing
- b) Social Exclusion
- c) Threat
- d) Intimidation
- e) Stalking, including cyber stalking
- f) Physical violence
- g) Theft
- h) Sexual, religious, racial or gender orientation harassment
- i) Public humiliation
- j) Destruction of property

We encourage any student or parent who believes they have witnessed or are experiencing bullying to report it promptly so that it can be investigated and dealt with in a proactive way. Bullying can be reported by speaking with the Principal or other trusted staff member, and can be done either in person, by telephone or preferably in writing. Once a report of bullying is made, it will be investigated to ensure the safety of the students, staff, parents and volunteers. It is important for students to also understand that bullying behavior which occurs outside of school, but has an impact on students while they are at school, is still considered bullying and can still be dealt with by the school. For example, cyber-bullying by posting information online or texting is considered bullying, and consequences can be issued at school for such behavior. If after investigating a report of bullying, it is determined that bullying is occurring according to our definition, the school will develop a plan to ensure that it ceases and that the students involved are addressed.

## School Behavior Consequences

The following list is a representative list of behaviors, not an all-inclusive menu. This list will assist the school's administration in determining the appropriate level of consequences for misbehavior of students at the school. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

**LEVEL 1 BEHAVIORS** are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

### Disruptive Behaviors

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation (lying)
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Use of profane/crude language
- Unauthorized use of electronic devices
- Violation of dress code

**LEVEL 2 BEHAVIORS** are more serious than Level 1 because they significantly interfere with learning and/or the well-being of others.

### Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Petty theft (under \$300.00)
- Use of profane and provocative language directed at someone
- Possession of and/or use of tobacco products
- Slander
- Vandalism (minor)

**LEVEL 3 BEHAVIORS** are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

### Offensive/Harmful Behaviors

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/disorderly conduct
- Fighting (serious)
- Harassment
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sexual harassment; sexting (1)
- Vandalism (major)

**LEVEL 4 BEHAVIORS** are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

### Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell/distribute or sale of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials); sexting (2)

**LEVEL 5 BEHAVIORS** are the most serious acts of misconduct and violent actions that threaten life.

### Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery
- Armed robbery
- Arson
- Public display of sexual body parts
- Making a false report/threat against the school
- Sexual battery; sexting (3)
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

## Discipline Matrix

The following are examples of the types of consequences the school administrator may administer based on the level of the offensive behavior. These are representative and not prescriptive, the administrator may handle each situation on a case-by-case scenario, using the following as general guidelines.

Misbehavior	Range of Corrective Strategies (Consequences)
<p><b>Level 1 Offense</b></p>	<p><b>Plan 1:</b> Parent/guardian contact (Behavior Slip); Student, parent/guardian/staff conference; Revocation of the right to participate in social and/or extracurricular activities; Confiscation of electron device; Detention; Temporary assignment from class where the infraction occurred; Student contract; Replacement or payment for any damaged property (if appropriate); Participation in counseling session related to infraction; Behavior plan.</p>
<p><b>Level 2 Offense</b></p>	<p><b>Plan 2:</b> Parent/guardian contact; School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior; Suspension from school for one to five days for habitual infractions; In-school suspension; Participation in counseling session related to the infraction Refer to outside agency/provider; Diversion Center; Corrective strategies from Level 1;</p>
<p><b>Level 3 Offense</b></p>	<p><b>Plan 3:</b> Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Corrective Strategies from Level I &amp; II; Permanent removal from class (placement review committee decision required); Recommendation for alternative educational setting; Recommendation for expulsion; Participation in counseling session related to the infraction; Refer to outside agency/provider. Corrective strategies from previous plans.</p>
<p><b>Level 4 Offense</b></p>	<p><b>Plan 4:</b> Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for alternative educational setting; Recommendation for expulsion; Corrective strategies from previous plans.</p>
<p><b>Level 5 Offense</b></p>	<p><b>Plan 5:</b> Parent/guardian contact; Suspension from school for ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for reassignment; Corrective strategies from previous plans.</p>

## **Code of Collegiality**

The aforementioned policies will be reviewed annually with the student and will be sent home in the form of a *Code of Collegiality* so that it can be discussed, signed by parents and students, and returned to the school. In addition to the information listed above, the following is included in the Code of Collegiality:

“

*As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality.*

- *I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- *I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- *I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- *I will be responsible for completing and turning in all class assignments and homework.*
- *I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- *I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- *I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- *I will exhibit the principles of good citizenship and leadership.*

”

# Student Life

## Dress Code

Navigator Academy of Leadership's primary mission is to help educate the future leaders of our community. As such, our uniform is a way of identifying and unifying within our school community and is also a visible signature of our school to the larger community. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It reminds our students of that purpose and of one's responsibility to that group.

The uniform is the basis of a dress code that reflects the seriousness of our purpose and mission. There are many studies that demonstrate a strong correlation that exists between student appearance and the perception of excellence. Our students should dress their best, look their best, and do their best at all times. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed by administration to be wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing.

The purpose of our uniform is not to squash students' individuality, but to ensure that the attire is aligned to the commitment to scholarship and character development and not a product of the latest trends or fads. We encourage students to demonstrate their individuality and creativity by their actions and their academic achievement instead of the clothing or accessories. We ask not only for student commitment, but for the parents to embrace this as well. The uniform and dress code of Navigator Academy of Leadership support and reinforce our academic goals.

**Students must stay in uniform whenever they are on campus (including the parking lot) during a school day.** This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts tucked in, etc.). If a student is found out of compliance with the uniform policy, he/she will receive a uniform violation notice. Please note for every three (3) times a student is found out of compliance with the uniform policy, he/she will receive a referral. No heels, open-toed shoes, or shoes with wheels permitted.

## School uniform

- Khaki pants or shorts for grades K-5 with a belt if there are belt loops
- Navy blue pants or shorts for grades 6-8 with a belt if there are belt loops
- Navy blue, white, or gray polo shirt with the Navigator logo tucked in
- Navy blue, white or gray jacket or sweater with or without the Navigator logo

### **Phy. Ed. Uniform**

- Navy blue mesh shorts
- Gray PE shirt with logo
- Athletic shoes (any type)

**Hair:** hair must be clean, neat, and out of the eyes. Only natural colors are allowed. Hair styling or coloring arrangements which are disruptive or distracting are not permissible. **For Boys:** no hair accessories. Hair length: worn neatly combed above the collar, eyebrows, and ears. Students with hair passed the color must have their hair neatly brushed and tied back. ***Hair length is not to pass the eyebrows regardless of style.***

**Jewelry:** Any jewelry which might create a safety hazard or distraction should not be worn. Body/facial piercings are not permitted. Necklaces and bracelets should be discrete and simple. **For Girls:** students are allowed to wear one pair of small earrings, with no more than one earring in each ear and no larger than ½” in diameter. Dangling or hoop earrings are safety hazards and are not permitted. **For Boys:** Only stud earrings are permitted.

**Other:** no tattoos, temporary or permanent will be permitted. Students are prohibited from wearing any make-up or hair dye. Girls may wear light, age appropriate makeup and light nail polish. None are permitted for boys.

### **Backpacks**

Backpacks, book bags and totes are not considered technically to be a part of the school uniform. However, they are expected to be clean, in good condition and appropriate for a school environment. For safety and space reasons, **wheeled backpacks are not permitted.** Any item which attracts undue or negative attention or which infringes on the rights or values of others will not be allowed.

# General

## **Cell Phone Policy**

Navigator Academy of Leadership allows students to have cellular phones at school only if parental permission is given to have the device at school. Students must keep their phones turned off and placed in their backpacks, unless they receive permission from their current teacher to use the phone for educational purposes. If a phone is seen or heard while under school supervision without teacher permission, they will be taken away and an appropriate consequence will be issued. All confiscated cell phones or other electronic devices will be made available only to the parent/legal guardian for direct pick-up at their convenience. When a student has a legitimate need to make a call during the school day, they may use a school telephone, provided they obtain permission from a staff member prior to use. Parents who need to contact their children during the school day for valid emergencies should contact the school office to relay a message, and that message will be relayed to your child in a timely fashion. Cellphone and all electronic devices are the responsibility of the student. The school is not responsible for lost, stolen, or damaged cellphones or other electronic devices.

## **Games and Electronic Devices**

Toys, games, playing cards, electronic devices and other non-academic items or games are only allowed with specific permission from a staff member (for example, clubs or special events). All usage of these items should be educationally focused and directed by a staff member. Any items found without permission will be confiscated and made available to parents for direct pick up. Items not picked up within five (5) school days may be discarded or given to charity. The organization cannot be held liable for any lost or stolen items.

## **Hurricane Closure**

Navigator Academy of Leadership will follow the same emergency closures of the Hillsborough County School District. Parents should monitor local news outlets during inclement weather. If the Hillsborough County Public Schools are closed, Navigator Academy of Leadership will also be closed. In the event that too many closures occur, and time must be made up, the Hillsborough County Public Schools District's schedule will be followed.

## **Computers and Internet Acceptable Use Policy**

By virtue of using a school computer, network or online tool the students and parents of the organization agree to abide by the organization's acceptable use policy. This policy will be sent home annually. If a parent wishes to opt out of accepting this policy, they should notify the school in writing, and access to all school electronic resources will be denied for the individual student. A computer usage policy will be sent home each year for review, signatures, and returned to the school.

## **Fundraising**

Navigator Academy of Leadership is a nonprofit organization which relies on governmental funds and contributions to effectively educate our students. As a result, fundraising is necessary to help support the educational programs offered. The Board shall approve all fundraising activities and ensure that families are not being asked to contribute excessively at any given time. Efforts will be made to ensure only one fundraiser occurs at a time. All fundraisers will identify the purpose.

## **Photographs of Students**

**Portraits:** Navigator Academy of Leadership will host one formal portrait day for students wearing their uniforms. These photos will be utilized for the creation of the yearbook in addition to being sold to the families.

**Snapshots:** Frequently and throughout the school year, school staff may take pictures of activities, lessons, and events that happen during the school day. If a parent should not want their child to be photographed, they must submit written notification of their request to the Principal. This request will then be passed along to school staff. Snapshots may periodically be used for promotional materials for the school. Every attempt will be made to receive parental permission prior to the publishing of promotional materials which include the photograph of students. Additionally, the school reserves the right to utilize such snapshots through electronic media which do not individually identify any specific student. If a parent or guardian requests the removal of such a photograph, the school staff will comply with the request within 72 hours.

## **Birthday Parties**

Celebrating birthday parties at school are strongly discouraged as it interferes with instructional time. If you would like to bring in a birthday cake or cupcakes to share with your child's classmates, please make sure you clear it with the teacher first. All treats should be brought to the main office and celebrations will take place in the playground (during recess). No decorations are allowed. Should a classmate have a food allergy, all parents will be notified and food provided by parents to students in the classroom must be allergen free. Please work with the classroom teacher to ensure enough food/treats are provided for all classmates.

## **Lost and Found**

Please be sure your child's name is in her/his sweater, lunchbox, etc. Many such articles are lost and unclaimed. Items not claimed will be donated to charity.

Please be advised that students enrolled at Navigator Academy of Leadership are Hillsborough County Public School students and retain entitlement to all applicable policies.



# Acknowledgement

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

School Year: \_\_\_\_\_

*As a student at Navigator Academy of Leadership, I am committed to abide by the Code of Student Conduct and the Code of Collegiality as found in the Parent & Student Handbook*

- *I understand that my behavior is a direct reflection of both my family and the School. I will strive to honor and respect both by exhibiting exemplary behavior that of a scholar and leader at all times and in all places.*
- *I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.*
- *I will be responsible to deliver to any announcements, messages, and reports to and from school.*
- *I will be responsible for completing and turning in all class assignments and homework.*
- *I will be responsible for taking care of all books and school property. I will replace anything that is misused or lost.*
- *I will abide by the Code of Conduct and the Code of Collegiality adopted by the Board.*
- *I will refrain from fighting, intimidating, harassing, or threatening others and I will refrain from using inappropriate language.*
- *I will exhibit the principles of good citizenship and leadership.*

Student Name (Print)

Student Name (Sign)

Date

\_\_\_\_\_  
*As a parent/guardian, I have read and understood the school rules, policies, and procedures of Navigator Academy of Leadership as well as the Code of Conduct and Collegiality as listed in the Parent & Student Handbook and I agree to take an active role in ensuring that my child meets the outlined expectations, as well as myself. I have made a personal decision to enroll my child as a student at Navigator Academy of Leadership and I recognize that Navigator Academy of Leadership is a public charter school of choice.*

*I understand that my signature below serves as evidence that:*

- 1. I accept the rules, policies and procedures as listed above as well as the consequences of their violation.*
- 2. I am aware that I must review and acknowledge the Code of Student Conduct*
- 3. I have communicated these expectations with my child (above)*

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date

\_\_\_\_\_