



MOREY

MONTESSORI
PUBLIC SCHOOL ACADEMY

Family Handbook
2014-2015

Morey Montessori Public School Academy
418 West Blanchard Road
Shepherd, MI 48883

MOREY MONTESSORI PUBLIC SCHOOL ACADEMY MISSION STATEMENT

The mission of Morey Public School Academy is to empower and equip each student with a foundation in academic skills, technical skills, and the life skills necessary to become a productive, contributing member of society.

Goals in the Montessori Experience

The goal of MPSA is to introduce children to experiences which:

- Provide a warm and loving environment in which each child feels secure, respected and loved
- Support and encourage the growth and development of the whole child
- Develop social skills, emotional growth, physical coordination, as well as cognitive preparation
- Help build self-confidence, self-esteem and motivation
- Foster the natural desire to learn
- Develop freedom within limits
- Develop and refine each child's sensory motor skills
- Lengthen each child's attention span
- Enable each child to move smoothly and purposefully
- Encourage the development of creativity in each child
- Provide a framework of discipline through which each child can develop self-discipline and personal strength
- Provide an environment with safe limits in which each child can become an active explorer and learner
- Provide opportunities for each child to develop social grace and courtesy
- Develop skills in observation, questioning and listening
- Promote order, coordination, concentration and independence
- Refine and develop each child's physical and mental capabilities and interests as they expand
- Help develop respect for themselves, for others, and for their environment
- To encourage a positive attitude toward school and learning
- To encourage concentration and positive learning habits
- To allow the child to progress at his own pace and rhythm by trusting his intuitive nature
- To develop competent critical thinkers who discover that learning is for life

Philosophy and Method

Our programs are based on the philosophies of Dr. Maria Montessori (1870-1952), world famous educator, physician and scientist who developed a method of education through research and experiences in Italy at the turn of the 20th century. Many of the reforms, now taken for granted or newly adopted in the public schools in the United States, have been in place for almost 100 years in Montessori schools around the world.

Montessori discovered that individual children would progress at their own pace if placed in an enriched environment that nurtured human development. The school environment is thoughtfully created by the teachers in order to allow the child to follow his/her interests and to develop skills and concepts using concrete, manipulative materials created by Dr. Montessori. As the child masters the skills and concepts, the materials become more abstract.

Teachers give lessons on all the exercises available and carefully sequence the presentations so that every experience builds on the foundation of the previous one. All lessons are given with learning materials suited to the child's interest and developmental levels. Teachers are facilitators, planners, learners, counselors and friends.

Montessori classrooms generally have three-year age spans: for example, 3 to 6 years (primary) and 6 to 9 years (early elementary). This allows the younger child to learn from the older child. Each student benefits from the example of the older students and he/she will one day be the "teacher", setting examples for others to follow. A lesson is perfected when a student is able to give that lesson to another. Mixed age groupings encourage a sense of family and community. A bond between the children develops naturally through grace and courtesy, and can be seen in mutual caring and respect.

Children are gifted with special powers of learning. They are like sponges absorbing the world around them in a way quite different from adults. This power to absorb knowledge gives children the energy to teach themselves. Education then is a process, which

naturally develops in the human being, not something the teacher does! Children are gifted by nature to exercise the skills they see practiced around them. FCMA intends to foster and follow this great gift of childhood.

"In the special environment prepared for them in our schools, the children themselves found a sentence that expressed the inner need: "Help me to do it myself!"

~Maria Montessori

The Montessori Curriculum

Preprimary Classrooms

The Morey Montessori Public Academy Pre-School children ages 3-6 enjoy exploring in prepared Montessori environments. Our classes are designed to offer individualized learning and provide the necessary Montessori materials to help each student develop skills essential for this age group. Each classroom offers the children experiences in the practical life, sensorial, language, math and cultural (geography, history, science, music and art) areas. The materials in these curriculum areas are self-correcting. This enables each child to gain greater confidence and perfection through his choice and repetition. Children gain a sense of independence as they take an active role in the Montessori environment. Below is a list of skills students in the Pre-Primary program work towards developing.

Montessori Curricula Areas:

Practical Life - Develops:

- independence
- coordination
- fine motor development
- sense of order
- concentration

Sensorial - Develops:

- differentiate each of the five senses
- improve each of the five senses
- prepare for language and math

Math - Develops:

- number concepts
- operations
- time and money
- measuring

Language Arts - Develops:

- letter sounds
- reading
- handwriting
- grammar
- vocabulary

Additional Studies:

- Geography
- History
- Science
- Art
- Music

Lower Elementary Class

Freedom of movement, open work areas and uninterrupted blocks of time for individual and group projects help to support the 6-9 year olds drive toward autonomy. Students are guided through a rich and challenging curriculum as they continue to work both individually, and in small groups. The program permits a variety of approaches using colorful manipulatives that make sense of abstract principles. The subject matter includes: Common Core Standards of math and reading, as well as, grammar, sentence analysis, penmanship, spelling, creative writing, geography, history, general science, botany, zoology, and art.

Upper Elementary

The upper elementary curriculum is built upon the foundation laid in the primary and lower elementary classrooms. New materials are introduced as the child moves from concrete to abstract thinking. The curriculum is integrated, individualized, academically

challenging and meets the developmental needs of each child, intellectually, socially, physically and emotionally. The students experience individual, small and large group lessons and projects. Subject areas include: Common Core Standards of Language Arts (penmanship, spelling, grammar, reading, study of words, creative writing, sentence analysis and diagramming of sentences), Math Common Core Standards (arithmetic, geometry, algebra), Geography (physical, political, economical), History, Science (botany, human anatomy, zoology, astronomy, chemistry, physics) and Practical Life (cooking, sewing, cleaning, community service). Children build time lines, record science experiments, research and present written reports and projects and learn computer skills. Field trips that relate to areas of study are scheduled to enhance the child's learning experience. Organizational skills and independence are developed through the use of classroom work plans, homework planners and weekly schedules. Class meetings encourage cooperative efforts as questions of right and wrong lead to discussions on fairness, rules and procedures. Also, literature circles serve as a venue for discussions about character development, responsibility and accountability in our personal lives.

Middle School

The middle school curriculum is built upon the Montessori foundation laid in the prior levels and takes the ideals of movement, choice, intrinsic motivation, and collaborative group learning to the next level for secondary abstract learners. The curriculum is integrated, individualized, academically challenging and meets the developmental needs of each child, intellectually, socially, physically and emotionally.

Subject areas include: Common Core Standards in Language Arts (grammar, reading, study of words, creative and expository writing, grammar, vocabulary and etymology), Common Core Standards in Math (arithmetic, geometry, algebra), Geography (physical, political, economical), Social World and History, Natural World (life science, physical science, earth science, chemistry) and Practical Life (economics and business, sewing, health and nutrition, community service). Students build time lines, experience hands-on learning, research and present written reports and projects weekly and enhance technology and social skills. Related immersion activities and trips complement the curriculum.

Additionally, to support adolescents in their Personal World during this time of change, students work and reflect daily to develop and define their identity. Organizational skills, personal accountability, and independence are developed through the use of daily, weekly and cycle-long management and communication tools. Daily morning meetings encourage citizenship, a necessary sense of fun, and grace and courtesy, as well as providing the integral social needs of the adolescent learner.

Montessori reminds us of these important tendencies at the elementary age:

- The child's mind moves from the concrete to abstract reasoning.
- The child develops a moral sense.
- Children are fascinated with the grandeur of the world at large. They have continual drive to explore our natural and social environment.

Multi-age grouping

A Montessori classroom is a mixed age group of students who stay with the same teacher for several years. They become a unique "family" of learners. Every child is given opportunities to find success in his or her own personal development. This grouping leads to peer tutoring and cooperative learning. Some of the benefits include:

- Continuous learning
- Respect for the individual child
- Family unit
- Cooperative social interaction
- Cross age learning
- Mentoring/leadership
- Several years with the same teacher

Montessori students are unusually adaptable. Since they have learned to make decisions from an early age, they are usually problem solvers who can manage time well and make appropriate choices. They have been encouraged to exchange ideas. Their good communications skills ease the way in new settings.

Policies and Procedures

School Hours

The school day runs from 8:00 AM to 3:25 PM for students in grade Preschool-8. Students are not to arrive prior to 7:30 AM which is when supervision begins by teachers. Students enter the building through the gym door and remain seated until dismissed by a staff member at 7:55 to classrooms. All students are to be in their homerooms for opening activities no later than 8:00 AM.

Student Drop off:

- All students will be dropped off at the gym entrance. Buses will unload there as well. Two staff members will provide supervision in the gym from 7:30-7:55am. Parents wanting to remain with their student need to stay in gym with students until 7:55am.
- Students are released from the gym by classrooms at 7:55am.
- The School Office does not open until 7:55am

Student Pick-up:

- Buses will pick-up students by the gym entrance
- For safety reasons, parents will need to pick up their student in their teachers classroom in they are a car rider. Any student not picked up by 3:30pm will go to after-school childcare and may be charged.

Tardies

It is essential that students are on-time for the beginning of the instructional day. Children have better days and are more focused when they begin their day on-time. Tardiness also interrupts the instruction of the classroom.

- First Tardy – Warning
- Second Tardy – Note home
- Third Tardy – Teacher phone call
- Fourth Tardy – Head of School phone call
- Fifth Tardy – Meeting with the Head of School
- Sixth Tardy – Truancy Referral

Lunch

Children are required to bring a nutritional lunch daily or may purchase lunch at school. Each lunch should contain water, milk or a pure fruit juice. ***Foods such as candy, gum, cupcakes and pop are not allowed, and will be returned.*** Please bring lunches that do not require warming in a microwave oven.

Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well-being. We offer the following suggestions as a helpful guideline:

- Your goal is to pack a nutritious lunch which your child likes and will eat. This should include main course, drink, snack and healthy dessert (whole grain muffin, fruit, yogurt).
- We strongly suggest white milk, pure fruit juice or water as a beverage. Pop and high sugar energy drinks may not be sent to school and will be sent home to be enjoyed.
- Offer a variety of dips and spreads for raw veggies, cheese spread for crackers or bread sticks. Children enjoy handling food.
- Keep sandwiches interesting by varying bread: white, wheat, pita, buns, bagels and muffins. Try cutting sandwiches into interesting shapes.
- Try raw cucumbers, celery, cherry tomatoes, carrots or green peppers.
- Try fresh, canned or dried fruit: apples, bananas, plums, oranges, melon, berries, pineapple, raisins, apricots, fruit cocktail, etc.
- Please include napkin, silverware, paper plate, etc., daily.
- Use containers with tight lids so that leftovers can be sent home. This is your best judge to know if you are packing too much or sending items your child does not like.

Your child's name should appear on the inside and outside of their lunch box and thermos. All containers and utensils should be included and labeled. A **cold pack** should be put in the lunch box to keep items cold and healthy until eating time.

All rules are to benefit your child's health and safety, ensuring an enjoyable dining experience for everyone.

Snacks

- Please respect any notices regarding food allergies that are posted on your child's classroom bulletin board.
- Children will have the opportunity for a nutritional snack every day during the morning. For some classrooms, parents may be asked to contribute to the classroom snack needs as notified. In other classes, students may bring an additional snack in their lunches. Check with your child's teacher for information.
- If your child must be restricted to certain food and/or is on a special diet, please inform the staff and indicate so on the Child Information Card. For your child's safety, please provide your child's daily snack.

Birthday Snacks

Sometimes families like to provide a special treat on a child's birthday. We welcome the opportunity to celebrate. Please speak to your child's teacher about birthday treats that are consistent with our school nutrition policy. Some examples in lieu of cupcakes, brownies or other high sugar treats are fruit kabobs, muffins, fruit juice bars, healthy popsicles, fruit salad, popcorn, crackers and cheese, whatever is your child's favorite healthy snack. High sugar foods will not be shared with the group.

We also have a special way in which to celebrate our student's birthdays – "Birthday Walk Around the Sun". Everyone wants to be remembered and cherished on the special day that they were born. In our classrooms we talk about the journey from their birth to the present day. We walk down memory lane with photos, funny stories, and wonderful memories. We let the birthday child know how cherished they are, and how our life and world is better because they were born in to our family.

In order to maintain the educational setting at all times, we ask that the following items not be brought to school:

- any type of handheld electronic game
- cellular phones
- headset radios/CD players
- excess money
- card games of any kind, toys, water guns
- laser pointers
- suggestive books or magazines
- anything that resembles a weapon or that can be used as a weapon

Report Card Schedule (subject to change pending inclement weather)

Quarter	Progress Reports	Report Cards to Students
First	October 6 th	November 3 rd
Second	December 15 th	January 20 th
Third	February 16 th	March 23 rd
Fourth	May 11 th	Last Day of School

Volunteers

Volunteers are needed and welcome in our school. Please contact your child's teacher or the PTO to learn more about volunteer opportunities. Anyone wishing to volunteer will need to have an approved criminal background check.

Attendance

Regular attendance is one of the most significant factors in school success. It is understandable that certain situations arise when a student must be absent. Excused absences include illness or injury, death in the family, medical/dental appointments, educational opportunities (with prior approval). Students shall follow their assigned daily schedules unless properly excused by the Head of School or her authorized representative. Each student shall provide a written explanation from his/her parent for any absence from class and for the release of a student from school during the school day. Please notify the school of absences prior to 9am of a student's absence by calling the school.

Cancellations

In the event of school or event cancellations information will be posted on the school's website, facebook page, radio stations, television news and a message sent through Power Announcement.

Dress Code

Due to safety and physical activity requirements, and to preserve the academic environment, please make sure your child adheres to the following dress code:

- Clothing with inappropriate or obscene language or concepts; advertising alcoholic or drug products are inappropriate school attire.
- No high heel shoes, flip-flop sandals, or shoes with wheels. Shoes should be suitable for running and playing outside.
- Pants should be secured at the waistline with a button, snap or belt and should not easily slide up and down over the hips or expose undergarments.
- Girls are asked to refrain from wearing midriff baring shirts, spaghetti strap tank tops or make up. Girls' tops need to follow the three (adult) finger width rule for students in all grade levels.
- Hats should not be worn inside the building. Only thin headbands to hold hair will be allowed (no sweat bands, bandanas, headbands, or headgear).
- Extremely short shorts are not allowed. The bottom of shorts and/or skirts needs to touch at the student's longest fingertip.

Administration will make the final decision concerning the appropriateness of dress. Students wearing inappropriate clothing will 1) receive a warning 2) contact their parent to secure clothing 3) use loaned clothes or school issued clothes to cover.

Communication

Weekly newsletters will be sent home weekly with your child in their Thursday/Friday folder. This is a great way to stay informed about your child's homework, classroom activities and concepts studied.

Parent Education Meetings

Parent education evenings will be scheduled throughout the year. Different topics will be discussed to give you the opportunity to learn more about the Montessori method and materials, to share ideas about raising children, and to become better acquainted with other parents and staff.

GUIDELINES FOR STUDENT BEHAVIOR

DISCIPLINARY ACTION

Definition of Discipline

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

At Morey Montessori Public School Academy, as in the community at large, certain rules and procedures are established to guide students through constructive growth and into mature adulthood. The rules and procedures are basically the same from kindergarten through grade 12. Parents, teachers, and others responsible for the welfare and education of these students cooperate to interpret and enforce these rules.

Behaviors Warranting Disciplinary Action

Students guilty of any of the following offenses shall be subject to appropriate disciplinary action, including suspension and expulsion, as set forth in the Michigan School Code.

1. Absenteeism (including cutting of class), excessive;
2. Aggressive behaviors, including but not limited to hitting, pushing and shoving;
3. Alcoholic beverages, possession, delivery, use or being under the influence of;
4. Arson or attempted arson;
5. Assault or attempted assault;
6. Beeper and/or other telecommunications devices, possession of;

7. Cheating and/or plagiarism;
8. Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, "look-alike weapons", ammunition, etc., possession of;
9. Defacing or destruction of school property or property of another (includes writing on walls, etc.);
10. Detention, failure to report to;
11. Detention, refusal of;
12. Dice shooting (whether or not gambling);
13. Disobedience to teacher or other staff member;
14. Disrespectful behavior toward teacher or other staff member;
15. Disruption of class, study or instruction;
16. Dress guidelines, violation of;
17. Drugs and controlled substances, possession, use, distribution, or being under the influence of;
18. Extortion or attempted extortion, harassment, or intimidation;
19. Failure to report to office as directed;
20. Failure to pick up trash or return tray in designated eating areas;
21. Fighting;
22. Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;
23. Forgery of notes or passes, etc.;
24. Gambling or present at scene of gambling;
25. Leaving class without teacher's permission;
26. Leaving school grounds without proper authorization;
27. Loitering on school property, including halls and classrooms;
28. Loitering in vehicles, in parking lots, or on streets;
29. Lying/falsehood;
30. Misuse of school property or property of others;
31. Molesting others;
32. Obscene language or gestures, use of;
33. Obscene writing, pictures or articles, or possession of;
34. Participating in and/or instigating a riot;
35. Presentation of forged notes or passes;
36. Profane language, use of;
37. Refusal to follow directions of teacher or other staff member,
38. Refusal to identify self properly;
39. Removal of food from cafeteria;
40. Rude behavior to others;
41. Sexual harassment;
42. Running, screaming, scuffling or loud raucous behavior in class, halls, or cafeteria;
43. Sleeping in class;
44. Tardiness, excessive;
45. Tobacco products, possession or use of;
46. Trespassing while suspended;
47. Theft or attempted theft;
48. Threatening bodily harm or property damage;
49. Threatening language or gestures, use of;
50. Truancy from school;
51. Unauthorized entry into restricted areas;
52. Violence, acts of;
53. Walkouts;
54. Any violation of this code, policies of the Board of Directors, or local, state or federal law;
55. Any other conduct considered by the Head of School or teachers to be disruptive, disrespectful or disobedient.

In the following six cases, discipline referrals must be made immediately to the Head of School:

1. Fighting;
2. Abusive language directed toward a teacher or another student;
3. Student actions that disrupt the class to the extent that the teacher's authority is being challenged and the teacher is losing control of the class;
4. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior-altering substances;
5. Student actions that present a danger to the safety and well-being of anyone in the school;
6. Other criminal acts in violation of local, state or federal laws.

The Head of School is to recommend expulsion for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

1. Arson or attempted arson;
2. Assault and/or battery of an employee or student;
3. Possession, use, or sale of a firearm or dangerous weapon;
4. Manufacturing, growing, distribution, and/or sale of drugs and/or drug paraphernalia;
5. Extortion, attempted extortion, robbery, and/or larceny;
6. Immoral conduct;
7. Hazing;
8. Unlawful assembly and/or riot;
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices;
10. Students found guilty or not innocent of a crime which resulted in or could have resulted in injuries to others, regardless of where the crime occurred.

Discipline Procedures

A school is judged by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, the teacher's authority extends to all students, whether or not the teacher teaches the student in class.

Disciplinary Actions. Disruptive student behavior is subject to disciplinary action by the teacher and/or Head of School. Action taken by teachers toward students who are disruptive may include but is not limited to:

1. time out in the classroom or other secure, supervised area;
2. a conference with the student;
3. a reprimand;
4. detention;
2. a conference with a parent;
6. one-day suspension until satisfactory conference with a parent is held.

A discipline referral should be sent to the Head of School when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices.

After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school. Action taken by an administrator toward students who are disruptive may include but is not limited to:

1. a conference with the student and/or the parents;
2. a reprimand;
3. entering into a behavioral contract between student, parent, and administrator;
4. detention;
5. Saturday School;
6. in-school suspension (ISS) (up to three days);
7. out-of-school suspension (OSS) (up to ten days);
8. recommendation for long-term suspension (more than ten days) and
9. recommendation for expulsion.

For a student who has been suspended for three or more days, the Head of School will require the parent to meet with him to develop a corrective action plan which is signed by the parent, child, teacher, and Head of School.

Incorrigible Behavior

The Board of Directors has endorsed efforts of the Head of School to define incorrigible behavior and common patterns of behavior that may result in long term suspension (more than ten school days) of a student from the Academy.

Definition: An incorrigible child is a child who habitually engages in unacceptable behavior as defined in the Code of Student Conduct and disrupts the school and or classroom to the extent that the Head of School and or teachers authority is being

challenged.

Patterns of Behavior:

1. Students
 - a. Not doing homework; refusing to do homework.
 - b. Attendance; excessive tardies and unexcused absences.
 - c. Horseplay that gets out of control.
 - d. Talking back to teachers.
 - e. Not understand what disrespect is.
 - f. Irritating behavior such as inappropriate touching that escalates into classroom disruption.
 - g. Gossip; spreading rumors, note passing.
 - h. Graffiti.
 - i. Not attending MOREY for right reason.
 - j. Lying.
 - k. Put downs; socially incorrect language, such as disparaging and demeaning language.
 - l. Bullying.

2. Parents
 - a. Not cooperating with teachers and Head of School on discipline and unacceptable behaviors.
 - b. Not supporting staff.
 - c. Lying; providing false information to enable child's failure to be responsible.
 - d. Not expecting child to be responsible student and citizen of the school.
 - e. Placing stress on school to be an alternative school, much like traditional school.

Definitions. Out-of-school suspensions are considered in the following classifications:

- **Short-Term:** The child's teacher may suspend him or her for one day and/or until a parent comes to school and holds a satisfactory conference with the teacher. The Head of School can suspend a student for up to ten days.

- **Long-Term:** A student can be suspended for more than ten days following approval of the Head of School's recommendation by the Board of Directors or its appointed representative.

- **Expulsion:** A student can be expelled only by action of the Board of Directors based upon recommendation of the Head of School. Expulsion from school excludes the student from regular school attendance until readmitted by the Board.

- **Notification:** A letter from the Head of School or his designee will be sent to the student's parent(s) when the student is assigned in-school suspension or out-of-school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for *in-school suspension* shall include at least the following information:

1. Reason (s) for the suspension and date (s) of suspension are to be clearly stated;
2. A parent is expected to participate in a conference with the Head of School or teacher in order for the student to be readmitted to the regular classroom;
3. The student will not be allowed to participate in classroom and school activities during the suspension period; and
4. Appeal procedures shall be clearly stated in detail.

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the Head of School which outlines the guidelines of the in-school suspension program.

The suspension notice for *out-of-school suspension (fewer than 10 days)* shall include at least the following information:

1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
2. A parent must come to school for a conference with the Head of School in order for the student to be readmitted to school;
3. The student will not be allowed to participate in classroom and school activities during the suspension period;
4. The student is not to go on school property;

5. Appeal procedures shall be clearly stated in detail.

The suspension notice for long-term suspension/expulsion (greater than 10 days) shall include at least the following information:

First Notice

1. The reason(s) for a suspension are to be clearly stated;
2. A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
3. A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Head of School or designee to present and hear information;
4. The student will not be allowed to participate in classroom and school activities during the suspension; and
5. The student is not to go on school property.

Following the conference, the Head of School will make a decision to move forward with a recommendation to the Board of Directors for long-term suspension or expulsion and inform the parent(s) and student. If the Head of School moves forward with the recommendation, the Head of School will write to the President of the Board and send a copy of the notice to the parent(s) including at least the following information:

Second Notice

1. The proposed action and reason(s) for the recommendation are to be clearly stated;
2. The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designees for long-term suspension and for expulsion recommendations;
3. The right to inspect the student's school records.

Subsequently, the Head of School will notify the student and his or her parent or guardian of the time and place of the hearing with the Board of Directors or its designee and the rights parents have in the process.

Students with Disabilities. Students with disabilities may be suspended for inappropriate behavior. Head of Schools may suspend a student with disabilities for short-term suspension. Head of Schools may suspend a disabled student from school for a total of ten (10) days in a school year. In making decisions concerning inappropriate behavior by students in Special Education, the teacher and the Head of School are to consult with the student's Special Education resource teacher to ensure consistency with the student's IEP.

Head of Schools may recommend a student with disabilities for long-term suspension or expulsion (greater than ten days) by following these procedures:

1. The Head of School will follow regular procedures for long-term suspension or expulsion as described above.
2. Once the Head of School has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene teachers who will determine:
 - (1) if the student is eligible for special education services;
 - (2) if the student is appropriately placed in a special education program; and
 - (3) if there is a casual relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
3. The parent will be notified in writing of the time and place of the committee meeting and its purpose.

Appeal Procedures

In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school **other than out-of-school suspensions or expulsions**, the parent may appeal the decision as follows:

1. Appeals should be made to the Head of School by arranging an appointment or by writing to the Head of School.
2. If the parent is dissatisfied with the result of the appeal to the Head of School, the parent may appeal to the Designee of the Board of Directors. Appeals must be filed, in writing, within three school days of receipt by the parent of the Head of School's notice of disciplinary action.

Out-of-School Suspension (ten days or fewer)

Should the parent disagree with a suspension of ten days or fewer, the parent may appeal the decision of the Head of School as

follows:

1. Appeal requests must be made in writing by the parent to the designee of the Board of Directors. Such written request must be filed with the Head of School within three school days of the notice of suspension, or the right to review and appeal is waived.
2. If the parent is dissatisfied with the designee's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Head of School determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Head of School will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Long-Term Suspensions (more than ten days)

Following a hearing, should the parent disagree with the Board designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

1. Appeal requests must be made in writing by the parents to the Head of School. Such request must be filed with the Head of School within five calendar days of the suspension decision, or the right to appeal is waived.
2. If the parent is dissatisfied with the decision of the Board's designee, he or she may appeal the decision to the full Board. The appeal must be in writing and must be filed with the Head of School within five calendar days of the designee's decision or receipt of the decision by the parent of a student or the right to further appeal is forfeited.

Expulsions

Following the Head of School's recommendation for expulsion, the Board of Directors will hold a hearing.

Search and Seizure

Desks, lockers, and storage spaces, which are provided to students without charge, are the property of the school. The Head of School or designee may have general inspections on a periodic basis and may open desks, lockers, or storage spaces in the presence of a witness and examine the contents, including personal belongings of students, when there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, or stolen property, or that the student has violated or is violating state or federal laws, Township Codes, or Board of Directors policies or regulations, provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. Reasonable efforts to locate the student shall be made prior to the search. If the student is present, the school official shall advise him/her of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. If the student is not present, he or she shall be informed of the search. Stolen items and items that are specifically prohibited by law, Board of Directors regulations, township or school regulations may be impounded. The student shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

SCHOOL RECORDS

Students have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in Morey Public School Academy.

1. Parents have the right to inspect any and all records relating to their dependent;
2. Students with written parental permission may inspect their own records;
3. Information may be released to others only under carefully prescribed conditions;
4. Nominal fees may be charged for duplication of records;
5. A procedure should be established for challenge of the contents of a student's record by parents;
6. That certain information, known as directory information, may be released without parental consent following notice to parents. This information may include the following:
 - Name of student in attendance or no longer in attendance
 - Address
 - Date and place of birth
 - Telephone listing and other similar information
7. That educational records may be forwarded without parental consent on request to a school in which the student

intends to enroll or has applied for admission.

CLOSING

“The Code of Student Conduct -- A Partnership in Responsibility” has been developed to communicate the responsibilities that all stakeholders share in ensuring every student a safe, secure place for learning. Our Partnership relies on promises kept, trust, good faith, and a commitment to the well-being of all students.

*Please feel free to contact the school or your child’s teacher with any questions.
We look forward to a successful school year!*



Morey Montessori Public School Academy CODE OF STUDENT CONDUCT CHECKLIST

A parent or guardian is expected to read this Code of Student Conduct carefully and review each section of this handbook with his or her child. The student and the parent must sign this verification form and return the entire checklist to the school. Your signature indicates that you have reviewed each section with your child.

1. THE SCHOOL HAS AUTHORITY OVER SCHOOL ACTIVITIES.
 - *The school has authority over the school grounds before, during, and after school hours.
 - *The school has authority off the school grounds at school-related events.
 - *The school has authority over school buses and school sponsored transportation.
2. LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.
 - *Anything that interferes with learning will not be permitted. *Come prepared with materials and assignments.
3. STUDENT ATTITUDES ARE IMPORTANT TO THE SCHOOL.
 - *Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.
4. STUDENTS APPEARANCE IS NOT TO DISTRACT FROM THE EDUCATIONAL SETTING.
 - *Clothing needs to be school approved. Clothing must be clean and modest. *Clothing cannot portray profane, obscene, vulgar, or racist language or tobacco, substance or alcohol abuse.
 - *Tatoos/body piercings need to be covered so they are not distracting to the educational setting. Hair colors should also not interfere with the instructional setting.
5. STUDENTS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL.
 - *School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events. *Weapons and acts of violence will not be tolerated.
6. STUDENTS MUST LEARN TO GET ALONG WITH OTHERS.
 - *Students can expect courtesy, fairness, and respect. *Students must offer courtesy, fairness, and respect. *Harassment and intimidation will not be tolerated.
7. STUDENTS MAY EXPRESS THOUGHTS AND OPINIONS.
 - *Use suitable methods of expression and wait for an appropriate time. *Do not use foul language or obscene gestures.
8. ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.
 - *Students should be in school, on time, every day prepared for instruction.
9. VANDALISM IS NOT ACCEPTABLE.
 - *Personal and school property must be respected and cared for by everybody. *Do not damage or destroy school property.
 - *Do not damage the property of others.
10. MOREY MONTESSORI PUBLIC SCHOOL ACADEMY CODE OF STUDENT CONDUCT IS FOR ALL STUDENTS.
 - *Parents, students, and staff are responsible for knowing the contents of this booklet.
11. THE HEAD OF SCHOOL IS THE SCHOOL’S LEADER.
 - *The Head of School has the right to make a final decision when rules have been broken.
12. SERIOUS MISBEHAVIOR CAN RESULT IN SERIOUS CONSEQUENCES.
 - *You should understand these important words. *Suspension means that the student is not allowed to attend class for one or more days. *Expulsion means that a student may not attend school.



**Morey Montessori Public School Academy
VERIFICATION OF PARTNERSHIP AGREEMENT
Students and Parents**

Each student and his or her parents or guardian are expected to enter into the Partnership in Responsibility outlined in the Code of Student Conduct as a condition of enrollment at the Academy. To verify that you have reviewed the *Code of Student Conduct* and this checklist, please sign the following statement and return it to the Academy immediately:

STUDENT: I have reviewed the Code of Student Conduct with my parent or guardian and accept my responsibilities.

Signature: _____ Date: _____

Print Name: _____ Grade: _____

PARENT/GUARDIAN: I have reviewed the Code of Student Conduct with my child and understand and my responsibilities in the partnership.

Signature: _____ Date: _____

Print Name: _____

TEACHER & HEAD OF SCHOOL: I have reviewed the Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and student.

Teacher Signature: _____ Date: _____

Head of School Signature: _____ Date: _____

Failure of a student and his or her parents or guardian to sign this verification form does not relieve them of their responsibilities to demonstrate appropriate behavior at the Academy at all times.