



AMERICAN PREPARATORY  
ACADEMY


# WV1 Elementary Parent-Student Handbook

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# 2016-2017

*\*Please review this Handbook and  
the School, Parent, and Student Compacts  
(located at the back of the Handbook) with your student(s)*

\*This Handbook is reliable upon printing  
but may change over time,  
and will be updated with policy changes annually.



AMERICAN PREPARATORY ACADEMY

# The Trust of Public Education

## American Preparatory Academy

A public school's central mission is two-fold:

1. To ensure that each student achieves maximum **academic proficiency** and,
2. To ensure that each student develops **virtuous character** and motivation for productive citizenry, that thereby students become effective citizens of a free nation, and possess the intelligence, skills and desire to dedicate a portion of their lives to **changing the world for the better**.

The trust of the citizens of our nation, expressed in their hard-earned tax dollars flowing to our public schools, must be maintained through strict accountability to these two objectives, and repaid by students who benefit from that public trust by their diligence, hard work and commitment to community.

American Preparatory Schools accomplishes this central mission by espousing the following tenets:

- ❖ Schools achieve maximum academic success and student proficiency by:
  - teaching skills to mastery levels,
  - imparting valuable knowledge,
  - transmitting the common culture that binds us as a nation, and
  - exposing children to supreme examples of artistic and intellectual achievement.
- ❖ Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- ❖ Standardized testing is an essential tool for measuring student learning and teacher success.
- ❖ The formation of good character goes hand in hand with mental training.
- ❖ Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- ❖ All children can learn, although their pace may differ, and their response to higher standards is improved performance.

The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

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# I. Mission and Vision

## **American Prep Mission Statement**

To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

## **American Prep Jr. High Mission Statement**

American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level.

Each program at American Prep is regularly evaluated in light of the school Mission Statement – will it promote academic achievement and/or virtuous character development? We invite all members of the American Prep community to assist in promoting and supporting the school’s mission. Feedback and input are always welcome as we work to refine our programs to better reflect our mission.

## **Philosophy Statement**

Student academic achievement is the primary goal of American Preparatory Academy. We believe that only when students master fundamentals, and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Therefore, the foundation of our instruction will focus on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing the degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. Finally, our instruction focuses on individual internalization of conceptual knowledge, expressed in extensive written work and verbal presentation, preparing our students for advanced study at the high school and collegiate level.

## **School Model**

American Preparatory Academy is a liberal arts, classical education school model. In the modern sense, this means that we teach a broad range of topics as opposed to “specializing” or teaching vocational skills. In a traditional sense, it means that we adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar Phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic Phase (9-14) is identified with learners “connecting” their factual knowledge in a logical manner, “making sense” of things. The Rhetoric Phase (14-beyond) is that in which students learn to coherently and persuasively defend their logic in writing and speech. (In medieval times, these three designations were subjects of study preceding the study of arithmetic, geometry, astronomy, and music.) American Preparatory Academy respects this well-founded, proven educational model and uses it in selecting and implementing the school’s curriculum.

## **Virtuous Character Development – Builders and Ambassadors Programs**

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide “Builders” theme and Ambassadors Program. All staff, parents, and students work together to “build” our great school on these principles:

### **Building Foundations**

**Expectations:** High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

**Effort:** We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work, and are committed to working hard every day. The fruits of work are real and satisfying, and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

**Enthusiasm:** Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

**Encouragement:** Expertise in the art of encouragement is a hallmark of American Prep staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our students.

**Excellence:** Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

### **Builders Theme**

The Builders Theme is reinforced by our “Builders Song” (K. Woodcox, 2004) and the “Builders” poem (below). Each student and staff member memorizes this poem and recites it at school events and in classrooms. It is also promoted through monthly “Builders Mottos” and “Builders Awards” that are presented to students and staff. We ask all members of the American Preparatory community to conduct themselves as builders by asking themselves the question: “What would be building behavior?” Keeping the standard of behavior at that of a “builder” makes it easy to know how to conduct oneself and promotes a positive place for learning.

## Builders

*I saw them tearing a building down,  
A gang of men in a busy town.*

*With a yo heave ho and a lusty yell,  
They swung a beam and the sidewall fell.*

*I asked the foreman if these men were as skilled  
As those he would hire if he were to build.*

*He laughed and said, "Oh, no indeed,  
Common labor is all I need,*

*For they can wreck in a day or two,  
What builders have taken years to do."*

*So I asked myself, as I went my way,  
Which of these roles am I to play?*

*Am I the builder, who works with care,  
Measuring life by the rule and square?*

*Or am I the wrecker who walks the town,  
Content in the role of tearing down?*

*I've made my decision; I'll start today,  
I'll be a builder in every way.*

*- Anonymous and Howard Headlee*



### **Builders Mottos for 2016-2017 School Year**

**August:** Be a Builder

**September:** Building with Enthusiasm

**October:** Demonstrating Integrity

**November:** Expressing gratitude in word and deed

**December:** Kigatsuku-Looking for ways to serve others

**January:** Thinking positive thoughts about myself and others

**February:** Using my words to encourage others

**March:** Quickly acknowledge mistakes and humbly make amends

**April:** Facing obstacles with determination and positivity

**May:** Respecting my body and mind

**June:** Be a Builder

### **Ambassador Program**

American Preparatory Academy is committed to helping students become great scholars and exceptional citizens who contribute to the world in which they live. This is accomplished through our structured academic model and orchestrated Ambassador Program.

Every student who attends APA is a participant in the Ambassador program. The character development ideals embodied in the Ambassador Program are championed from kindergarten through 12<sup>th</sup> grade. **The program is not an extra-curricular activity**, but an integral part of the two-fold mission of APA, which is to promote rigorous academic instruction and strong character development.

The Ambassador curriculum is built upon seven areas of focus: social graces, professional behavior, self-management skills, peer leadership experience, community service, civic awareness, and arts/cultural appreciation.

The Program begins in the elementary grades with the character traits of a builder. A new Builder virtue is introduced at the first ***Show What You Know*** K-6 assembly of each month and is discussed throughout the month.. A few students who exemplify the previous month's virtue are selected to receive the "Builder of the Month" award at this assembly. Secondary students also follow the Builder tradition with monthly Builder awards and assemblies.

In each K-6 classroom, focus is given to the professional protocols of social dining, introductions, greeting others and making eye contact. In fifth grade, the extended Wednesday workshops begin, combining games and activities in a festive and fun atmosphere to teach further professional skills. These training workshops continue through 12<sup>th</sup> grade. As an APA student progresses through the Ambassador Program, the calendar of events expands to include: service projects, cultural events, legislative experiences, and other opportunities for each student to practice the professional and social skills they are mastering.

The Ambassador Program is designed to develop the leadership qualities of an Ambassador. An Ambassador is a Representative, an Advocate, and a Leader—an individual who *naturally puts into practice* the social and professional protocols necessary for success in the business world, educational pursuits and family relationships.

**The Ambassador Program is a part of the APA curriculum and attendance at Ambassador events is required.**

## II. Daily School Operation

### Schedules

1. School will begin each day at 8:15 a.m. Parents may drop off students beginning at 7:50 a.m. each morning.
2. Students may be assigned a dismissal time by the Academic Director (Dismissal #1 or Dismissal #2). These assigned dismissal times will be evaluated periodically during the year and your student's dismissal time may change. These changes will be made by the Academic Director based on the academic needs of the student. Please follow this schedule for pickup times:

#### Students Assigned to Dismissal #1

	M, T, F		W, Th		Half Days	
	School Begins	School Ends	School Begins	School Ends	School Begins	School Ends
K-6 <sup>th</sup> Grade	8:15 a.m.	3:25 a.m.	8:15 a.m.	2:25 p.m.	8:15 a.m.	12:15 p.m.

#### Students Assigned to Dismissal #2 (Academic Extended Day)

	M, T, F		W, Th		Half Days	
	School Begins	School Ends	School Begins	School Ends	School Begins	School Ends
K-6 <sup>th</sup> Grade	8:15 a.m.	3:50 p.m.	8:15 a.m.	2:50 p.m.	8:15 a.m.	12:30 p.m.

3. Parents must pick up their students within 15 minutes of their assigned dismissal time.
4. ***Generally, students are not allowed to call home during the day. Please don't instruct your students to call you. School office personnel will determine if there is a need to contact the parent and will assist students to make the phone calls or call home for the student. If the need arises, the student will use the school phone to call home. Students are not allowed to use cell phones at school.***

### Attendance

It is vital to our success that students attend school each day. American Prep supports a state goal of 95% attendance school-wide. Our academic goals will be achieved only if our students attend school regularly.

### General Procedures

1. If a student is unable to attend school, a parent or guardian must call the school on the day of the absence before 8:45 a.m. to report the absence. If a parent does not notify the school, the student may be considered truant. **SCHOOL PHONE NUMBER: 801-839-3613**
2. If the absence is illness related, we ask parents to report any symptoms or doctor's diagnoses for the child's absence. We will be tracking illnesses for potential outbreaks.
3. Attendance will be kept each day at American Prep, and will be reported to the administration by each teacher. Administration will track daily attendance and will report any extended absences to the Director.
4. Absences may affect a student's grade according to the class disclosures in Jr. High and depending upon work missed in the elementary grades.
5. Parents are encouraged to schedule appointments outside of school hours whenever possible. For students in grades 1-6, afternoon appointments are preferred so that students don't miss reading or math instruction.

### Truancy – Failure to Attend School

Utah is a compulsory education state. Students are required by law to attend school each day. If a student chronically fails to attend school, defined by American Prep as missing more than three days per school year with no communication from the parent regarding the absence, American Prep may report this information to a truancy officer.

### Scheduled Absences

1. If a student needs to be absent from school for a special purpose that is known to the family in advance, the parents need to fill out a “**Scheduled Absence Request**” and submit it to the school administration. Only when this form is filled out and accepted by the administration will a student be allowed to make up missed schoolwork. Scheduled absences still count toward the total number of absences.
2. *When parents complete a “Scheduled Absence Request,” it is the parents’ responsibility to:*
  - a. *email the teacher and notify them of the planned absence*
  - b. *check the student’s learning plan for homework and schoolwork assignments*
  - c. *email the teacher to clarify any homework or classwork assignments*
  - d. *collect the student’s books and materials needed to complete the work*
3. Administration may not approve scheduled absences if a student has less than 95% attendance. If an absence is not approved, teachers may not be required to do extra work to assist the student in gathering and correcting missing work. Parents may be requested to pay for additional copies and/or assist with correcting schoolwork.

### Tardies

School begins at **8:15** each morning and classroom doors are locked at that time. Students arriving after **8:15** a.m., or any other time during the day outside of carpool times, must be accompanied into the school *by an adult* to be signed in.

### Check-ins and Check-outs During the Day

1. Because we teach “bell to bell,” it is vital that students remain for the entire school day. Parents are encouraged to schedule appointments outside of school hours whenever possible. For students in grades 1-6, afternoon appointments are preferred so that students don't miss reading or math instruction.
2. If a student needs to be checked-in during the school day, the student must be accompanied into the school *by an adult* and signed in at the office.

3. If a student needs to be checked-out during school hours, the parent/guardian must come into the school and sign the student out. Students will not be released from class until parents arrive at the school. For safety reasons, students will not be sent out to meet parents at the curb outside of regular carpool times. To minimize missed academic time, students will not be released from class until parents arrive at the school.
4. Your student must be in attendance at least 4 hours during a school day in order to be considered present for the day. If you check in after 11:25 p.m. or check out before 12:15 p.m. on M, T, or F, your student will be counted absent. If you check your student in after 10:25 a.m. or check them out before 12:15 p.m. on W or Th, they will be counted absent.
5. **Students will not be released to any person not listed on the emergency contact section of the registration card without prior written authorization from the parent.**
6. If you are leaving town, be sure your caregiver is listed on the card as someone authorized to pick up your student from school. Let us know where you will be, how to get in touch with you, and if you have given permission to authorize medical treatment to a caregiver in your absence by completing the school form “**Parent Info While out of Town.**”

### **NO Check-outs During Carpool**

The school office will be open for student check-outs from when school begins until 10 minutes before first dismissal. There will be **no student check-outs after that time**. Please arrange to arrive early if you need to check-out your students at the end of the day. If you arrive after that time, you will be asked to wait in the front office waiting area until school is over.

### **Check-outs for Special Awards**

If one of your children is receiving a *special award* at the school, and you would like his/her school-age sibling(s) to observe that recognition, you **must** use the same procedures as if you were checking the sibling out of the school. **No one is ever allowed to go directly to a classroom to pull a child out of class.** Siblings may not be checked-out for grade-level culminating events such as kindergarten graduation.

### **End-of-day School Check-outs**

If parents know of a regular conflict (like a practice that is scheduled after school consistently at a time that needs special consideration) for which the student must be dismissed early, the parent must seek administrative approval. The school secretaries will help parents through that process. If there is a one-time appointment that a student needs to be excused for early, the student should bring a note to the school office on the day of the appointment. The school office will notify the teacher and the parent will come in to the school at the appropriate time to check out the student.

Parents may not check out students early to avoid waiting in carpool, or for other reasons of convenience. If this occurs, the student will be marked as absent and the absence will be counted toward the maximum absences allowed for “**Attendance Probation.**”

## **Attendance Violations - Elementary**

### **Excessive Absences-Elementary**

1. If a student has more than 9 absences (not necessarily consecutive) without prior written approval of the student's application for “**Extenuating Circumstances,**” the Director will send a letter to the parents outlining that the student has been placed on “**Attendance Probation**” and a meeting with school administration and/or the governing board may be required. It is important to note that our promotion policy requires a student to attend a minimum number of school days to be promoted to the next grade.

2. Please note that we are required to remove from our enrollment any student who is absent ten or more consecutive days of school without extenuating circumstances.

### **Excessive Tardies-Elementary**

1. Elementary students who arrive after 8:00 a.m. will be considered tardy and will report to the front desk at the entrance of the school where they will sign in and get their attendance card to take to their teacher. They will be asked to wait outside their classroom to be assisted by the instructor.
2. A school administration official will record the tardy students' names. Every tardy is recorded.
3. After 6 tardy arrivals in any one term, the student will be placed on "**Attendance Warning.**"
4. Once any 6 additional tardies are accrued in any additional term, the Director will notify the parents via letter that their student has now been placed on "**Attendance Probation,**" the result of which *may* be a required meeting with administration and/or the Governing Board.

### **Excessive Check-outs-Elementary**

1. A student who is checked out early more than 2 times in any term will be placed on "Attendance Warning." A student with two or more terms in violation of the early check-out limit will be placed on "Attendance Probation" the result of which *may* be a required meeting with administration or the Governing Board.
2. Students who are continuously checked out of or have multiple absences from Academic Extended Day may be withdrawn from the program by the Academic Team.

## **Calendars**

At the beginning of each school year, each family will be given a copy of the school narrative calendar for their reference throughout the year. Additional calendars may be requested if needed. School calendars are also available on-line at [www.americanprep.org](http://www.americanprep.org). Current school events and updates may be found in the weekly school newsletters. School calendars are subject to change. You may view the most up-to-date calendars for this campus by using the following link:  
**WV1-** <http://westvalley1.americanprep.org/calendar/>

### **Academic Calendar : 2016-17**

**August 22<sup>nd</sup>**

September 5<sup>th</sup>

September 16<sup>th</sup>

October 12<sup>th</sup>

**OCT. 17<sup>th</sup>-OCT. 21<sup>th</sup>**

October 24<sup>th</sup>

October 28<sup>th</sup>

October 31<sup>st</sup>

**NOV. 23<sup>rd</sup>-NOV. 25<sup>th</sup>**

**Welcome Back! First Day of School**

**NO SCHOOL-Labor Day**

**SECONDARY EARLY DISMISSAL** (Intervention Parent/Teacher Conferences) 12:15/12:30pm

**ELEMENTARY ONLY EARLY DISMISSAL** (End-of-Term grading day) 12:15/12:30 pm

**NO SCHOOL-FALL BREAK**

School Resumes

**ELEMENTARY ONLY NO SCHOOL** (Parent/Teacher Conferences)

**ALL EARLY DISMISSAL** (Professional Development) 12:15/12:30 pm

**NO SCHOOL-THANKSGIVING BREAK**

November 28<sup>th</sup>  
 December 2<sup>nd</sup>  
 December 14<sup>th</sup>  
**DEC. 21<sup>st</sup>-JAN. 2<sup>nd</sup>**

School Resumes  
**SECONDARY ONLY NO SCHOOL** (Parent/Teacher Conferences)  
**ELEMENTARY EARLY DISMISSAL** (End-of-Term grading day) 12:15/12:30 pm  
**NO SCHOOL-WINTER BREAK**

January 3<sup>rd</sup>  
 January 3<sup>rd</sup>-January 20<sup>th</sup>  
 January 16<sup>th</sup>  
 January 23<sup>rd</sup>  
 February 15<sup>th</sup>  
**FEB. 20<sup>th</sup>-FEB. 24<sup>th</sup>**

School Resumes  
 Secondary Winterim  
**NO SCHOOL-Martin Luther King, Jr. Day**  
**ALL EARLY DISMISSAL** (Professional Development) 12:15/12:30 pm  
**ELEMENTARY ONLY EARLY DISMISSAL** (End-of-Term grading day) 12:15/12:30 pm  
**NO SCHOOL -MIDWINTER BREAK**

February 27<sup>th</sup>  
 March 3<sup>rd</sup>  
 March 13<sup>th</sup>  
 April 5<sup>th</sup>  
**APRIL 10<sup>th</sup>-APRIL 14<sup>th</sup>**

School Resumes  
**NO SCHOOL** (All School Parent/Teacher Conferences)  
**ALL EARLY DISMISSAL** (Professional Development) 12:15/12:30 pm  
**ELEMENTARY EARLY DISMISSAL** (End-of-Term grading day) 12:15/12:30 pm  
**NO SCHOOL-SPRING BREAK**

April 17<sup>th</sup>  
 May 8<sup>th</sup>  
*May 15<sup>th</sup>-June 2<sup>nd</sup>*  
 May 29<sup>th</sup>  
 June 2<sup>nd</sup>  
 June 7<sup>th</sup>  
 June 9<sup>th</sup>

School Resumes  
**ALL EARLY DISMISSAL** (Professional Development) 12:15/12:30 pm  
*Assessment Days (NO scheduled absences permitted)*  
**NO SCHOOL-Memorial Day**  
 Last day of Kindergarten attendance and “Best of the Year” Program  
**ELEMENTARY EARLY DISMISSAL** (End-of-Term grading day) 12:15/12:30 pm  
 Last Day of student attendance. ALL STUDENTS EARLY DISMISSAL 12:30 pm

**June 12<sup>th</sup>**  
 June 12<sup>th</sup>-June 13<sup>th</sup>

**NO SCHOOL-SUMMER BREAK BEGINS**  
 Post-Service Training (Staff only)

<b>ELEMENTARY TERM DATES</b>		
Term 1	August 22nd-October 14th	39 days
Term 2	October 24th-December 20th	38 days
Term 3	January 3rd-March 31st	33 days
Term 4	February 27th-April 7th	29 days
Term 5	April 11th-June 10th	39 days

<b>SECONDARY TERM DATES</b>		
Term 1	August 22nd-October 14th	39 days
Term 2	October 24th-December 20th	38 days
Term 3	January 3rd-March 31st (Includes Winterim)	57 days
Term 4	April 11th-June 10th	44 days

## School Closures

American Prep follows Canyons School District with regard to school closures due to inclement weather or emergencies. Parents should listen to these designated radio or television stations for school closure information between the hours of 6-8 a.m. If school for Granite School District is cancelled, school at American Prep will be cancelled. If there is a late start for Granite School District, we will have a late start at American Prep. If only selected schools in Granite School District

are closed or on late start schedule, American Prep will operate as NORMAL. Parents are ultimately responsible for deciding if inclement weather is severe enough that they cannot drive to school. (If schools dismiss early, the media will air the announcement as soon as possible. If Granite School District dismisses early, American Prep will dismiss early.

### TV Stations

- KSL -- Channel 5
- KUTV -- Channel 2
- KTVX -- Channel 4
- Fox News -- Channel 13

### AM Radio Stations

- KSL -- 1160
- Metro Networks -- 25 stations

One of the following messages will be aired by the media:

- "Schools Will Be Closed" (day and date)
- "Schools Will Start Two Hours Late" (day and date)
- "Schools Will Dismiss Early" (day and date)

In addition, school closures will be posted by 6:30 a.m. on Granite School District's Web site at [www.graniteschools.org](http://www.graniteschools.org).

## **Carpool**

**For the safety of our students, PLEASE do not operate cell phones or allow other distractions to your attention during carpool.**

### Morning Student drop-off

Students may be dropped off after 7:50 a.m. each morning. Elementary students must report to the multipurpose room until 8:05 a.m.

1. Parents drive through the carpool lane and pull up to the sidewalk into the open spot furthest forward. Students need to exit the right side of the car to ensure their safety. **PLEASE DO NOT STOP UNLESS YOU ARE IN THE FURTHEST FORWARD OPEN POSITION AT THE CURB.**
2. Students who arrive during carpool should be dropped off at the curb. Parents who feel compelled to park **MUST** walk their student into the school via the designated crosswalk.
3. If students arrive after school begins, parents need to park, walk their students into school and sign their student in at the school office.

### Afternoon Pick-up Procedure

#### **1. Carpool Numbers**

- Every family is assigned a carpool number. This family carpool number will typically not change from year to year. This number needs to be displayed for carpool pickup.
- Please make sure your number is **BIG and BOLD/THICK** (150 computer font size, about 3" tall) and is displayed in the upper left, driver's side of the windshield. Have a copy for each car that may be picking up your students.

- If you arrive at carpool and you've forgotten your number card, you may roll down your window and tell the staff member your carpool numbers. This slows the carpool process, however, and we ask that you keep extra cards in your car (and in cars that may pick up your students).
  - If you don't know your number, you may give the staff member your student names. You will need to give first and last names of everyone in your carpool. This also slows the carpool process and we ask that you memorize your carpool numbers. You may call the front office during office hours and get your family number (as well as other family numbers in your carpool).
  - Families without numbers will slow down carpool, so please do your best to keep your numbers in all cars that are used to pick up your students.
- 2. Dismissal #1 (M, T, F 3:25 and W, Th 2:25)**
- Shortly before dismissal time, a staff member will begin taking numbers starting at the first car in line and continuing through the cars that are waiting. Please have your family number (and the numbers of any other students in your carpool) placed visibly in the upper left side of the windshield.
  - As parents arrive, they may park along the curb—pulling forward to the furthest open position.
  - Elementary students in Dismissal #1 will be dismissed from their classrooms to the multi-purpose room where they will wait quietly until their numbers are called and lit up on the display. When the student hears/sees their number, they will leave quietly and walk to the carpool curb. Secondary students will generally be dismissed straight to the curb.
- 3. Dismissal #2 (M, T, F 3:50 and W, Th 2:50)**
- Parents arriving early (before 3:45/2:45) should pull into an open parking place and wait until the Dismissal #1 carpool pick-up is complete. Please do not park at the curb while 1<sup>st</sup> dismissal is in progress.
  - At about 3:45/2:45, Dismissal #2 parents will be invited to begin pulling into open spots on the curb.
  - Students in Dismissal #2 will normally be dismissed directly to the curb. If circumstances necessitate it, they will be called from the multi-purpose room as in Dismissal #1. Carpool will then proceed in the same manner as listed above, with waiting cars forming two lines until spots become available on the curb.
- 5. General Instructions**
- If some of your students come out, but others do not (within 3 minutes of being at the curb), inform a staff member on carpool duty. They will have your number called again.
  - Students are required to wait at the curb for their parent. They will not be allowed to walk over to a parked car or to meet their parent in an alternate place. Please pull completely over to the curb to pickup your student.
  - After you have picked up your student, exit the parking lot with caution. Observe the speed limit (25 mph) in the neighborhood. Please be cautious and observant to ensure the safety of our students who are walking home.
- 6. Late Pickup**
- Students need to be picked up promptly within 15 minutes of their assigned dismissal time.
  - Parents who arrive after carpool is completed must come into the school and fill out a “**Late Pickup**” form.
  - “**Late Pickup**” forms will be forwarded to the school administration. If parents consistently fail to pick up their students on time, they will be contacted by administration for a conference. If the late pickups continue, it will be considered a violation of the Acceptance of Policy.

### **Student Behavior at Carpool**

1. Students are to walk directly to their vehicle. No students are allowed to play on the playground during carpool pickup.
2. No pushing, shoving, or horseplay of any kind. Hands, feet and belongings must be kept to self.
3. No swinging of backpacks, lunchboxes, or any other items.
4. No yelling, screaming, or speaking in loud voices.
5. Students are expected to have all belongings when they go out to carpool. *They are generally not allowed back in the school.*



## **Carpool Suspension**

If a student is persistently disruptive during carpool or refuses to follow carpool procedures, they may be put on carpool suspension and will not be permitted to participate in the normal carpool process. The length of the suspension will be determined by administration. If any student in your carpool is on carpool suspension, the driver must park and come into the school to get the student. Students on carpool suspension will be instructed to sit near the office area until their driver comes inside to escort them out.

## **Walkers**

Students who will be walking home must have a “walking pass”. These passes are given to the students AFTER their parent has filled out a Release Form for Walking Pass. Only students who live near the school or have an identified destination (such as a relative’s home) will be allowed to walk from the school. Students must display these walking passes on their backpacks so that staff can see them. Walkers will be dismissed before the carpool numbers begin to be called. Walkers in Dismissal #1 should exit the building through the MULTI-PURPOSE ROOM doors. Walkers in Dismissal #2 should exit the building at the north door near the 3<sup>rd</sup> and 4<sup>th</sup> grade classrooms. Walkers will cross Crystal Ave. at the northeast corner of the school grounds. Walkers need to quickly leave the school premises to clear the area for the many cars that will be driving through the property and to ensure their own safety. **Walking passes will be revoked for students who meet parents at an alternate location to avoid carpool. Walking Passes must be renewed every year.**

**If a student loses their walking pass, a replacement pass will be issued for \$1. A total of 2 temporary passes will be issued prior to a student losing their walking privileges**

## **Pledge of Allegiance**

Students will recite the Pledge of Allegiance as a class each day. The Pledge of Allegiance is recited over the intercom in Junior High. On days when there is a school-wide assembly, the Pledge of Allegiance is recited as a school-wide event. Parents may request that their student be excused from recitation of the Pledge in writing to the school Director.

## **Lost and Found**

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of valuable items. Items found in hallways, bathrooms and other school areas that are not claimed by a student will be placed in the Lost and Found. Parents are encouraged to check the Lost and Found frequently for their student’s missing items. Periodically, any unclaimed items will be donated to charity.

## **Holiday Celebrations**

We typically do not celebrate holidays, although we do acknowledge some of them (see below). We don’t have class holiday parties, but instead we have fun culminating activities that go along with our units of study in history and science. Students often dress up, have food, and play games at these activities.

**Birthday Celebrations**—Teachers will most likely mention a student’s birthday during the school day of their birthday and have a special way of acknowledging that student. Parents may bring a treat for class members at lunch time. This is not something that needs to be done, but if parents choose to that is acceptable. *(Please see VII. Parent Involvement Policy: Birthdays and Other Events.)*

### **Invitations**

Birthday parties and other parties held during the year are an exciting event for the child hosting the party and those who are invited. It can be a very disappointing time for a child who has not been invited to the same party. Out of respect and consideration for the feelings of all students, please do not distribute invitations to birthday parties or any other personal parties at school—before, during, or after—unless an entire class is invited. If only a portion of the students in a class is invited, please use the school directory to access the addresses of families and send the invitations to student homes. We appreciate your consideration of others and appreciate the modeling of respectful behavior.

**Halloween**—It is important for teachers and parents to remember that we don’t celebrate or even acknowledge Halloween.

**Veteran’s Day**—We celebrate Veteran’s Day with a school-wide assembly where we honor our invited veteran guests. The students also participate in writing activities that express their respect and appreciation to our nation’s veterans.

**Thanksgiving Day**—The Builder theme for the month of November focuses on being grateful and expressing that gratitude through word and deed.

**Religious Holidays (Christmas, Kwanza, Hanukkah, Ramadan etc.)**— These holidays will be discussed as part of the curriculum and to help students understand what others in our school are doing and experiencing. We may sing songs from these or other similar holidays as part of the curriculum in our music classes.

**Martin Luther King, Jr. Day**—The contributions of Martin Luther King, Jr. are discussed around this day.

**President’s Day**—We talk about Presidents around President’s Day.

**Valentine’s Day**—We focus on the Builder theme of “caring and sharing” during the month of February. We encourage students to show they care by doing good deeds for others all during the month. Often, the school participates in a school-wide service project during February. PARENTS DO NOT NEED TO PROVIDE VALENTINES or TREATS, but if students wish to exchange valentine cards or treats they may within the following guidelines:

- \* All of his/her classmates must be included in the giving. The teacher will provide a class list prior to the designated day.
- \*Any treats given must be able to be placed in a backpack and taken home (i.e. no doughnuts, cupcakes, cookies – only wrapped treats like a piece of candy.)
- \*Students will be instructed to place any cards or treats they receive in their backpack to be taken home and enjoyed there.

**Memorial Day** – Students perform and participate in a school-wide assembly and learn about the meaning and history of this holiday. Students, parents and staff have the opportunity to participate in a “poppy fundraising drive” to benefit veterans.

## **Unity and Diversity; Opt-out policy**

It is vital to our mission and to our community that we are unified in purpose. We recognize the strength we have in our different cultures, nationalities and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student. Parents should exercise their ability to opt-out their student of any activity they determine is in conflict with their religious or cultural tenets. If it is a classroom activity (such as a book you don't wish your student to read), parents may exercise this opt-out by speaking with the classroom teacher and selecting an alternative activity. If it is a school-wide or Ambassador activity, parents may opt-out after first observing the activity and then submitting a Request for Waiver of Participation Form (available at the main office). Administration will review the request to ensure that religious freedoms or exercise of rights of conscience are not infringed. Alternative activities may be required. We also recognize prayer in school as a Constitutionally protected right. American Preparatory Academy is neutral on the SAGE test opt-out. We do not encourage nor do we discourage opting out of this test.

American Preparatory Academy does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For a description of our non-discrimination policies, please visit [americanprep.org](http://americanprep.org). The following person has been designated to handle inquiries regarding the non-discrimination policies and practices at APA:

**District Title IV and Title IX Director:** Connie Sims  
**Address:** 12894 Pony Express Road Suite 600 Draper, UT 84020  
**Phone:** 801-797-0089 Ext 1018  
**Email address:** [csims@apamail.org](mailto:csims@apamail.org)

## **Regional Office of Civil Rights for Utah**

### **Denver Office**

U.S. Department of Education  
Cesar E. Chavez Memorial Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: (303) 844-5695  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

### III. Health and Safety

#### Student Medical Information

1. A parent/guardian will complete a "Health Alert" form for each student as part of school enrollment.
2. Students will not be allowed at school without the health information on file in the front office.
3. Parents of students who have specific or special health concerns, chronic illness, or are in need of medication during school hours will add that information to the "health alert form" at the time of enrollment. This information will be given to the school nurse, who will create a red "health alert" folder; to be kept at the school office. This folder will contain information on procedures to follow in case of illness or emergency, as well as any necessary parental permission. Should changes occur that may affect the student's care, it is the parent's responsibility to notify the school and to update the Health Alert form at the school office.
4. Parents who wish to give specific instructions regarding air quality days to include this information on the "Health Alert" form.
5. Teachers will be given health files on students with health concerns, chronic illnesses or who take daily medication administered during school hours. Teachers will keep health files on these students readily available to them.
6. At the beginning of each school year, staff will receive their health alert files and each student's needs will be discussed by the teacher, office staff and director..
7. At times, students may consume food at school not provided by their parent(s) – for example, by trading lunch items, or receiving a birthday treat or having special food at a culminating activity. It is imperative that parents disclose any food allergies to the school by including this information on the "Health Alert" form so that precautions can be taken to prevent allergic reactions in students.

#### Immunizations

***By law, every student must be immunized before entering school or must complete a vaccination exemption form prior to entering school.*** Prior to school, every student must have the following immunizations:

#### Kindergarten Entry Requirements

5 DTP/DTaP/DT - 4 doses if 4th dose was given on/after the 4th birthday 4 Polio - 3 doses if 3rd dose was given on/after the 4th birthday  
2 Measles, Mumps, Rubella (MMR)  
3 Hepatitis B 2 Hepatitis A  
2 Varicella (Chickenpox) - history of disease is acceptable, parent must sign verification statement on school immunization record

The data is to be tabulated on a Utah Certificate of Immunization form and signed by your physician. Parents need to bring the original to the school for verification. The school will make a copy of the certificate and put it in the student file.

*If you would like to opt-out of immunizations, you must go to your local Health Department to get the form that needs to be filled out and then turn it into the front office.*

### **Illness During the School Day**

In case of illness, students will come to the school office. School staff will contact parents if they deem it is necessary. ***Students who are ill (fever, vomiting, excessive productive coughing, runny nose and/or eyes) must be picked up immediately from school.*** If a parent cannot be reached, the emergency contact listed on the student enrollment form will be notified to come and pick up the student. If a student feels ill but there are no obvious symptoms of illness, the school secretary may, after conferring with the parent, invite the student to rest in the school office for 10 to 15 minutes to determine if the symptoms will subside. If the student is not feeling better after this time, the parents will be contacted again and will need to pick up the student.

### **Medications**

Students in need of prescription medication during the day will need a doctor's note, the medication in the original container, and a signed release form. Office staff will dispense medications if they comply with this policy. ***Non-prescription medication will not be dispensed unless the parent brings the medication to school and signs a release form.***

Students 5th grade and above with asthma may carry their inhaler to school in their backpacks ***only if*** the office has on file the above three items as well as a special, parent release form that may be obtained from the office. Students below the 5th grade must provide the above and must also obtain administrative approval. These documents must be on file with the office even if the student only occasionally carries the inhaler to school. ***It is vital that every inhaler is marked with the student's full name in permanent marker.***

### **Air Quality**

The school receives notification of daily air quality. If parents wish their student(s) to stay inside on a particular air quality day, they need to include this information on the "Health Alert" form, outlining the parent's directions to the teacher.

### **School Lunch**

Parents are expected to provide a nutritious lunch for their student(s) each day. They may do this in one of several ways: send a lunch to school with their student, or sign up for the school lunch program. We provide daily lunches that are similar to bag lunches as a convenience to families through the National School Lunch Program. (We do not serve hot lunch.) This program is designed to provide a healthy, mid-day, low-cost meal option for our families. American Prep does not seek to make a profit from our lunch program.

WE ASK ALL PARENTS TO FILL OUT AN APPLICATION FOR FREE/REDUCED LUNCH, EVEN IF THEY DO NOT QUALIFY OR PLAN TO PARTICIPATE IN THE NATIONAL SCHOOL LUNCH PROGRAM. This information is kept confidential and is important to APA as we seek funding for our students. The lunch manager will notify families who qualify for free/reduced lunch.

Parents who send lunch to school with their student should ensure that the lunch is nutritious. We recommend that parents provide a lunch that contains recommended foods for growing children, including fresh fruits and vegetables. Lunches that consist of a bag of chips and a sweet drink are not considered nutritious. Sometimes older students are left with the responsibility of packing their own lunch and they choose items that are not nutritious or substantial enough to get them through the afternoon. Some parents have felt this is a natural consequence and use this as a way to teach their child responsibility. We urge parents to find other ways to teach those important lessons so that their child's education does not suffer. ***It is the parent's responsibility to ensure the student has healthy food in their lunch each day.*** Supervising lunch staff will encourage students to eat their lunch.

Beverages: National School Lunch Program orders include milk. Parents may also pre-order milk for their students by the month or year prepaid. There will be no refunds for student absences. Forms are available from the Lunch Specialist at each campus. No soda or drinks with red dye are allowed at school (as they will stain the carpet). Drinks containing stimulants of any kind, including caffeine or herbal stimulants, are not allowed at school.

## **Security**

1. Center doors will be unlocked by 7:50 a.m. each day for student arrival.
2. All other doors remain locked throughout the school day.
3. The school premises are monitored by both video and audio surveillance in most classrooms and video surveillance in common areas.

### **Safety on grounds**

1. Students must stay within the fenced areas of the schoolyard. At no time will students cross the fence on the south side of the property and into the property of UDOT that is designated for high speed trains. Students who cross the fence will be suspended.
2. If a ball or other play equipment needs to be retrieved, a teacher or other adult should retrieve it.

### **Comprehensive Emergency Response Plan**

1. In the event that the school premises must be evacuated, staff will escort students to a safe location.
2. Once students are located to a safe location, staff members will contact guardians and/or other approved adults from the family registration cards.

## **IV. Academic Policies**

Our academic policies support our academic mission and philosophy (see I. Mission and Vision: Academic Achievement).

### **Academic Success**

**American Prep is a “school of choice” with a rigorous academic program.** American Prep’s academic program comprises three vitally important components:

1. The work and effort of the teachers and staff
2. The work and effort of the students
3. The support of the parents

### **Teachers and Staff Component**

We believe that it is the responsibility of the school to provide effective organizational systems, positive motivation, excellent teachers and relevant, interesting curriculum for each student so that they can achieve academic success at American Prep. Our staff and teachers are trained and well prepared to teach our students. They are an experienced group of professionals who are enthusiastic about their job in assisting your student as they achieve academically and learn and

grow. However, if a teacher is not putting forth sufficient effort to enable the students to achieve mastery in their content area, the administration is committed to rectifying this through staff development, coaching and training. If the teacher, after the remedies have been implemented, continues to be unsuccessful in working at the level required, they will be dismissed. (See Appendix A: School Compact.)

### **Student Component**

Likewise, the students at American Prep bear much responsibility with regard to exerting effort and completing assigned work so that they can benefit fully from the excellent academic programs of American Prep. Most students who attend American Prep are well prepared and bring their own enthusiasm and love of learning to school with them each day. We are confident that working together, all students can achieve academic success at American Prep. (See Appendix B: Student Compact.)

### **Parent Component**

We recognize that parental support is key to student achievement. American Prep parents commit to support the learning process by ensuring their student has time each day for studying, providing a place at home to study, checking the learning plans daily, ensuring on-time arrival and minimizing absences, providing healthy food for lunch, and engaging in positive communication to address questions, concerns or provide feedback. (See Appendix C: Parent Compact.)

## **Organization**

An important and vital component of academic achievement is that of organization of student work. American Prep students will be given tools and training that will assist them in becoming independent students and in organizing their school work, thus maximizing the potential for them to succeed.

### **Dockets**

Each student at American Prep will be issued a Docket at the beginning of the first year they are in attendance. Replacement dockets must be purchased from the school office and are \$10. Folders can be replaced for \$2.00. Students must use the school-issued docket. Students should not place heavy objects like books in their dockets nor place stickers on the outside of their docket.

1. The Docket will contain several colored file folders representing the following subjects:
  - a. Red – Reading
  - b. Yellow – Math
  - c. Green – Science
  - d. Blue – History
  - e. Purple – Teacher option
  - f. Orange – Spelling
  - g. Gray – Reading University
2. Students will take the Docket home each night and will bring it back to school each day.
3. If students lose or damage their Docket, they will need to purchase a new one from American Prep for their use.
4. One purpose of the docket is to help American Prep implement a “no loose papers” policy. All papers should be placed in the correct file folder inside the docket. In this way, students always have with them what they need – in class and at home. Parents can easily look through a student’s docket and get a clear picture of what work is being produced and what areas are being studied, thus allowing them to extend and expand the learning at home.

## Learning Plans

1. A learning plan will be issued to each elementary student at the beginning of each week. In the younger grades, teachers write the week's lessons, subjects covered, and assignments on the learning plan for the students. In the older grades, students will fill in the subject areas on the learning plan in each class each day.
2. ***Parents will review their student's learning plan each night.*** When assignments are completed, parents will initial the learning plan. If a student is unable to finish an assignment, the parent is to circle and initial the assignment indicating they are aware of the assignment that must be completed.
3. Elementary teachers or instructors will check the Learning Plan each morning for signatures, and at the end of each day to ensure the student has filled in the subject area boxes correctly and completely.
4. Group teachers will take the time at the end of each class period and explicitly instruct their students to get out their Learning Plan, and will guide them in filling in the Learning Plan box correctly and completely.

## Homework

Homework is an integral part of the education program at American Prep. It is an extension of the classroom lessons and should directly relate to class work. It reinforces skills and concepts that are taught and helps develop good study skills and habits. It also informs parents of what is being taught in the classroom. It is the hope of American Prep that our students will come to love learning and desire to spend free time studying and reading. To assist our families in developing life-long learners, American Prep has adopted the following policies based upon these principles:

### Homework Policy

1. Homework is assigned with coordination between teachers and consideration of the importance of child participation in family activities and responsibilities. Students will be given homework most weekday evenings. It is our intention that homework given will be appropriate, relevant, interesting and at times, challenging. Homework assigned should not be new material for students, but should be a review, extra practice, or an extension of material already taught in school.
2. Students should be able to complete their homework within the time frames below, with the exception of special projects or ***in cases where the student fails to complete classwork in a timely manner***, or if a student falls behind due to tardy arrivals, absences or failure to attend to learning ***or use time effectively during the school day***. These times do not include music practice or free reading time. Students in grades 1-4 should read an additional period of time each evening (at least 15 minutes). In grades 5-8 this time may, but will not always, include free reading time. Students in advanced math and reading courses may need additional time for homework completion each evening.
  - a. Kindergarten – 10 minutes
  - b. First grade – 20 minutes
  - c. Second grade – 30 minutes
  - d. Third grade – 40 minutes
  - e. Fourth grade – 50 minutes
  - f. Fifth grade – 60 minutes
  - g. Sixth grade – 60 minutes



3. ***An American Prep student should spend time each day studying, whether or not homework is assigned.*** If no homework is assigned, students are encouraged to review math facts, work on MathScore, read, practice writing, study spelling words, or read a book with their parents. We believe it is in the best interest of our students to spend their free time reading, studying, and playing games that are mentally stimulating.
4. If a parent believes the homework assigned is excessive or if their child is not receiving regular homework, they may fill out a Homework Response Form (available at the school office) and return it to the teacher. Administration will review all response forms.

### **Home Learning Environment**

1. ***Parents need to provide an environment in the home that will make it possible for students to engage in scholarly pursuits at home on a daily basis.*** A successful learning environment contains the following elements:
  - a. a quiet place to study and complete assignments
  - b. access to necessary tools (pencils, paper, adequate lighting, resources such as reference books)
  - c. freedom from distractions (TV, video and computer games, distracting music or conversations)
2. ***American Prep recommends that families adopt a “no TV, no Video games” policy Monday through Thursday.*** Ample research has demonstrated that it is not beneficial for students to watch TV and play video games on a daily basis. Lack of physical exercise is resulting in obesity in epidemic proportions in our country. We encourage our families to provide opportunities for their students to exercise and study during the weekday evenings.
3. American Prep recommends that families, where possible, establish study time in the early evenings, allowing their students time after school to engage in physical activities. We encourage families to engage in study time together, possibly at a central location such as the kitchen table. Mom and/or Dad can sit and study or complete work of their own while students complete their own work. Family study time works well as parents are close by to act as a resource should the student need it, and also to help keep the student focused on studying. Parents can easily sign the learning plan as assignments are completed. We do not recommend that you allow your student to study in their bedrooms. We have found that students are not as effective studying alone as they are in an open place. (This may not be true of upper Jr. High students who have established strong study habits).
4. American Prep recommends that parents review the information on the learning plan that tells what their students are studying, then utilize the public library to have educational resources on hand at home that will serve to extend and expand the student’s learning on the subjects they are studying at school.

### **Academic Communication - *Elementary***

1. A Learning Plan will be provided to each student each week or annually for Jr. High students. Students will bring the Learning Plan home in their docket each day. Information regarding schoolwork, activities and homework will be communicated to American Prep families from the teacher to parents each day via the Learning Plan. Learning Plans are a daily communication tool that parents and teachers can use to communicate regarding academic progress.
2. At the beginning of each class in Jr. High teachers will send home a disclosure for the class, explaining in some detail what topics will be covered and when, allowing parents to supplement and extend the student’s learning at home. The learning plan is also a good source of information for parents to learn what their student is studying.
3. Bi-monthly reports are sent to parents of students in grades K-2 only if the student is not at mastery.
4. Bi-monthly reports are sent to parents of students in grades 3-6 twice each month
5. Elementary report cards will be issued the last day of each term.

## Communication with Students

Communication with students by all adults in our community shall be undertaken with our school vision in mind:

1. To provide a safe, fun, nurturing learning environment that is safe physically and emotionally.
2. Positive communication will be used by all staff, at all times. Corrections, when necessary, shall be undertaken within the context of encouragement.
3. Positive communication will be taught in a concrete manner to students.
4. Positive communication will be modeled by staff for families and students.
5. Positive communication will be addressed through regular, written communication from the school administration.
6. Because we believe that achievement is most effectively achieved through properly reinforced effort, staff members will watch for opportunities to notice and acknowledge effort in a positive manner.
7. If a student needs to be corrected, it is best done in close proximity to the student using a normal voice tone and calm manner.
8. If a group of students is involved in a negative situation, staff members shall separate the students and counsel with them individually.
9. Communication with students will reinforce American Prep's culture of inclusiveness, kindness and teamwork.
10. Communication with students will characterize our belief in the unlimited value of each individual student to our school community.
11. It is APA policy that our staff not "friend" or accept "friend requests" from students or former students on social websites.

## Academic Programs and Enrichment Activities

American Preparatory Academy supports a number of academic and enrichment activities each year in which students from varying grade levels may participate. These may include: Spelling Bee, Geography Bee, Speech Festival, Science Fair, MathCounts, Knowledge Bowl, American Preparatory Idol Competition, Speech Festival, and others.

### Reading University- RU

American Prep's Reading University is a program of *student independent reading*. The purpose of the program is to encourage students to read many books each year. Independent reading has been shown to be a defining indicator in a student's academic success. ***It is our goal to create enthusiasm in students to read independently.***

The grade students receive in RU on their report card will reflect the numbers of books they have read each term. Book lists will be distributed to parents and/or available on the school's website. Books from the Reading University book lists are also available to the students in the classroom for check-out. We encourage parents to make use of the public library and attend often with their students

Students also receive points for books read. K-4 students can redeem points earned at the school RU store. Older students may receive other incentives for books read.

## School Promotion Policy

Teachers may not recommend for promotion any student who does not meet the criteria for promotion (see below). The Student Promotion Advisory board will review all relevant documentation (for each student not recommended for promotion) regarding the student's performance, including but not limited to: grades, attendance, academic achievement records including assessments, work product, and learning plans. The Student Promotion Advisory Board will make a determination if the student qualifies for promotion to the next grade.

In order to recommend promotion, the Student Promotion Advisory Board will ensure that in their estimation and utilizing concrete data the student demonstrates sufficient skills and content knowledge to be successful at the next grade level. If, in their best estimation, the student does not demonstrate sufficient skills and content knowledge (as evidenced by grades, test scores and other evaluative measures including but not limited to those listed above) to be successful at the next grade level, the student will not be recommended for promotion and will be offered a seat in the current grade for the subsequent year on a space available basis.

### Promotion of Elementary Students

Students must meet minimum criteria for promotion each year. Teachers may automatically recommend a student for promotion only if the student meets the following criteria:

1. Student passed all subjects four terms of the year with at least a C grade.
2. Student attended school a minimum of 160 days (less than 21 absences).
3. Student passed at least the lowest level of the skills classes – reading and mathematics - for their grade level.
4. Student has not been suspended during the school year.

Supplemental school resources are available to assist secondary students who are not succeeding in their courses. These may include Academic Extended Day, Study Center, Collegium Hall, Summer School, etc.

## Academic Failure

We recognize that we cannot control student effort, participation, and work or parental participation. We feel it is our duty to provide all the tools necessary, and do all we can to motivate students to succeed. ***Ultimately, we recognize that student effort is controlled by the student and motivated by the parent, and after all we can do, academic success will not be the result if the student and/or parent is unwilling to do their part.*** If a student consistently fails to participate in the American Prep academic program, or if their parent fails to honor the Acceptance of Policy, the School Administration may recommend to the Governing Board that the student's priority enrollment be reconsidered. The Governing Board will hold a meeting with the family to discuss the areas of concern. Any of the following, and other violations of the Acceptance of Policy or other school policies may result in a Governing Board hearing:

1. Students who fail the academic course of study as a result of lack of effort.
2. Students who display willful noncompliance as evidenced by failure to turn in consecutive assignments or participate in classwork.
3. Parents who are unwilling to review and sign the learning plan each day for students, and who fail to ensure their student completes assignments.

## V. Dress Code

### **Beliefs and Guidelines; Policies and Exemptions**

#### **Our dress code is based on our belief that uniforms:**

1. Decrease distractions in the learning environment
2. Increase respect for learning (students, parents, staff)
3. Increase respect for students (staff, parents, public)
4. Simplify school readiness on a daily basis for parents and students
5. Prepare students for future success by teaching them professional dress

#### **Our dress code was developed with these guidelines in mind:**

1. Simplicity – as few pieces as necessary to achieve benefits listed above
2. Avoid individualization – few optional pieces to avoid class distinctions
3. Affordability
4. Durability
5. Ease of implementation by American Prep and by parents and student

#### **Policies**

1. Students should be in school dress code any time they are on school grounds during the school day, with the exception of PE and recess times.
2. Students will not be allowed in class unless their dress adheres to the dress code. Parents will be called to bring appropriate clothing or take the student home to get appropriate clothing if students appear at school out of uniform.
3. Nametags are supplied by American Preparatory Academy. Nametags are part of the required uniform and will be subject to APA uniform policies. Students are asked to leave their nametags at school at the end of each day so that they are less likely to be lost or forgotten. Lost nametags may be replaced for \$5 from the school office. Lost magnet backs may be replaced for \$1.

#### **Exemptions**

Under the Utah Code, the school administrator is allowed to grant an exemption from complying with dress code to a student for extenuating circumstances. The administrator will carefully consider all requests for exemptions, and grant those which are clearly necessary. (For instance, unusual medical circumstances might constitute a “clearly necessary” situation.) The administrator is directed to develop individual dress guidelines which, insofar as is possible, approximate the approved dress code for each student who receives an exemption from the dress code due to extraordinary circumstances.

## Dress Code Details

### General

1. All clothing must be clean and in good repair (without holes).
2. Tattoos are discouraged and cannot be visible when wearing the school uniform.

### Head and Neck

3. Hats should not be worn in the building or the school grounds unless they are for warmth or part of a school activity that requires hats.
4. Hair should be clean and well groomed. Hair may be any length as long as it is not a distracting style or color or covering the eyes or face. Hair that is an unnatural color or extreme styling is distracting and not allowed. For boys, if the hair is below the collar it must be pulled back in a hair tie. For boys or girls, hair must be trimmed or pulled back in a hair tie if it is in the eyes. Faux hawks must be shorter than 1" and of graduated height from the other hair. **No mohawks**
5. Hair Accessories or extensions may be worn in girls' hair if they are appropriate in size and color. Appropriate accessory colors include navy, red, or white and must be solid in color. **Religious headdress is allowed in accordance with these APA standards for size and color.**
6. Piercing shall be limited to girls with one piercing **in ears only**. Gauges are not allowed
7. Jewelry should be limited to items that do not distract or present a safety hazard. Some items that distract: large earrings, multiple bracelets or large bangles, necklaces that are large and/or worn over the shirt/tie.
8. **Bowties are an option for secondary boys in grades 4-6 in the APA plaid or stripe.**

### Upper Body

9. Undergarments (t-shirts, etc.) may be long or short sleeve and must be plain white (no lace or patterns). Undershirts may be navy blue if worn under navy blue polo shirts. Colored bras must not show through shirts
10. Oxford Blouse for girls may be Peter Pan (rounded tip) or button-down collar, short or long sleeve, broadcloth or cotton fabric (no knits). Buttons must be clear or white from the bottom of the shirt to the top collar. Knit shirts do not qualify as a blouse.
11. Oxford Shirts for boys must be broadcloth or cotton fabric (no knits) with button-down collar, short or long sleeve, white or clear buttons. Top button may be undone.
12. Oxford shirts must be tucked in when worn with pants. Girls may wear blouses un-tucked ONLY over skirts and if the shirt does not extend more than 4" below the sweater.
13. Sweater vests or sweaters must be worn over white shirts at all times unless permission is given by a teacher to remove a sweater. Cardigan style may be worn if the student prefers, but must be buttoned at all times.
14. Logos other than American Preparatory Academy must not be visible on shirts or sweaters. American Preparatory Academy logo items are not required, but may be purchased through the school office.
15. Navy blazer with gold buttons may be worn by Secondary girls or boys in place of sweaters.
16. Sweatshirts such as crew neck sweatshirts, hooded pull-over sweatshirt, and hooded zip-up sweatshirts may be worn on earned Casual Fridays under the following conditions: plain navy or APA logo only, hoods only worn outside.
17. **White Polo Shirts are only allowed in grades K-3**

### Lower Body

18. Belts may be braided but without decoration. Must be **black ONLY** (no other colors).
19. Khaki slacks must fit the following description: Uniform-type slacks (no denim or corduroy). Belted, pleated or flat front, long enough to cover top of shoe, short enough to stay off of floor when worn with shoes, worn no more than 2” below waist, no cargo pants or outside pockets (patch pockets), must match color of Dockers or Lee khaki (not stone colored). No tight-fitting slacks (**must be able to pinch one inch of fabric in front and back**). Slacks may NOT be tapered. **They may not be skinnier at the ankle than at the knee.**
20. Leggings or pants may be worn under skirts. Must be black or navy-blue and full-length. Stockings must come to the bottom of the leggings.
21. Bicycle-type shorts are recommended under skirts for playground activities.
22. Plaid Culottes from Hall’s Closet may be worn by Grades 4-6; Plaid Culottes from Hall’s Closet or Khaki Culottes from Dennis may be worn by Junior High girls in place of skirts.
23. Skirts must come to the knee when standing and sitting.
24. Jumpers (Girls skirt #2) purchased for K-3rd grade girls may continue to be worn through the 4th grade as long as they come to the knee when standing and sitting.

### Feet

25. Socks must be solid in color with no visible patterns Monday - Friday. Refer to the Dress Code for APA Girls and Boys "Quick Reference" tables for acceptable colors and lengths. Distracting colors or styles are not approved.
26. Shoes must always be solid in color with no embellishments or visible patterns. Refer to the grade level descriptions in the APA Girls and Boys “Quick Reference” tables for acceptable colors. Distracting colors or styles are not approved (even on Fridays). No skater shoes or shoes with logos are allowed.

Students must adhere to the APA dress code *before, during, and after school* while on campus, as well as during school field trips. **School administration has final discretion regarding uniform compliance and additional uniform rules may be added at any time during the school year. Students will not be allowed to attend class if they are out of uniform.**

### **Uniform Purchases**

Items may be purchased anywhere they may be found. There are multiple vendors for each uniform item. There are various plaid vendors, including French Toast (catalog or online), Dennis Uniform, School Belles, Tru Value, and Hall’s Closet. More information is available at the school office.

### **Sample product numbers and descriptions:**

Plaid Skirt 1: Kilt, Kick-pleat, or Knife-pleat. Halls Closet Plaid #36, Dennis Hamilton Plaid, French Toast Navy/Red Plaid

Plaid or Navy Jumper (Skirts 2&3): Hall’s Closet #172, Dennis #08811A-201, French Toast navy or red/navy plaid v-neck jumper

Khaki Skirt 4: Halls Closet long skirt #7190, French Toast long skirt #1270, J.C. Penney Uniform (pleated). All skirts must come to the knee.

Polo Shirts (Girl’s and Boy’s Top 3): Mervyns Uniform, Dennis, French Toast, Hall’s Closet, etc. (It is recommended that uniform polos be purchased to assure dark navy color and no logo requirements.)

Khaki Pants: French Toast, Hall’s Closet, Dennis, J.C. Penney Uniform, Old Navy Uniform, Lee Uniform, etc.

### **Financial Hardship**

If a family is under financial hardship, they may contact the the school administrative director to discuss the ways in which American Prep may assist them in procuring uniforms for their student.

## **VI. Code of Conduct**

Students and staff at American Prep will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of American Prep, and this will be reflected in their conduct and interaction while on school premises. **The school reserves the right to modify these procedures or sequence of consequences according to student need and as determined by the School Director or designee. For violations of the Code of Conduct that threaten the health, safety or welfare of others, the School Director or designee may immediately suspend students and/or begin expulsion proceedings according to the Suspension/Expulsion portion of the Code of Conduct (available from the school office upon request).**

### **Core Principles**

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at American Prep will not be allowed to disrupt the learning process.
2. All students are capable of appropriate conduct in the school setting.
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at the school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the code of conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

### **Goals**

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at American Prep.
3. Students will be emotionally nurtured at American Prep.
4. Students will learn appropriate conduct by practicing self-discipline, and will be able to generalize their understanding of appropriate conduct to situations other than those specifically and explicitly taught.
5. Discipline as opposed to punishment will be utilized at American Prep. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.
6. Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated to improve his/her behavior.

## Dress

Students and staff will dress according to the school Dress Code guidelines (see VI. Dress Code), exhibiting respect for themselves and others.

## Language and Communication

Students and staff will speak at all times with respect and kindness. Language that is positive and promotes the mission of American Prep will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

If parents are made aware of inappropriate communication or language of a staff member, either first-hand or by report of their student, ***we ask that they contact a member of the school administration immediately.*** Staff members are not to speak to students regarding topics such as human sexuality (with the exception of specified classes and utilizing approved curriculum). Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students' religious beliefs.

Staff should never direct students to keep information from their parents regarding what happens in a classroom, at the school or regarding something the teacher has said. Doing so is justification for immediate removal. If parents are made aware that this has happened, we ask that you notify administration immediately.

## Academic Integrity

One of the foundational beliefs at American Preparatory Academy is that students can achieve excellence both in academics and in character. Success in college and in a chosen career is contingent on individuals producing their own work and ideas. Plagiarism and/or copying are not tolerated at American Prep.

## Behavior

Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate. Gang prevention and intervention activities are incorporated into American Prep's Behavior Code and Character Education programs (see Virtuous Character Development).

**Bullying** - American Prep defines bullying as intentionally or knowingly committing an act, or threatening an act, that endangers the physical health or safety of a school employee or student. Wrecking behavior (bullying) is not permitted at American Prep, at a school related or sponsored event, or while traveling to or from a school location or event. No form of aggressive physical interaction is acceptable. Verbal threats, even when couched in "jokes", are not tolerated and will be disciplined. Sarcasm and teasing are considered bullying. Eye rolling, shoulder shrugging, and audible sighs can be considered bullying behavior when done with the intent of making another student feel badly and therefore making the school environment uncomfortable or hostile for the student.



**Hazing** - Hazing is a form of bullying that is done for the purpose of initiation or admission into, any school or school sponsored team organization, program, or event, or against a person who is associated with such. Victim consent or acquiescence does not remove culpability or diminish consequences for any form of bullying.

**Electronic Bullying** – American Prep defines electronic bullying as acts which are initiated by students or staff, often outside of school hours using the internet, instant messaging, email or cell phone texting, or social media, which target other students, teachers or staff members and in which student, teachers or staff are spoken of or to in a negative or threatening manner.

**Students must never take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or movies of school classes, school events or classmates without permission is a violation of the code of conduct that warrants suspension and/or expulsion.**

**Gang Prevention and Intervention - American Prep is a welcoming and safe campus. We do not tolerate gang affiliations, symbols, graffiti, recruiting, initiations, or other gang-related activities at our campus.** School faculty and personnel are trained to recognize early warning signs for youth in trouble. Faculty and personnel report suspected gang activity to school administrators who will investigate all reports. The parent/guardian will be notified. Other actions may include suspension, expulsion, activity restriction, compensation, and law enforcement notification.

**Safe Environment** - When any behavior results in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at American Prep, and therefore, American Prep will promptly investigate. These reports will be considered by the Administrative, Elementary, or Secondary Director and may result in: an office referral/infraction record, development of a behavior modification plan, suspension, reassignment, expulsion, dismissal, or other appropriate measure (see K-6 Discipline Plan and JH.HS Discipline Plan). Law enforcement will be informed of all acts that constitute suspected criminal activity. The Office of Civil Rights will be notified of all acts that may be violations of civil rights.

**Parent Notification** - When a report of non-building behavior leads to the creation of an office infraction record or referral, parents of perpetrators will be required to sign and return the form to the school. Parents may also receive a phone call from the school. Parent Intervention or other involvement may be required in resolving the behavior (see Parent Intervention Guidelines). When a student reports physical harm or feels threatened at school, directors will contact the individual's parents. Discipline measures may be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended.

**Reporting** - Any student, parent, or staff member may report an incident of non-building behavior to a teacher or to the appropriate school director. Anonymous reports will be investigated, but disciplinary action will not occur in the absence of additional evidence. **Retaliation against students or staff reporting or investigating incidents of abuse will not be tolerated.**

**Parent Intervention** - Parent will attend school with the student and follow the Parent Intervention Guidelines.

**Suspension** - Suspension means the student is not allowed to attend class or any school activities for a specified period of time. Suspension shall be from one to ten days maximum.

**Expulsion** – Student is dropped from the rolls of American Preparatory Academy and may not be considered for re-enrollment.

**Student Behavior at Carpool**

1. Students are to walk directly to their vehicle. No students are allowed to play on the playground during carpool pickup.
2. No pushing, shoving, or horseplay of any kind. Hands, feet and belongings must be kept to self.
3. No swinging of backpacks, lunchboxes, or any other items.
4. No yelling, screaming, or speaking in loud voices.
5. Students are expected to have all belongings when they go out to carpool. *They are generally not allowed back in the school.*

**Infractions** - The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline
2. Disruption of the learning environment, including speaking in class without permission
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping etc. without malice - horseplay
4. Lack of control of hands or feet – with malice or perceived malice
5. Use of profane or offensive language
6. Disrespect, defiance or insolence toward staff
7. Disrespect shown toward classmates (including bullying and electronic bullying)
8. Abusing, misusing or destruction of property
9. Physical or verbal harassment
10. Cheating/Plagiarism
11. Stealing
12. Leaving school premises without permission
13. Skipping class
14. Arriving tardy to class
15. Littering
16. Chewing gum
17. Appearing out of uniform
18. Truancy (not attending school)
19. Sexual harassment
20. Possession of any of the following (see Safe Schools Banned Items list for additional banned items)
  - a) Perfumed/deodorant sprays
  - b) Caffeine Pills/Energy Drinks/Sleep pills
  - c) Any non-prescription medication that is not approved through school policy/procedures (III. Health and Safety)
  - d) Permanent Markers (except by teacher permission)

**Willful Non-compliance:** Students who refuse to participate in the programs of American Prep, or who fail to complete the consequences imposed by administration.

**Tuancy:** Failure to attend school. Utah is a compulsory education state. Students are required by law to attend school each day. If students chronically fail to attend school, defined by American Prep as missing more than three days per year with no communication from the parent regarding the absence, American Prep will report this information to a truancy officer.

**Cheating: Obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.**

**Plagiarism:** The act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Plagiarism includes: copying from another student's homework, quiz, or test; discussing answers or questions on a quiz or test (unless such discussion is specifically authorized by the teacher); obtaining or making copies of a test without authorization from the teacher; using notes on a quiz or test when not specifically authorized by the teacher; or other similar activity; failing to put a quotation in quotation marks and using proper citation, etc. **It is expected that students will acknowledge sources in work submitted for grading.** If it is clear a student has cheated or copied someone else's work and turned it in as his/her own, the student is subject to the following consequences:

1. work that has been plagiarized will receive no credit and the student may not have the opportunity to redo the assignment for points;
2. on the first offense, a student who has turned in plagiarized work shall be suspended for one day; and
3. on the second plagiarism offense the student shall receive a multiple-day suspension and he/she may be required to attend an expulsion hearing before a discipline council.

## **Technology Usage Policy**

All students and staff members who use computers at American Prep must sign the technology usage agreement before they are eligible to utilize American Prep computers.

## **Valuables, Electronic Devices and Games**

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of valuable items. Electronic games and devices are not allowed on campus at American Prep. Games found on campus may be confiscated and may be held by administration until the end of the school year. Cell phones will be confiscated if found in use by the students at any time during the school day. Cell Phones may not be used during school hours, even during lunch times. This includes text messaging. American Prep is not responsible for lost cell phones.

## Elementary School Discipline Plan- -Infractions

Teachers in K-6 classrooms are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow American Prep's CHAMPs program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades 1-6 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the learning plan.

In the event a student's behavior violates the Code of Conduct, any of the following may occur:

- Phone call home
- Conference with parent and student
- Parent Intervention (parent at school with student)
- Suspension (student does not attend school for a specified period of time)
- Expulsion

**Students who physically harm other students will not be allowed to remain in the classroom.**

**American Prep does not have a form of “in-school” suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (see VI. Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.**

### Referral Process

1. **Administrative conference with student, contact parents** - Parental support is vital to the success of the Code of Conduct as consequences out of school are often more effective in producing motivation than consequences imposed in school. It is the parent's role as the school's partner to have a home consequence prepared that will discourage the behavior from recurring.
2. **Teaching and Instruction** - The Student is reminded of the Code of Conduct contained in the Parent-Student Handbook. They are also reminded that by signing the Student Compact (see VIII. Student Compact) they agreed to abide by the Code of Conduct described in the Parent-Student Handbook. The first step in the discipline process is conferencing with the student and reviewing the Code of Conduct to ensure the student knows and understands the violation.
3. **Application of consequence**
  - Student will make amends to those offended or impacted. Amends may include verbal apologies, written apologies, restitution of property, and other amends as determined appropriate by the teacher or school administration.
  - First Offense: Parent Intervention (parent attends school with student) or Suspension (depending upon infraction)
  - Second Offense: Short-term suspension (1 day) or (3 days)
  - Third Offense: Short-term suspension (3 days) or Long-term suspension (10 days)
  - Fourth Offense: Long-term suspension (10 days) and review of potential expulsion proceedings

**Students who physically harm other students will not be allowed to remain in the classroom.**

**American Prep does not have a form of “in-school” suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (see VI. Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.**

## Parent Intervention Guidelines

### Goals

Allow the parent the opportunity to view their student in their learning activities at school so they can provide the needed supports and structures at home to assist the student in finding success at school.

Engage the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.
3. How to conduct themselves in an appropriate manner in each learning environment at school.

Review with the parent and student what is expected of the student at school each day

1. Students at APA are expected to do their best on all work.
2. Students are expected to respect the teacher and focus on learning.
3. Students are expected to govern themselves and control themselves in all situations at school.

### Parent's Duties

1. Stay with the student – sit next to student desk during class time, transition with student.
2. Fill out the data tracking form for Parent Interventions.
3. Re-direct the student back to learning whenever necessary.
4. Teach the student how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
5. Help the student to see the value in self-control and self-governance.
6. Take any/all opportunities to notice good behaviors and teach correct behaviors during learning time, transitions, lunch, recess, etc.
7. Instill in their student the desire for success at school through establishment of meaningful rewards and consequences.

*At the end of the intervention, the teacher, student and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.*

## Emergency Suspensions and Expulsions

A student shall be immediately expelled or placed on long-term suspension for any safe schools violations, including but not limited to:

- Possession of a Safe Schools Banned Item (see below)
- A serious violation affecting another student or staff member in or on school property, or in conjunction with a school activity
- The destruction of school property, vandalism, or graffiti, or etching as defined by Utah Code [Annotated § 76-6-107](#).

### **Safe Schools Banned Items**

Weapons and dangerous substances are not allowed on the premises of American Prep. Possession of any of the following items may be grounds for immediate expulsion:

- Controlled substances
  - narcotics,
  - tobacco, cigarettes, e-cigarettes, and other electronic smoking devices)
  - Alcohol
  - prescription medications
- Weapons, including real weapons or look-alike weapons
  - Toy guns (Nerf, Rubberband Shooters, Airsoft, etc.)
  - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
  - Matches or lighters
  - Bullets
  - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual context.

## **VII. Parent Involvement Policy**

### **Non-custodial parent/guardian**

American Prep abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent access to the academic records and to other school-related information regarding the student. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Likewise, non-custodial parents will have access to students during school hours in the same way that custodial parents do (including picking up the student from school) unless documentation to the contrary is presented to the school.

### **Caregivers**

If parents are going on vacation, be sure and add the caregiver to the student’s card so they can pick them up from school if necessary while you are gone. You should also leave a “permission to treat” with the caregiver in case there is need for medical attention for the student and the parents are not available.

### **Visitors**

Visitors are welcome at American Prep. Visitors must enter the front school doors (west central doors) and sign in at the front desk. Visitors must wear a Visitor’s Badge while they are in the school. Visitors are welcome to visit any classroom as part of our “empty chair” philosophy. In all classrooms there is an empty chair in which visitors can sit and observe the instructional process. Visitors should not involve themselves in the classroom. We ask that visitors not bring small children to observe in the classroom.

## Volunteer Guidelines

American Prep asks families to provide 20 hours per year of volunteer service. Most of our families provide MANY more hours than this. Your generous gift of time and talents makes it possible for our students to have an outstanding educational experience. This would not be possible without our volunteers' assistance. THANK YOU parents!! Please contact your child's teacher or the front office staff for ways you can help. They will guide you in finding a volunteer opportunity at the school.

It is important that volunteers work together as team members with American Prep staff members. The following guidelines are helpful in ensuring that volunteer service is a positive experience for parents and is effective for our students.

Volunteers must sign in and out at the front office, get a Visitors badge and wear it during the time you are in the building volunteering.

- Volunteer Dress & Behavior – please dress appropriately. The more we show respect for our school, the more respect the students will feel toward the school. American Prep's dress code is reflective of a high level of respect. We encourage volunteers to reflect this same level of respect in their own appearance when they volunteer at the school.
- Volunteers work under the supervision of staff.
- As a matter of professional ethics, and personal privacy, volunteers do not discuss teacher, student or school affairs with other people. It is extremely important that confidentiality be upheld at all times. Administrators have the same expectations of confidentiality from volunteers as they do from the American Prep staff.
- Volunteers may be asked to grade student papers, and it is imperative that student work is ONLY discussed with the teacher or student, if directed by the teacher, and no one else.
- For your own protection, avoid being alone with one or two students. If this is unavoidable, be sure and keep the door open or move to a hallway to work.
- Student Discipline: Volunteers have a responsibility to inform staff if there is a problem with student behavior. Volunteers should not discipline a child unless they are expressly instructed to do so by the supervising staff member.
- If you are scheduled to work in the classroom with students, bringing young children is not recommended as they may become a distraction in the classroom. If you are coming to a meeting or a group work activity, bringing younger siblings may be acceptable.
- Volunteers have no claim to intellectual property created during their volunteer service at American Prep.

## Drivers and Chaperones

Parents may be asked to volunteer as chaperones and drivers. **Certification requirements are:**

1. A current copy of your driver's license
2. A current copy of car insurance card - the one you carry in your car with the expiration date in the future (must be updated before each activity)
3. An auto insurance policy declaration page (\$150,000 minimum Auto Liability Limit required)
4. Fill out the *Employee/Volunteer Driver Acknowledgement* form
5. Review "Booster Seat Flyer" View the Driver Safety Video and pass the test found at [www.risk.utah.gov](http://www.risk.utah.gov)

## Parent – School Communication

### Guidelines

Communication at American Prep, as outlined in our school vision, will be positively framed and undertaken in good faith by all parties. ***Anyone with a question or concern is to take it to the person most able to address it and to no one else.*** This allows for all members of the community to feel safe and valued, and to have confidence that all concerns will be addressed to the point of satisfaction. Feedback from all stakeholders is essential for the school to be continually engaged in a process of improvement, and feedback is more likely to be shared freely when stakeholders are confident their feedback will be carefully heard and addressed.

***We acknowledge the many familial relations at American Prep.*** Our school was founded by a group of individuals, including family members and friends. Most of our employees have children who attend the school, and some of the employees are related to other employees. The advantage to having family included in our school structure is an elevated commitment level that is the result of serving our own children. Thus, the school is not just someone’s “job,” but also a reflection of a family legacy and commitment to something above and beyond the ordinary. This philosophy then extends to all the families that have joined in and brought their children, relatives and friends to invest their energies and become part of what we call the “American Prep Family.” We realize that this environment may make some individuals hesitant to voice concerns. We assure you that we are dedicated to managing familial relationships professionally and addressing all concerns brought to us.

***Concerns must be brought by a parent about their own students or their own concerns.*** Parents may not represent a group in bringing concerns to the American Prep Administration or Governing Board, as each parent’s concern must be addressed individually and confidentially. In order to preserve the confidentiality of our students, group concerns will not be addressed.

### Channels of Communication

Members of the American Prep community who have a question, concern, feedback or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication channel through which we invite you to bring any concerns or questions you may have. The persons listed are in order of whom you should address your concern to first, next, etc.:

#### **Academic, Behavioral, or other Concern – Elementary K-3**

1. Child's Classroom Teacher - (even for groups issues) - teacher’s first initial lastname@apamail.org
2. Lower Elementary Director – Laura Leavitt - lleavitt@apamail.org
3. Administrative Director – Debra Davies - ddavies@apamail.org
4. District Academic Director - Jen Walstad - jwalstad@apamail.org
5. Parent Advocate – parentadvocate@apamail.org

#### **Special Education Concern - Elementary K-3**

1. Child's Classroom Teacher - teacher’s first initial lastname@apamail.org
2. Lower Elementary Director - Laura Leavitt--lleavitt@apamail.org
3. Special Ed Case Manager (K-5<sup>th</sup>) -
4. District Academic Director - Jen Walstad - jwalstad@apamail.org
5. Parent Advocate – parentadvocate@apamail.org



### **Academic, Behavioral, or other Concern – Elementary 4-6**

1. Child's Classroom Teacher - (even for groups issues) - teacher's first initial lastname@apamail.org
2. Upper Elementary Director –
3. School Director - Laura Leavitt - lleavitt@apamail.org
4. Administrative Director – Debra Davies – ddavies@apamail.org
5. District Academic Director - Jen Walstad - jwalstad@apamail.org
6. Parent Advocate – parentadvocate@apamail.org

### **Special Education Concern - Elementary 4-6**

1. Child's Classroom Teacher - teacher's first initial lastname@apamail.org
2. Upper Elementary Director –
3. School Director - Laura Leavitt - lleavitt@apamail.org
4. Administrative Director – Debra Davies – ddavies@apamail.org
5. Special Ed Case Manager (K-5<sup>th</sup>) -
6. Special Ed Case Manager (6<sup>th</sup>-9<sup>th</sup>) –
7. District Academic Director - Jen Walstad - jwalstad@apamail.org
8. Parent Advocate – parentadvocate@apamail.org

### **Facility or Safety Concern, Carpool**

Concerns about carpool and facility safety and should be brought to a school secretary. If the secretary is unable to resolve the concern, the secretary will notify whoever is best able to address the concern.

For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the parent advocate member of the Governing Board. This may be done by emailing [advocate@apamail.org](mailto:advocate@apamail.org).

*If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.*

### **Parent Survey**

American Preparatory Academy solicits our parents' views on our programs and staff members through regular surveys. Families will have the opportunity to express their level of satisfaction with all aspects of American Prep's programs. Survey results will be available on the website, and major points from the survey will be communicated to the parent community via the school newsletter. It is the goal of American Prep to have 100% parent participation in the parent surveys.

*Anonymous written communication, outside of the annual school survey, will be discarded without being acknowledged.*

## School-Parent Communication

A weekly newsletter from the Director will be emailed to American Prep families and also will be sent home with one student in each American Prep family in the **weekly communication envelope**. This envelope will go home with students on Thursdays or Fridays. The newsletter will contain notification of important dates and events, as well as pertinent school news and information. For academic information, see IV. Academic Policies: Academic Communication.

### Parent Meetings and Events

Parents are required to attend the following:

- Parent Orientation Night
- Parent Teacher Conferences
- State of the School Address
- End of Year Culminating Activity for each student

Other school events parents are invited and encouraged to attend: Show What You Know (Wednesday mornings), Veteran's Day Program, Music Performances, Ambassador Events, etc.

### Parent-Teacher Conferences

Elementary: Parent/Teacher conferences will be held at the end of first and third terms, in which academic goals are set for each student with input from parents and, at times, students. Parent/Teacher conferences are listed in the school calendar and all parents are expected to attend these conferences. A third parent-teacher conference is held mid-year which is an optional conference that parents or teachers may request.

Jr. High: Parent-teacher conferences will be held twice per year according to the school calendar. Teachers will be at tables in the MP room and parents will meet with them on a first-come, first-served basis. Parents of 9<sup>th</sup> graders must attend a Student Education-Occupation Plan conference with the student and the teachers, scheduled according to the school calendar (this is required according to state law). Parents of 7<sup>th</sup> and 8<sup>th</sup> graders are required to attend one Student Progress Conference scheduled according to the school calendar. This is a wonderful opportunity for all of the adults in the student's school and home life to gather and encourage the student.

*Conferences may be scheduled at any time parents or teachers feel it would be beneficial.*

## Financial Contributions

We are a qualified 501(c)(3) non-profit corporation, and donations to the school are tax deductible to the extent allowable by law. Each year, we invite families to contribute to American Prep. We consistently raise over \$20,000 through donations annually. These funds are used to provide special programs and materials for our students. Families are invited to donate to the school at any time by writing a check to American Prep and listing "Friends of APA" on the memo line. **We very much appreciate the generosity of American Prep families!**

## **Lost or Damaged Books**

APA's curriculum staff carefully records and inspects the textbooks and other materials (library books, etc.) that are returned throughout the school year. Damaged materials (marked, soiled, torn, etc.) are repaired or removed from circulation. When a student is issued a book during the school year, it is the family's responsibility to immediately report any damage that may have escaped the school's notice. Failure to do so will result in the assumption that the damage occurred while under the current student's care. Parents will be required to pay for all materials that are lost or returned with damage. Student registration for the following year will not be processed if a family has outstanding lost book fines or other fines.

## **Appendix A: School Compact**

### **AMERICAN PREPARATORY ACADEMY AGREES TO:**

1. Provide an orderly, safe and nurturing learning environment conducive to student learning.
2. Use multiple sources of information in determining the strengths and needs of the school and of individual students.
3. Establish school goals and student achievement standards based on an annual comprehensive needs assessment.
4. Educate students according to individual levels of comprehension and subject mastery based on regular assessments.
5. Provide frequent and ongoing feedback to parents on how the student is progressing academically in formats that are easily accessed and understood.
6. Utilize content-rich, efficient curriculum and research-based instructional methodologies to ensure that every student has the opportunity to achieve academic success.
7. Assist Junior High students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level.
8. Ensure that educational services are provided by highly qualified teachers and paraprofessionals.
9. Prepare students to be good citizens and confident participants in their communities.
10. Help students resolve conflicts or behavior challenges in a positive, non-threatening way.
11. Encourage parent participation in school improvement, program awareness and activities, and student achievement. Build the capacity of parents to help their children achieve high standards.
12. Share assessment and evaluation data with parents and the community.

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Debra Davies, Administrative Director

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Laura Leavitt, Academic Director

**Appendix B: Student Compact**

STUDENTS AGREE TO:

1. Come to class each day on time, ready to learn and do my best! (I. Mission and Vision: Building Foundations and I. Daily School Operation: Attendance)
2. Do my homework every day, and turn it in when it is due (IV. Academic Policies: Homework).
3. Abide by APA rules for television viewing and computer games on school nights (IV. Academic Policies: Homework).
4. Abide by the Code of Conduct in my dress, language, and behavior (VII. Code of Conduct).
5. Practice good organization by using my docket, learning plan, and Junior High binders (IV. Academic Policies: Organization).
6. Eat nutritious meals and get sufficient sleep to be a healthy learner (III. Health and Safety: School Lunch).
7. Ask for help when I need it.
8. Give my parents (or the adult who is responsible for me) all papers and information sent home from school.
9. Respect myself and others at the school and in the community. Work to resolve conflicts in positive, non-threatening ways (VI. Code of Conduct: Language and Communication).
10. Treat school property, including books and materials, with care.
11. Promptly report any non-building behavior to a member of the school staff (VI. Code of Conduct: Behavior).
12. Be a Builder in Every Way! (I. Mission and Vision: Virtuous Character Development: Builder’s Theme)

_____ Student #1	_____ Grade	_____ Student #2	_____ Grade	_____ Student #3	_____ Grade
_____ Student #4	_____ Grade	_____ Student #5	_____ Grade	_____ Student #6	_____ Grade

**Appendix C: Parent Compact**

**PARENTS AGREE TO:**

1. Use “Builder Behavior” within the American Preparatory community by being positive and encouraging with staff, other parents, and especially with students (IV. Academic Policies: Communication with Students and VII. Parent Involvement Policy: Parent-School Communication).
2. Inform and provide constructive input to appropriate staff at American Preparatory Academy in a timely manner should I become aware of obstacles to my student’s education (VII. Parent Involvement Policy: Parent-School Communication).
3. Ensure that my student attends school regularly and on time. Notify the school promptly in the case of my student’s absence. As often as possible, schedule appointments outside of school hours (II. Daily School Operation: Attendance).
4. Abide by school policies regarding check-in/check-out procedures and visitor policies (II. Daily School Operation: Check-ins and Check-outs).
5. Abide by school policies and procedures regarding student drop-off and carpool (II. Daily School operation: Carpool).
6. Ensure that my student receives sufficient rest and has a nutritious breakfast and lunch (III. Health and Safety: School Lunch).
7. Ensure that my student arrives at school prepared for class with necessary materials and in appropriate dress uniform (IV. Academic Policies: Organization and V. Dress Code).
8. Provide an environment in the home that will make it possible for students to engage in scholarly pursuits on a daily basis. This should include opportunities for exercise, study, homework, and reading. It may also include instrumental practice (IV. Academic Policies: Homework).
9. Review my student’s homework and sign my student’s learning plan each night (IV. Academic Policies: Organization).
10. Support my student’s education through attendance at school meetings, parent-teacher conferences, and parent-interventions when necessary (VII. Parent Involvement Policy: School-Parent Communication and VI. Code of Conduct: Parent Intervention Guidelines)
11. Support the American Preparatory Community by completing parent surveys and volunteering at least 20 hours per school year (VII. Parent Involvement Policy: Parent-School Communication and Volunteer Guidelines).
12. Abide by other school policies and procedures as outlined in the Parent-Student Handbook and the Acceptance of Policy.

\_\_\_\_\_  
Parent (1) Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Parent (2) Name

\_\_\_\_\_  
Signature