



# **LEAD Neely's Bend**

## **Student & Family Manual**

*"Ready for College, Ready for Life"*

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## Vision for Effective Teaching

Effective teaching at Neely's Bend is facilitating student-centered work that is balanced by both rigor and love and is supported by a strong classroom culture and high expectations.

## Rationale

Our cultural program is informed by our ethos

- 1) **Serving others** is the belief that *all students* can and will be successful and accomplish their goals when given the appropriate supports
- 2) **Commitment** is the belief that *connectedness* is the primary driver of student success
- 3) **Self-reliant** is the belief that is our *responsibility* to develop and sustain *student investment* in learning.
- 4) **Courageous** is *dragon slaying* in action.
- 5) **Discipline** is holding students to the *highest behavioral standards*.

## Serving Others

All students can and will participate in the learning community when given the appropriate support. We do this in the following ways

- 1) All Neely's Bend students participate in the Neely's Bend Behavior program which is guided by our commitment to recognizing behavior that either reinforces or detracts from our core values and ethos.
- 2) Neely's Bend offers the following additional behavioral interventions: *Daily Mark time*, *Daily Homework time*, *Lunchtime Intervention Groups*, Behavioral support plans, Safety plans
- 3) A policy of behavioral interventions that extend into disciplinary policies that protect student safety

## Committed

All students at Neely's Bend will feel connected to our community and capable of contributing to our overall culture. We will do this in the following ways:

- 1) Holding each other to the highest standards of emotional constancy and classroom culture
- 2) Following through on individual and school-wide classroom expectations
- 3) Using the Neely's Bend pyramid of intervention to work with students to discover solutions to classroom behavior
- 4) Using our needs assessment to drive culture change at the systems level.

## Self Reliant

We build *student investment* by recognizing and celebrating our cultural success. In order to bring joy to our school we offer the following:

- 1) We create classrooms where student investment is praised, valued, and considered the primary driver of student success.
- 2) Crew is the organizing principle for all of our students and one of the main places they can establish trusting relationships with peers and adults
- 3) We have an honors ceremony recognizing students who embody the ethos, shirt ceremony for incoming

fifth graders, and student of the year program

- 4) The counseling program tracks student participation in school wide events and strives to have every child participate in at least one school event during the year

### ***Courageous***

Courage is rooted in setting up challenges for our students that are rigorous, robust and conquerable. In short, we want our students to be Dragon Slayers (please reference the manual for a more indepth vision of Dragon-Slaying). We build Dragon Slayers in the following ways:

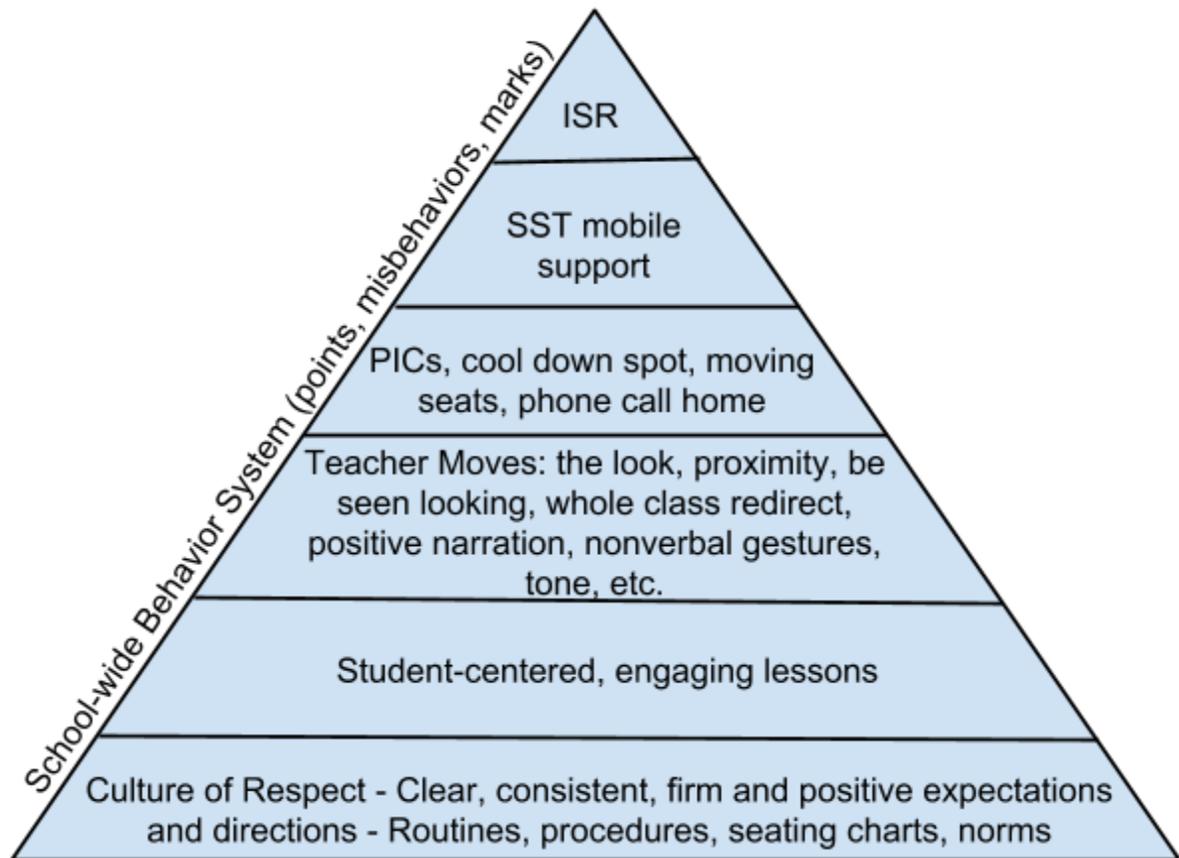
- 1) Kickboard and our behavior system is setup so that students can see what they've done and work to get better
- 2) We invest heavily in the idea that growth mindset, effort, and GRIT are just as important as natural ability
- 3) Student support is committed to helping students understand how their actions affect others and involving parents in the process of behavioral improvement
- 4) We offer sports to our middle schoolers in order to build opportunities for them to visibly see their own improvement.

### ***Discipline***

We intentionally plan for student excellence in the following ways:

- 1) All teachers are committed to being clear, consistent, firm and positive when enforcing our student behavior policies
- 2) All teachers are committed to using and holding our students to our common behavior policies.
- 3) All students will be held to the same behavioral expectations, the first time, every time.

# Neely's Bend Behavior Management: Pyramid of Interventions



## School Wide Behavior System

We value consistency in our school because it is the foundation of providing a safe and predictable environment for our students and staff. Providing our students with rewards and consequences requires a strong commitment to consistency. Our commitment to consistency and academic success is how our students will know that we care about their well being.

## Misbehaviors

Misbehaviors refer to actions that distract or deter the learning process. These do not necessarily make learning or continuing the lesson impossible for the student or the class, but they are behaviors that we want students to curb or replace with more productive actions. We want to be consistent with our expectations and consequences,

so misbehaviors are not warnings. They are not precursors to a mark, nor do they culminate or add up to a mark. Misbehaviors are reminders about how to have positive habits in the classroom.

Misbehaviors	Examples
Talking (-1)	Talking out of turn Inappropriate volume
Off Task (-1)	Reading a book instead of focusing on lesson Drawing on paper Dozing off
Disruptive (-1)	Kicking the table or chair Making any unnecessary/inappropriate noises in class or at whole school events Making inappropriate noises Pencil tapping, drumming, singing/rapping in class Slamming book or door
Unprepared (-1)	Not having class materials (Notebook, packet, etc) <i>If a student is missing easily replaced class materials such as a pencil, eraser, notebook paper, charge their Neely's Bend Cash account instead of issuing an "Unprepared" misbehavior</i>

## Marks

Everyday we strive to make sure our kids feel safe and respected while they are learning. Therefore, in the instances in which students choose to stop the learning environment by being disrespectful or creating an unsafe learning space, a mark is warranted.

If misbehaviors are like bumpers in a bowling lane for our students, marks are used in times when students are no longer operating in the lane at all. Here, it is vital that teachers provide rationale for why a mark is given. The delivery of the mark must always include the type of mark earned. This offers students an opportunity to change or make a better choice and not just receive the consequence.

For example:

“Jenny, when you are in the hallway without a pass, it means an adult may not know where you are. It is important, for your safety, that an adult knows where you are at all times. Next time, please make sure you have a pass. That’s an out of area mark.”

Rationale	Mark	Examples
<p>It is important that students advocate for themselves. However, there are appropriate ways to disagree with someone that foster discussion and growth. When responding, we want to help students become aware of those responses that are disrespectful and hinder a growth conversation.</p>	<p><b>Inappropriate Response (-5)</b>  <i>This type of mark should NOT be issued if a student responds inappropriately to getting a mark. An additional mark is an abuse of power- instead the teacher should respond with a conversation and a phone call home</i></p>	<p>Rolling eyes  Smacking lips  Speaking back in a raised voice  Sucking teeth</p>
<p>Dressing for success is important to help us cut down on the amount of distractions that take away from learning time. We all have a uniform we wear that shows that we are present and ready to work. In addition to looking professional, there are duties that come along with the "job." We are trying to build in the habit of accountability to major duties for our students.</p>	<p><b>Unprofessional (-5)</b></p>	<p>Combing/Braiding Hair in class  Writing on your body or uniform  Putting on Makeup in class  Out of Uniform <ul style="list-style-type: none"> <li>● No belt (belt is required if pants have belt loop)</li> <li>● Incorrect pants (khaki, navy, or black)</li> <li>● No uniform shirt</li> </ul> Sleeping in Class after reminders to stand or walk around  Chewing Gum, eating in class, etc.  Horseplaying or throwing objects  Failure to turn in Progress Report or other signed form  Phone rings in class  On wrong website, inappropriate use of school materials</p>
<p>As a school we are fostering a culture of respect. Respect of each other and respect of learning must be paramount. We do not allow disrespect and take it very seriously because we want all students and staff members to work in a safe environment.</p>	<p><b>Disrespect (-5)</b></p>	<p>Calling someone a negative name  Pushing/kicking/hitting someone  Using profanity  Seeking a different answer (one teacher says no, you ask another teacher)  Writing on school property  Refusing to respond to a staff member  Refusing to follow a specific direction  Walking away from a staff member  Skipping others in line for breakfast or lunch</p>
<p>It our responsibility to keep our students safe. Therefore, it is important that we know where</p>	<p><b>Out of Area (-5)</b></p>	<p>Skipping class  Being late to class without a pass (give the mark but keep the student</p>

students are at all times. This helps our students learn responsibility and communication skills.		in class. Do not send them to get a pass). In the hallway during class without a pass (paper or digital) Being anywhere in the building without permission
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## Mark Time

If a behavior warrants a mark, the student will serve mark time during lunch / recess. This is a negative consequence for negative student behaviors. This is an opportunity for students to reflect on their choices and how their choices impact their education and the school community.

Each grade level team will determine who runs marktime and what the reflection process looks like. Some possible ways of using this time include: silent meditation, written reflections, apology letters, students calling parents to tell them about their behaviors. The key is to focus on having the students reflect on why their behavior was a poor choice and what they can do to repair and learn from the situation.

## Homework & Homework Time (HWT)

Homework assignments are planned practice opportunities that support our students' understanding of class content. Additionally, the responsibility of completing and returning homework requires the demonstration of three of our five Ethos: Discipline, Commitment, and Self-reliance. We give homework not just for the extra exposure to content, but also because it reinforces skills needed to succeed in college and in life- skills that are an essential component of a comprehensive middle school curriculum.

We consistently hold students accountable for quality homework completion. Students who choose not to complete their homework will receive the following consequences:

- Every subject teacher will check homework during their class. Students with missing or incomplete homework will receive a homework deduction from their bank account in Kickboard. The teacher will select the "No HW AM" or "No HW PM" button, determined by whether their class is in the morning or the afternoon. This deduction must be entered before the student leaves the classroom.
- Students with a homework deduction in Kickboard will serve "homework time" during lunch and recess.
- During Homework Time:
  - Students complete the previous night's and day of homework assignments.
  - Two student-tutors assist homework time students with homework and organization
  - The homework time teacher circulates to check on student work and help students organize their folders, backpacks, agenda, etc.
  - The homework time teacher calls the parents of students who have served HWT more than once that week and communicates with the student's Crew teacher regarding any academic patterns/concerns
- If a student earns Homework Time, but has also earned a mark, the student will serve Mark Time.

## Ethos Cash- Above and Beyond Points

Our students work hard each and every day. It is important that we recognize and encourage those positive behaviors so that we can reinforce the productive behaviors the students are exhibiting. Our goal is to constantly build our students up to be the best people they can be. Though it is important to point out the behavior that is holding a student back, it is more important to acknowledge the behaviors that are pushing our students forward. Along those lines, we want to encourage the positive habits students are displaying. For those reinforcers, students can earn a readiness (+1) point that encourages the behavior. In our bowling alley analogy, these +1 incentives can also be thought of as arrows inside the lanes that point out when a student is on the right track for success.

Our core Ethos are the following: Serve Others, Committed, Courageous, Self-Reliant and Disciplined. Students can earn +5 Neely's Bend Cash for displaying behaviors that exemplify these Ethos. We want to encourage those above and beyond behaviors to serve as examples for both the student and their peers. Our goal with awarding above and beyond Ethos points (+5) is to recognize when students are going outside of the normal expectations and showing a commitment to our Ethos and living out our values as a school (diversity, growth mindset, excellence, flexibility, humanity, and joy). To make these positive, teachable moments, it is also important for us to provide rationale of why a student earns the +5. This helps the student focus on the behavior to replicate instead of just the points earned. We never reward Ethos points to students who ask for the points. The goal is for students to exemplify the Ethos and earn recognition, not to "pay" them for doing good deeds.

Disciplined (+5)	Doing things before a student is asked to do them Writing in complete sentences when it wasn't specified in the directions
Committed (+5)	Asking and answering questions Asking for extra help during your free time Thoroughness (Redoing an assignment because you know you can do better)
Courageous (+5)	Standing up for a student who is being picked on Not being afraid to fail Students who are willing/eager to say the right answer after previously having given a wrong answer Owning a mistake without being asked to own it and offering an apology
Self Reliant (+5)	Getting homework from another student because they left theirs at school Calling a teacher for help with homework Taking notes in class when not required Asking for help or asking clarifying questions in class when others seem to understand the lesson/concept
Serve others (+5)	Translating for a student in Crew without being asked to do so

Helping another student clean up a spill in the cafeteria without being asked  
 Noticing effort or growth in a classmate and encouraging them/shouting them out

## Weekly Paychecks

Our students are still learning and growing. To help provide them with a concrete way to understand their behaviors, Neely's Bend has implemented a paycheck system. The systems works as follows:

1. On Monday, every student starts with \$100 Neely's Bend Cash.
2. Students “earn” cash through embodying our ethos (+5), by being ready in class without having to be asked and/or showing consistent class participation (+1).
3. Students have cash “deducted” when making negative choices: misbehaviors (-1), no homework (-1), marks (-5), and tardy (-1) unexcused absence (-5)
4. Teachers will record the earning or deduction of cash objectively in Kickboard.  
 For Example: “When the class was working at a level 0, Jake said “shut up!” to another student. (Disrespect)
5. Students will be able to use cash for school wide competitions, visiting the Neely's Bend store, earning privileges, earning jeans, etc. Teachers and grade levels may brainstorm additional ways to use cash (a more exhaustive list of incentives will be provided during Neely's Bend PD)
6. Paychecks go home in students’ red folders every Tuesday and they are to be signed by their guardian and returned to the Crew teacher the following day. Failure to return a signed paycheck will result in a paycheck deduction (Unprofessional mark).

## Daily Expectations for Behavior

### Be Committed

Be Committed						
Classrooms	Cafeteria	Arrival/ Departure	Hallways	Gym	Bathrooms	Technology
<ul style="list-style-type: none"> <li>● Sit up straight</li> <li>● Eyes on the speaker.</li> <li>● Do my best</li> </ul>	<ul style="list-style-type: none"> <li>● Pick up my area</li> <li>● Wipe up spills</li> <li>● Put trash in the trash can</li> <li>● Stay in my seat</li> <li>● Ask for permission to get up</li> </ul>	<ul style="list-style-type: none"> <li>● Come to school everyday</li> <li>● Be on time</li> <li>● Have all necessary supplies and materials including homework</li> </ul>	<ul style="list-style-type: none"> <li>● Get to class on time</li> </ul>	<ul style="list-style-type: none"> <li>● Be safe</li> <li>● Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>● Use during designated times</li> <li>● Use in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>● Use electronics and media to better my education</li> <li>● Remember the importance of being responsible with media</li> </ul>

### Be Courageous

Classrooms	Cafeteria	Arrival/ Departure	Hallways	Gym	Bathrooms	Technology
<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Remind my peers to have a quiet voice and calm body</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage peers to arrive on time.</li> <li>• Model being on time</li> <li>• Encourage family to be on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging my peers to get to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage my peers to remain calm and use a level 1 voice</li> <li>• Encourage my peers to listen to instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Tell someone if soap, paper towel, or toilet paper is empty.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind my peers to use the media for academic purpose.</li> <li>• Report the misuse of technology and media.</li> </ul>

### Be Disciplined

Classrooms	Cafeteria	Arrival/ Departure	Hallways	Gym	Bathrooms	Technology
<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Raise my hand</li> <li>• Keep a quiet voice during instruction time</li> <li>• Stay in my seat</li> <li>• Feet under my desk</li> <li>• Keep a calm body in my seat</li> <li>• Ask questions when needed</li> <li>• Use a conversation or presentation voice when permitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a conversational voice (level 1) when talking to my friends next to and across from me when eating</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Be in dress code upon arrival</li> <li>• Keep a calm body when entering school</li> <li>• Use a conversational voice (level 1) when entering</li> <li>• Leave at the appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>• <math>\frac{7}{8}</math> grade will walk on the right side of the hallway at a voice level 1.</li> <li>• Line up outside of door in a straight line, facing forward, one block apart, and one block away from the wall.</li> <li>• <math>\frac{8}{8}</math> grade will walk in a straight line, facing forward, one block apart and one block away from the wall with a voice level 0 when traveling with my class</li> <li>• Keep my hands to myself</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the gym with a calm body</li> <li>• Keep space between myself and my peers unless permitted by a game</li> <li>• Be mindful of where my body is and the force of my body when in a group or during an activity/game</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet</li> <li>• Wash my hands</li> <li>• Make sure water remains in the sink</li> <li>• Throw away my trash</li> </ul>	<ul style="list-style-type: none"> <li>• Use media only for its' intended purpose</li> <li>• Follow instructions</li> </ul>

### Be Self-Reliant

Classrooms	Cafeteria	Arrival/ Departure	Hallways	Gym	Bathrooms	Technology
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<ul style="list-style-type: none"> <li>• Come to class with my agenda, paper, pencils, and homework</li> <li>• Complete homework the night before it's due.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep my trash until the end of lunch</li> <li>• Remember to get everything I need the first time through the lunch line.</li> </ul>	<ul style="list-style-type: none"> <li>• Do everything I can to arrive on time.</li> <li>• Ask for help if I need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in dress code</li> <li>• Make sure I have all necessary materials before class (binders, agenda, pencils, and paper, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in necessary dress code</li> <li>• Attend to instructions or the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Keep conversations to a minimum so I can stay on time</li> <li>• Use the bathroom quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Hold myself accountable to use technology and media appropriately to benefit my education.</li> </ul>
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Serve Others						
Classrooms	Cafeteria	Arrival/Departure	Hallways	Gym	Bathrooms	Technology
<ul style="list-style-type: none"> <li>• Use a silent voice (level 0) when someone else is talking.</li> <li>• Look at the speaker</li> <li>• Help peers keep classroom clean</li> </ul>	<ul style="list-style-type: none"> <li>• Throw away any trash that may not be mine.</li> <li>• Keep space between myself and my peers when entering and exiting.</li> <li>• Push in seats as I exit</li> </ul>	<ul style="list-style-type: none"> <li>• Remind my peers what they might need for class</li> <li>• Make sure I model a calm body and voice</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up any trash I see.</li> <li>• Stay on the right side when walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage my peers during activities</li> <li>• Help keep the gym free of trash and other things on the floor</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up trash in and around the bathroom</li> <li>• Make room for my peers to wash their hands</li> <li>• Use the facilities quickly so everyone has time to go</li> </ul>	<ul style="list-style-type: none"> <li>• Model appropriate media use</li> <li>• Assist those who don't understand</li> </ul>

## School Policies

### Suspensions

At LEAD Neely's Bend our goal is for our scholars to take responsibility when they fail to demonstrate our Ethos, and then restore their place in the community. However, when a destructive behavior repeats or is considered suspension worthy by the MNPS matrix, the scholar will be suspended. Our number one goal is for scholars to be in class, learning every day. Unfortunately, when a scholar is suspended they are missing key instructional minutes. Suspension counts as an absence and can impact not only your attendance record but academic success as well.

When one individual is allowed to disregard the Neely's Bend Ethos, community strength gradually erodes until many individuals undermine community values. When an extreme violation is allowed to happen, community strength is destroyed immediately. For this reason, both repeated violations and one extreme violation may lead to suspensions from school so that the community can maintain its strength.

### Zero Tolerance Policies

LEAD Neely's Bend follows the Achievement School District and Metropolitan Nashville Public Schools' policy on zero tolerance concerning offenses that include gangs, weapons, assault on staff, and substance abuse. Under MNPS policy, scholars incurring an infraction in any of these categories are subject to remand to an alternative school for up to 180 school days. In addition to MNPS policy, LEAD Neely's Bend reserves the right to dismiss scholars for violations including alcohol, tobacco, theft, bomb threats, bullying, fighting, sexual harassment, and any other egregious infraction as determined by the LBC administration. Please see table on page 9 for zero tolerance behaviors.

### Bullying and/or Harassment

No one should be subjected to bullying or harassment at school for any reason. Therefore, it is the policy of Neely's Bend that all employees, volunteers, parents, and scholars will deal with all persons in ways that convey respect and consideration

for individuals regardless of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. Acts of bullying, harassment, hostility, or defamation, whether verbal, written, or physical, will not be tolerated and constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted.

A charge of harassment shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Those found to have filed false or frivolous charges would also be subject to disciplinary action, up to and including expulsion.

Bullying and/or harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, gender or sexual orientation. Bullying and/or harassment may occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

<p><b>Verbal Bullying and/or Harassment</b> Any written or verbal language or physical gesture directed at a teacher or scholar that is insolent, demeaning, or abusive and that implicitly or explicitly implies a threat of bodily harm is unacceptable and shall be deemed harassment and will be dealt with as such.</p>
<p><b>Physical Bullying and/or Harassment</b> Unwanted physical touching, contact, assault, impeding or blocking movements, or any intimidating interference with normal work or movement shall be deemed as physical harassment and will be dealt with as such.</p>
<p><b>Visual Bullying and/or Harassment</b> Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures shall be deemed as visual harassment and will be dealt with as such.</p>
<p><b>Sexual Bullying and/or Harassment</b> Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. Harassment can include, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Sexually suggestive looks or gestures</li> <li>2. Sexual jokes, pictures or teasing</li> <li>3. Pressure for dates or sex</li> <li>4. Sexually demeaning comments</li> <li>5. Deliberate touching, cornering or pinching</li> <li>6. Attempts to kiss or fondle</li> <li>7. Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.</li> </ol>
<p><b>Technology Based Bullying and/or Harassment</b> The use of electronic communication to harass, threaten, or bully teachers or scholars is prohibited and will result in strict consequences, possibly including expulsion. Please be aware that Neely's Bend staff may view scholars' social media web pages, including SnapChat, Facebook, Twitter, Instagram, etc..</p>

## Responsibilities for Preventing Harassment

It is the responsibility of LEAD Neely's Bend to:

1. Implement this policy through regular meetings with all administrators, faculty and staff, ensuring that they understand the policy and its importance.
2. Make all faculty, staff, scholars, and parents aware of this policy and the commitment of the school toward its strict enforcement.
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment.

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.
5. Investigate fully all charges of harassment

**It is the responsibility of the scholar to:**

1. Conduct herself/himself in a manner that contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing.
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report immediately all incidents of discrimination or harassment to the DOC Team.
5. If informed that he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct to discontinue that conduct immediately.

**It is the responsibility of the parent/guardian to:**

1. Conduct herself/himself in a manner that contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing.
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report immediately all incidents of discrimination or harassment to the DOC Team.
5. If informed that he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct to discontinue that conduct immediately.
6. Monitor scholar's electronic communications to include texts, phone calls, social network accounts and sites, etc.

**Complaint filing and investigation procedures for harassment claims**

The following procedures must be followed for filing and investigating a harassment claim:

1. The scholar may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the scholar must report the harassment to the DOC Team.
2. The scholar alleging harassment will be asked to complete a written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations.
4. Once the facts of the case have been gathered, the DOC Team will decide what, if any, disciplinary action is warranted for a scholar and the principal will decide what, if any, disciplinary action is warranted for a Neely's Bend employee.
5. If the complaint is against a non-employee or non-scholar, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem including barring that parent, volunteer, or vendor from BC facilities, events, and activities and may include the parent/guardian's forfeiture of their scholars' place at Neely's Bend and may include intervention on the part of the local, state, or federal law enforcement.

**LNB Consequences for bullying/harassment are:**

- 1st offense: mediation, phone call, major point deduction, sign bullying [contract](#)
- 2nd offense: mediation, phone call, major point deduction, detention
- 3rd offense: mediation, phone call, one day of OSS, mandatory parent conference, referral for counseling
- 4th offense: mediation, phone call, two days of OSS
- 5th offense: mediation, phone call, three days of OSS, mandatory parent conference
- 6th offense: recommendation for remandment

**Personal Belongings**

LEAD Neely's Bend assumes no responsibility for any loss of scholars' personal property or for items such as (but not limited to) cameras, cell phones, iPods, tablets, handheld game systems, toys and cards.

Parents and scholars are advised that it is a violation of school code to use these personal items during school hours. Items in use during school hours will be confiscated and appropriate disciplinary action will be taken. Confiscated items will have to be picked up by the parent in the front office.

The following items will be immediately confiscated if brought to campus: skateboards, skates, roller blades, TVs, large electronic game systems (PS2, GameCube, etc.), basketballs, footballs, flat irons, curling irons, or aerosol cans (hair spray,

deodorant, etc.), and other items deemed inappropriate. Inappropriate items will have to be picked up by the parent in the front office.

Basketballs and footballs will be provided during recess by the school.

Scholar property that is traditionally considered confidential (journals, purses) will be turned over to the School Director and/or Dean if it is found to pose a risk to its owner or anyone else.

## **Lost and Found**

Items that have been found should be returned to the Office Manager. Scholars who have lost an item at school may come to the Office during a break or before or after school to check for lost items with written permission from his/her teacher. All items not picked up at the end of each month will be donated.

## **Cell Phone Policy - Off and Out of Sight**

LEAD Neely's Bend's policy allows the possession of cell phones by scholars on campus during the regular school day. This means that the device must be **OFF** and **OUT OF SIGHT**. During the school day is defined as being from the time a scholar walks into the building each morning until school is dismissed for the day and scholar is outside of the building. Not only are these devices a potential distraction to the classroom learning environment and potentially disruptive to the school climate, but the technology available makes it possible for scholars to photograph and send copies of tests to other scholars, text message answers to test questions to other scholars, and otherwise compromise the integrity of our teachers' assessments and grading of scholars' learning.

There is no reason that a scholar should need to use a cell phone during the regular school day. In any instance requiring an emergency communication with a scholar, our school will immediately take down the name, the phone number, and have the student call back as soon as possible. The only reasons for school personnel to ask a scholar to surrender a cell phone would be:

- a - if the cell phone rang or vibrated (which would mean that the phone was turned on, and in violation of the policy),
- or
- b - if school personnel saw the cell phone, etc. (which would mean that the device was visible and in violation of the policy).

If a scholar is found to be in violation of the Cell Phone Policy, the device (cell phone, etc.) will be confiscated by school personnel. Refusal by a scholar to surrender the device is not an option. Cell phones confiscated may only be returned to a parent or guardian who comes up to the school to retrieve the phone.

## **Scholar Refusal To Surrender Cell Phone Procedure**

**Level 1:** If a scholar is found to be in violation of the Cell Phone Policy, he/she will be asked by school personnel (teacher) to surrender the device. If he/she does so, the device will be returned to a parent or guardian who comes up to the school to retrieve the phone.

**Level 2:** If the scholar refuses to surrender the device immediately, a DOC Team member or an administrator will be called to assist, and the scholar will be taken to the office of an administrator. The administrator will attempt to obtain the device from the scholar. If the scholar does so, the device will be returned to a parent. As a result of refusing to surrender the device immediately, the scholar will earn an after school detention.

**Level 3:** If the scholar refuses to surrender the device to the administrator, an attempt will be made to contact a parent to obtain assistance in convincing the scholar to surrender the device. If the scholar does so, the device will be returned to a parent. As a result of having to call a parent to bring about compliance with the administrator's request, the scholar will earn a spot on the NEC list.

**Level 4:** If the scholar still refuses to surrender the device after parent intervention, the parent will be asked to come to the school immediately in order to retrieve the phone.

## School Phones - Communicating with your scholar

All office and teacher classroom cell phones are reserved for school business purposes. Scholars will not be called out of class to receive telephone calls. Emergency messages will be delivered to scholars in their classes. Scholars will only be allowed to use the phone in the office during school hours only if they have permission from the School Director or other administrator.

If parents need to communicate with their scholar, a message will be taken by an office staff member and given to the scholar. Neely's Bend strongly encourages parents and guardians to communicate all relevant information regarding transportation arrangements before the school day begins. If cell phones are found on campus or ring during school hours, they will be taken up by a staff member and returned only when a parent/guardian comes to school to collect the cell phone.

## Attendance

Our goal at Neely's Bend is 95% attendance everyday. Any more than two missed days per quarter for individual scholars will drop her/his attendance below the goal of 95%. **Neely's Bend school day goes from 7:30am to 3:30pm Monday-Friday.** Scholars are expected to be on time and present everyday. Scholars are considered tardy at 7:45am daily. Scholars who are not at school cannot reach their goal of a four-year college or university. Attendance is required to achieve the big goals of BC scholars. Scholars with more than 10 absences per semester will be referred to the MNPS truancy office and legal authorities. The Attendance team will communicate with parents who have multiple absences.

## Excused Absences

It is the scholar's responsibility to arrange for all make-up work following an excused absence. BC defines excused absences as those due to one or more of the following:

- Illness
- Medical/Dental, including appointments
- School-sanctioned activities
- Absences related to the legal system
- Family Emergency
- Bereavement/Funeral
- Religious observances

All of these listed absences require written documentation signed by the parent/guardian upon scholar's return to school. If a scholar is habitually absent, the school may require signed notification from a doctor or other appropriate documentation in order for the absence to be recognized as excused. If you have any questions regarding documentation please contact school administration.

A scholar will be given the opportunity to make up work missed due to an absence. However, it is the responsibility of the scholar, immediately upon his or her return to class from an absence, to request and complete an absentee form with any assignments or tests missed because of an absence.

Remember that make-up work is the responsibility of the scholar. It is not the teacher's job to track down scholars to administer make-up tests and collect homework. Also, the instructor schedules make-up tests, not the scholar.

If a scholar anticipates an extended absence, the parent/guardian must notify the school as to the reason for the absence and the dates out of school. Arrangements will be made for the scholar to make up all work missed for excused absences. Please note that absences have a detrimental effect on a scholar's accomplishments and progress, and this should be considered prior to a scholar being absent. These absences could result in loss of credit for the class if scholars exceeds the number of days allowed, including failing the course and potential retention to repeat the grade.

## Unexcused Absences

An absence from school is unexcused if it does not meet the criteria for an excused absence. A scholar whose absences are unexcused will not be allowed to make up work to earn a grade for the days missed. All graded activities will be treated as if the scholar had chosen not to participate in them.

Scholars missing their bus in the morning must make every effort to get to school by their own means. A missed bus, missed ride, or car problem is not a valid excuse for an absence. The school will take into account extenuating circumstances before applying any disciplinary action. Punctual transportation to and from school are both a scholar's and a parent's responsibility.

Scholars who are absent from school and who fail to return to school with a note signed by a parent/guardian explaining the absence will be given an unexcused absence. Assignments given that day will result in a zero. This includes tests and quizzes.

## Truancy

Tennessee has a Compulsory School Attendance Law (TCA-49-6-3001) which requires all children ages 6-17 inclusive to attend school each day. LEAD Neely's Bend begins to communicate in writing with families after five days absent. Ten days absent in one school year is considered chronically truant.

Scholars learn more while in school than out of school. It is imperative that scholars and families understand truancy is a major violation of LEAD Neely's Bend regulations. If a scholar is absent, schools may implement varying interim parent communications and school-based interventions to encourage regular school attendance.

If a parent or legal guardian fails to take appropriate action, the case may be referred to Juvenile Court, the District Attorney's Office, and/or the Department of Children's Services for appropriate legal action. Referrals to local law enforcement may go to court for Educational Neglect and result in fines and court-ordered programs.

## Tardy to School

Arriving to school after 7:45 am is considered tardy. The only excuses accepted for tardiness to school are emergency situations and late buses. A parent or guardian must sign in tardy students. Please be advised that 5 tardies to school will change to an unexcused absence. It is very important that your scholar is present and on time daily to prevent this unexcused absence. **Our school day goes from 7:30am to 3:30pm.**

## Early Dismissal

Early dismissals for appointments must report to the Main Office and be signed out by a parent/guardian or a pre-approved representative. No scholar will be released until a parent/guardian or pre-approved representative has signed that scholar out through the main office. Siblings, persons unrelated to the scholar, or persons under the age of 18 will not be permitted to sign out a Neely's Bend scholar. **ONLY** pre-approved representatives will be permitted to sign out a Neely's Bend scholar. Scholars may not be picked up for early dismissal during the last 30 minutes of the school day unless prior arrangements have been made with an administrator. Early dismissal ends at 3:00 pm daily.

## Late pick-up

Dismissal begins at 3:30pm. Scholars are not allowed to stay after school unless they have prior permission from a parent/guardian and the approval of a teacher or administrator. All scholars should have plans to be picked up and off campus by 3:30 pm unless prior permission to remain on campus after this time has been granted by a LBC staff member who will remain with the scholar until they are picked up. **Consistent failure to pick up a scholar on time may result in a scholar's losing permission to participate in athletics, other school activities or alternative disciplinary action including truancy procedures.** Scholars not picked up by 4:15pm daily, will receive a written notice of late pick up. After the 3rd written notice, a meeting will be scheduled with an administrator to discuss alternatives.

## School Delay or Cancellation

In the event of particularly dangerous weather conditions, LEAD Neely's Bend will either delay opening or cancel school. Such announcements will be made on local news channels. Please note that we will follow Metro Nashville's lead on cancellation or delays. On such days, please do not call the school as all information on school cancellations or delays will be reported via the television and radio by Metropolitan Nashville Public Schools (MNPS). We will also use an all-call system to

communicate to families when school is either delayed or canceled. Please be sure to keep your contact information up-to-date with the front office.

## **Withdrawal from School**

A scholar withdrawing from school must be accompanied by a parent/guardian and schedule an exit meeting with the School Director, Dean of Culture or Dean of Instruction. Upon completion of the withdrawal sheet, all fees and fines must be paid and all school-owned materials returned in appropriate condition. Neely's Bend reserves the right to hold all scholar records until all fees and fines have been paid.

## **Closed Campus Policy**

Providing a safe and orderly campus environment is important. Therefore, all scholars are required to stay on campus upon arrival. If it is necessary to leave campus for doctor or dental appointments or for reasons of illness, all scholars must check out through the main office. If a scholar leaves campus without permission, the scholar will be reported via Metro Security and Police.

## **Parent Conferences**

Conferences can be set up at the request of the school or at the request of the parent. Scholars are expected to attend these conferences as a starting point for self-advocacy. Parents requesting conferences with school personnel for academic or scholarly discipline issues can make an appointment by calling the school office or by emailing the teacher. Conferences requested by the school will include a mutually agreed upon specific time and date for the meeting. All parents and visitors must sign-in at the front office upon entering the building for a visitor's pass before going to any classroom. Please be aware that teachers are not available for unscheduled conferences during the school day.

## **Bills**

Scholars can accrue financial bills during the year in various ways: lost books, lost or damaged laptop computer, damage to school property, and athletic equipment and uniforms. A record of these bills is kept in the Main Office. Scholars are expected to pay their bills promptly, without constant reminders. Scholars should always request a receipt when paying any bills. All services, goods and bills paid by check are subject to a \$10 returned check fee. Scholars may not receive report cards or transcripts throughout the year until all outstanding bills are settled.

## **Change of Address, Phone Number or Contact Information**

Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailings will be received without delay or interruption. Additionally, it is vital that all numbers and emergency contact information remain current so as to provide optimal care during a crisis. Parents are highly encouraged to provide their email accounts for quick and timely communication with the school.

## **Emergency Contact Form**

At the beginning of each academic year, the parent(s)/guardian(s) of each student enrolled at Neely's Bend must fill out an information sheet, providing such information as contact numbers for the parent(s)/guardian(s), allergies that the scholar has, and who to contact in case of an emergency. All persons listed on the "Emergency Contact Form" must be able to make decisions regarding the child if the school is unable to contact the parent at any of the numbers provided. The listed persons are also able to check out the scholar provided he or she has the appropriate identification. Since these people are able to take the actions listed above, everyone listed on the "Emergency Contact Form" must be at least 18 years of age. A copy of the "Emergency Contact Form" can be obtained from the office. It is imperative that this information be updated as needed, so as to provide optimal care to your child during a crisis.

## **Confidentiality Policy**

There are four instances in which a counselor and/or instructor is legally bound to inform a parent and/or authority with information given during a "confidential" counseling session: 1) when a scholar indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a scholar indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened; 3) when a scholar indicates he or she is being physically and/or emotionally abused; 4) when a scholar indicates he or she has committed a felony (e.g., selling drugs, stealing a car, etc.).

## Photographing and Filming Scholars

Throughout the school year, NB organizations (yearbook scholars, the web page designer, etc.), as well as outside media representatives (newspaper, television stations, etc.) may be on campus to videotape and/or photograph scholars in school-related activities or events. Please notify the School Director in writing to request that your child's picture NOT be used for these purposes.

## Health Services

1. A staff member will assist a scholar in need of help for sudden illness or injury that occurs in school. Conditions occurring at home should be taken care of before coming to school.
2. Scholars should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
3. The Office Manager/Administrator does not diagnose illnesses. Scholars who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their scholar to go home if she/he is too ill to stay in school. No scholar will be allowed to leave the campus without parent notification. If ill, the scholar should be given care at home or, if the condition persists, the scholar should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. The school follows the recommendations of the Davidson County Health Department in excluding scholars with communicable conditions. A scholar who has been absent from school because of a reported communicable disease must have a permit issued by the Public Health Department or physician before s/he is readmitted to school. Current laws require that Tuberculosis (TB) and Hepatitis B test results be on file with the office upon entrance into the school.
6. All health matters are treated confidentially.
7. LEAD Neely's Bend staff may not be held liable for outcomes due to administering aid in the best interest of scholars.

All injuries and illnesses must be reported to the nearest faculty member or to the Main Office. Most injuries are avoidable if safety rules are observed. Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, BC staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a scholar is running a fever or has severe illness symptoms, parent will be notified. Scholars cannot be released until a parent or guardian or representative (listed on the emergency card) comes to pick them up. Please keep emergency contact information continually updated so as to provide optimal care for your son or daughter during a crisis.

## Medication

Every effort should be made by the parent/guardian to schedule the administration of medication outside of school hours. If this is not possible, it must be understood by the parent/guardian that the scholar will be administered the medication under the guidance of a trained member of the BC staff.

All prescription and non-prescription medication will be kept in a locked cabinet, with the exception of inhalers for asthma.

Medication to be given for any period of time will require written permission and instructions from a person licensed to prescribe as described in the Nurse Practice Act. Medication must be properly labeled with the student's name, name of medication, dosage and time to be administered. Forms will be available to the parent/guardian for their use.

All medication to be administered requires:

1. Written orders from a licensed prescriber detailing the name of the medication, dosage, time to be given, and the expected duration of administration.
2. That medication must be brought to school in the original container appropriately labeled by the licensed prescriber for the prescription drugs or by manufacturer for non-prescription.
3. That a record be kept designating time and date of dispensation and will include the initials of persons administering the medication, indicating that the medication has been examined and determined to be in the original container accepted by the school.
4. The requests for administration of medication is valid only as ordered by the licensed prescriber and the dates indicated in writing, and in no case shall the period exceed one school year.

5. No prescribed medication shall be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent/guardian shall submit a written statement that grants a staff member the authority to act according to the specific written orders and supporting directions provided by a licensed prescriber (e.g., medication administered to counteract a reaction to a bee sting). The Health Coordinator shall administer such medication.

The school accepts no responsibility for reactions when the medication is dispersed in accordance with the licensed prescriber's directions. Non-prescription or over-the-counter medication may only be administered by the Health Coordinator and/or office staff members with signed permission of the parent/guardian.

## **Immunization Requirements**

All students must meet Tennessee state immunization requirements. The school is required to maintain official school records indicating:

1. DTP Vaccine: A 10-year booster shot is recommended for all students in grades 6-12.
2. Polio Vaccine
3. Measles Vaccine
4. Rubella Vaccine
5. Mumps Vaccine
6. Hepatitis B Vaccination Series

School personnel will annually review records and advise scholars of deficiencies or updating requirements. Scholars transferring into Neely's Bend must submit documentation of compliance with the law in the form of official school records, records from a public health department, or a certificate signed by a licensed doctor.

Non-compliance with these requirements may result in a scholar being excluded from school until such time that appropriate documentation is provided.

## **Child Abuse Reporting**

Because immediate investigation by child protective agencies of suspected abuse may save a scholar from repeated injuries, any instructor, or other staff member, who suspects that a minor has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

## **Birthday Celebrations**

At LEAD Neely's Bend we educate the whole child and want to celebrate accomplishments, including birthdays. However, parents are highly encouraged **not** to send flowers, balloons, and other items for celebration to scholars during the school day because they can become a distraction to the learning environment. Unscheduled items brought to the school will be held in the office until the end of the school day if sent or brought to scholar. As a school community we will celebrate each scholar's birthday equally.

## **Discrimination**

State and federal law prohibits discrimination. Neely's Bend complies with all non-discrimination rules and regulations and does not permit discrimination against scholars on the basis of race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. This holds true for all scholars who are participating in educational programs and/or co-curricular school activities. Inquiries regarding compliance procedures may be directed to LBC Principal.

## **Gang Activity**

Neely's Bend does not tolerate gang activity in any way. Examples of gang activity include but are not limited to: signs, drawings, nicknames, clothing, threats, etc. NB follows the MNPS guidelines regarding consequences for gang activity and may expel a scholar for gang activity.

## Restroom Policy

Scholars will be permitted to use the restroom during specific times throughout the day. Teachers may have specific classroom policies in addition to our school wide policies. In case of an emergency, scholar should communicate with their teacher. Outside of Lunch, recess, and the morning arrival, students receive two bathroom passes per day.

*Bathrooms will be closed at the following times throughout the day:*

- 3:15-3:30 pm
- First and last ten minutes of each class

## Food Policy

Scholars may bring their own breakfast and/or lunch if they choose not to eat the breakfast and/or lunch provided by the school. Be aware that refrigeration and microwave services are not available for scholars to use. Scholars may not order food online or by phone and have it delivered to the school. All breakfast and lunch items brought to school by scholars must be eaten in the designated areas and times for breakfast and lunch. Consumption of food, drink, or candy is prohibited in the hallways and classrooms at all times. No gum or sunflower seeds are ever allowed.

## Use of Tobacco

LEAD Neely's Bend promotes and maintains a smoke-free environment. All BC employees, scholars, parents, guests and vendors are prohibited from smoking, using tobacco products, or having tobacco in possession at any time during the school day, at any school-sponsored activities or on any school grounds. Scholars in violation of the tobacco/smoking regulation will be subject to disciplinary action including expulsion.

## Property

### Damaging School/Staff/Scholar Property

All scholars are expected to respect and care for all property of LEAD Neely's Bend including building facilities, desks, dry erase boards, dry erase markers, books, lavatories, lockers, belongings of scholars/staff, etc. Sharpies and Markers are prohibited items that damage property and will be taken if scholar is in possession of it. Any scholar damaging or defacing property may be required to pay for the damage or loss, including professional labor costs. Willful destruction or defacement of property at any time is just cause for disciplinary action and may result in expulsion.

### Theft

Committing an act of theft may result in suspension and other disciplinary actions. The scholar will also be required to pay for or replace the item(s) stolen. Proper outside authorities may be contacted. Any scholar involved in theft will be denied participation in school activities for a certain period of time to be determined by proper school authorities.

### Search and Seizure

School authorities may seize any contraband, substance, or object, the possession of which is illegal or any material or object that violates a school rule or poses a hazard to the safety and good order of the school. Scholars are not to bring these items to school or to any school-sponsored function.

1. *Authority to Conduct a Search* - The law allows school authorities to search scholars, their lockers, their motor vehicles and personal property when they have reasonable suspicion that a particular scholar is in possession of something prohibited by school rules or by law.
2. *General Inspection* - School authorities reserve the right to make general inspections for purposes including but not limited to safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in clothing, bags or purses, unless reasonable and specific suspicion exists.
3. *Desk/Storage Area Inspections* - All storage areas provided for scholars use on school premises remain the property of the school and are subject to inspection, access for maintenance, and search.
4. *Personal Searches* - A scholar's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when school authorities have reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized items.

Any scholar who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action. School authorities may detain the scholar pending the notification and arrival of the scholar's parent/guardian and/or law officials as appropriate.

## LEAD Public School's Family Bus Expectations and Code of Conduct

LEAD Public Schools will provide busing for your student to and from school within the City of Nashville. This is a service we provide to assist our families and make LEAD a great choice for students no matter where they live. However, busing is considered a privilege and if policies and behaviors are not adhered to, bus privileges can be revoked. In order for us to maintain safe and efficient bus service all families who choose to use our buses must agree to the code of conduct and policies below.

### Bus Routes and Stops:

We will make our best effort to maintain bus stops that are within a reasonable distance from every family's home location and create stops that are convenient for multiple families. We must balance this with making sure we are not making too many stops that will make the bus route extremely long. Changes to bus stops are rarely honored due to various factors including additional time added to the route, impact on distance for other families, traffic patterns, etc.

### Timeliness:

The bus schedule provided will give each stop a 20 minute window (10 minutes before the scheduled pickup time and 10 minutes after) of time during which you can expect the bus to arrive. This time frame accounts for that day's particular traffic or important conversations that might occur between bus drivers and families. Please, be on time to your stop. **Buses CANNOT wait for you if you are not at the stop.** Please do NOT ask the bus to wait for you out of courtesy and respect to the other families as this delays bus arrival times at later stops along the route.

When there is inclement weather, you can also expect for buses to run an **additional 10 to 15 minutes** behind. While primary roads might appear clear, remember that our buses travel down side streets that can experience additional challenges. The safety of our students is of primary importance and we encourage our drivers to take extra precaution when conditions are less than ideal.

If a bus is running late due to weather or any other circumstance, you are always welcome to bring your student to school if you choose not to wait. Late buses will always make every stop.

### Daily or Short-Term Dismissal Changes:

Dismissal changes make it difficult for us to ensure that every student is exactly where they need to be in order to make it home safely. **Therefore, we will be limiting the ability to make dismissal changes. You may request a dismissal change to parent pick-up ONLY. Dismissal change requests for a student to ride a different bus will not be honored. Requests must be made to the school by 1:00 p.m.**

To request a DAILY dismissal change, you must:

- 1) Call the school main office **prior to 1:00 pm. and leave a message on the "dismissal change" extension of the main office phone.** Leaving a voice message is a sufficient way to make a bus change; you do not need to reach someone in person. The office is a busy place in the morning and office staff will not be able to answer each of these calls.
- 2) Your bus change is only confirmed once you have received a reply from the main office
- 3) **Texts, emails and calls to any teachers or other administrators WILL NOT result in a dismissal change.**
- 4) **YOU MAY NEVER PICK UP A STUDENT FROM THE SIDEWALK OR THE BUS. If you did not make a dismissal change in time, then you MUST pick your student up from a bus stop on their route.** Your student's safety is our number one concern and priority. When families attempt to pick students up from the bus or sidewalk directly, this can lead to confusion as to the student's location, an inability for staff to properly check and verify identifications and lastly can jeopardize the safety of the other students who are being dismissed at that time.

## Updated Information:

Gray Line and our staff rely heavily on information that you provide. Please make sure the school has the most up-to-date contact information for you. Also, please reach out to the Main Office to notify us if you need to make permanent changes to a student's dismissal plan or make updates to the family release information.

## Communication:

Unfortunately we cannot always communicate bus delays to families. If we know that a bus left the depot (in the AM) or the school (in the PM) late, we will send a call informing families. If there is a major delay resulting from any trouble on the bus, we will send a call informing families, however minor delays as a result of traffic and weather conditions cannot always be communicated. Additionally our call system can take up to 30 minutes to send, so the timeliness of the calls is not always reliable.

In the afternoon, you can contact the school directly if you have a concern or an issue. Please do not contact the school or school personnel in the morning, they will be unable to assist you. If you would like to file a complaint about a bus or have a question about bus location, you may contact MNPS directly.

## Bus Management and Consequences & Student Behavior Expectations:

Our buses are staffed with a bus driver and at times a bus monitor. A driver's primary objective is to transport your child to and from school safely.

Our monitors are on the bus to provide support to the student riders and to the driver. However, **the monitors are not certified teachers** and thus their primary role is as follows:

- o Help in emergency situations
- o Ensure students get off on the correct stop
- o Ensure students follow all safety guidelines
- o Report any problems to the school

Since staff members cannot be with our students at all times and we want our drivers and monitors to focus on emergency situations and helping our students get to and from school safely, **we are very strict with our behavior policies on the bus. Busing is a privilege, and even minor behavioral issues will be dealt with seriously because we must ensure that buses are safe and orderly.**

Examples of Unacceptable Behavior
<ul style="list-style-type: none"><li>● Play-fighting</li><li>● Fighting</li><li>● Threats</li><li>● Throwing objects anywhere near driver</li><li>● Eating on the bus</li><li>● Touching another student</li><li>● Getting out of seat before the stop</li><li>● Using unkind words</li><li>● Tossing objects</li><li>● Turning around in seat</li><li>● Sticking any body part outside of a bus window</li><li>● Not following directions the first time</li><li>● Standing up on the bus while it is in motion</li><li>● Leaning over students</li><li>● Loud voice</li><li>● Kicking seat</li><li>● Inappropriate language</li><li>● Technology use: no inappropriate content and students can only listen to their phones through headphones</li></ul>

This list above is **not exhaustive** and the school may decide another consequence is appropriate to the infraction after investigating what occurred.

### Consequences for these behaviors:

- **First Incident:** Verbal warning from bus driver.
- **Second Incident:** Bus referral and parent notification.
- **Third Incident:** One-day suspension from the bus; Parent/Guardian conference with Principal or Dean of Culture when student is brought to school
- **Fourth Incident:** Three-day bus suspension; Conference with student, parent/guardian Principal or Dean of Culture when the student is brought to school
- **Fifth Incident:** Ten-day bus suspension; Conference with student, parent/guardian and Principal or Dean of Culture when student is brought to school
- **Sixth Incident:** Loss of bus privileges for the rest of the year

Below are behaviors that **will** result in an **automatic** bus suspension, possibly suspension from school:

<ul style="list-style-type: none"><li>● Fighting</li><li>● Making threatening remarks</li><li>● Damaging a school bus (student may also be fined)</li></ul>	<ul style="list-style-type: none"><li>● Use of profanity</li><li>● Disrespectful behavior toward driver/students</li><li>● Possession of weapons, drugs or alcohol</li></ul>
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If a student is suspended off the bus, it is the parent's responsibility to get their child to school. LEAD Public Schools must continue to follow our attendance policy and Tennessee law if a child misses school. An absence due to bus suspension will be an unexcused absence.

### Family Expectations:

Because it is our responsibility to ensure that students and staff get home every day in a safe manner, we will strictly adhere to all of the above policies and procedures. Failure for families to adhere to these policies will also result in consequences including suspension of bus privileges.

### Complaint Procedure for Parents at the School Level

The purpose of this guide is to aid parents in securing at the lowest possible administrative level, prompt and equitable resolution of scholar or parent complaints. Complaints about school personnel will be investigated fully and fairly.

The goal of this section is:

- To establish a simple framework for addressing concerns.
- To provide for prompt resolution of concerns.
- To ensure that all parties will participate in a cooperative manner to resolve concerns.
- To ensure that most concerns will be handled without resorting to this procedure beyond Step 1.
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for scholars.

#### A. Step No. 1 – Direct Conversation

If a parent has a disagreement or misunderstanding, the parent should address the concern to the specific staff directly involved with the circumstances surrounding the concern. The staff member will meet with the parent as soon as possible, but in no case longer than five (5) school days after the staff has been notified of the concern (subject to change by mutual agreement). The parent should calmly and respectfully request such a meeting both verbally and in writing.

#### B. Step No. 2 – Fact And Possible Resolution

If a parent or the instructor is not satisfied with the outcome of Step No. 1 or the parent/instructor is unwilling to meet independent of an administrator, a meeting with the staff, appropriate administrator, and parent will be arranged at a mutually convenient time, but in no case more than five school days after the meeting in Step No. 1. This step is to be

informal and verbal. No further action will be taken beyond Step No. 2, unless the parent submits in writing a signed and dated statement of facts giving rise to this concern, the name of the person of concern, and the remedy sought. It is imperative that all parties involved maintain a professional demeanor at all times.

**C. Step No. 3 – Formal Process**

If a parent's concern is not satisfactorily resolved at either the first or second level, the parent should then refer this concern to the School Director in writing. At that time another meeting will be arranged at the convenience of the parent and staff member directly concerned, but in no case later than ten (10) school days (subject to change by mutual agreement). The staff member has the right to be at all meetings with or without a representative as he/she so determines. The School Director or his/her designee will supply written dispositions to all parties within five school days. Copies of the disposition will be sent to the Board of Directors. The disposition may also be placed in the instructor's personnel file when deemed appropriate by the School Director. The instructor and parent shall be informed if the letter is to be placed in the personnel file.

**D. Step No. 4-Head of School (Jay Brown)**

If either party is still dissatisfied with the outcome of Step No. 3, the problem will be forward to the proper authority at the NEST. At that time, the parent will be contacted by the NEST representative to discuss concerns and next steps.

**Parent and Community Grievance Resolution Flowchart**

**1. Which Type of Problem Am I Having?**

General Issues	Enrollment Issues	Special Ed Issues	Critical Issues
<ul style="list-style-type: none"> <li>Disagreement with a teacher or another student</li> <li>Don't like a discipline decision, except expulsion or if the decision could involve special education</li> </ul>	<ul style="list-style-type: none"> <li>Confusion about enrollment</li> <li>Never received a school assignment</li> <li>I want to transfer my child to another school</li> <li>School said we should transfer or school said my child isn't a good fit</li> </ul>	<ul style="list-style-type: none"> <li>My child is not receiving the special education services by his/her IEP</li> <li>I disagree with a decision made by the IEP Team</li> </ul>	<ul style="list-style-type: none"> <li>My child has been expelled, or other serious discipline issues</li> <li>My child is in danger and the school hasn't responded</li> <li>Serious legal or safety issues</li> <li>Title IX and Discrimination Claims</li> </ul>

**2. Who Is Responsible For Working With Me To Find A Solution?**

<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Coordinator</li> <li>Principal</li> <li>Grade Level Chair</li> </ul>	<ul style="list-style-type: none"> <li>Exception Education Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>For these issues, the ASD's Office of the Superintendent will work with you until the issue is resolved.</li> </ul>
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**3. What Steps Need To Happen To Address My Problem?**

<ul style="list-style-type: none"> <li>Today you may contact the principal.</li> <li>Within 5 school days you should hear a response.</li> </ul>	<p><i>For Transfers</i></p> <ul style="list-style-type: none"> <li>Please meet with your school to begin the transfer process.</li> </ul> <p><i>For Other Issues</i></p> <ul style="list-style-type: none"> <li>Today you may contact the ASD's student membership access office at 901-260-9657 or <a href="mailto:studentsupport@tnasd.org">studentsupport@tnasd.org</a></li> <li>Within 2 days the student</li> </ul>	<ul style="list-style-type: none"> <li>Today you may contact the principal (Dr. Katrina Frazier) or the Exception Education Director (Charisma Price)</li> <li>Within 3 school days you should be invited to a school IEP Team meeting to discuss your child's needs. The school must give you a 10 day notice. You may choose to meet</li> </ul>	<ul style="list-style-type: none"> <li>Today you may contact Jay Brown (Head of Schools) for LEAD Public Schools.</li> <li>Today you may contact the ASD's Office of the Superintendent at <a href="mailto:compliance@tnasd.org">compliance@tnasd.org</a> or at 901-260-9649 to describe your concern and previous school/operator/school board requests for help.</li> </ul>
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	membership and access office will let you know the next steps to resolve your issue.	<p>sooner. You may request that the ASD's Special Education Manager attend.</p> <ul style="list-style-type: none"> <li>• Within 10 school days of the IEP Team meeting, any changes made to the IEP will be implemented unless otherwise determined by the IEP Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Within 2 school days the ASD will organize the people needed to get an answer and update you and the school regarding next steps</li> <li>• Within 5 school days the ASD will let you know the plan to address your problem, if it's not already addressed.</li> </ul>
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#### 4. What Happens If My Problem Isn't Resolved After I've Done Everything On The List?

<p>If the school principal does not respond within 5 days or the response is unsatisfactory, you can reach out to Jay Brown (Head of Schools) and if necessary, Dr. Sharron Griffin (ASD) or Dennis Queen (MNPS)</p> <p>To request an appeal of an expulsion, you may contact the ASD's student membership and access office within 5 school days of the expulsion notification at <a href="mailto:studentsupport@tnasd.org">studentsupport@tnasd.org</a></p>	<p>Your child should continue to attend the assigned school, as applicable. If within 5 days your child's enrollment issue is not resolved by the ASD's student membership and access office, you may contact the ASD's office of the Superintendent at <a href="mailto:compliance@tnasd.org">compliance@tnasd.org</a> for review.</p>	<p>Please review the Notice of Procedural Safeguards for steps to take if you disagree with the IEP Team's decision. If your child's new IEP is not implemented within 10 days of the IEP Team meeting, please contact the ASD's special education office at <a href="mailto:spedoffice@tnasd.org">spedoffice@tnasd.org</a>. The special education office will support the school's implementation of the IEP and will notify the ASD's Office of the Superintendent for review.</p>	<p>You will always be able to reach your ASD's Office of the Superintendent contact during business hours. These issues may not be solved immediately, but your contact will make sure you know what's going on, and won't stop until we find an answer.</p>
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## Uniform Policy

At Neely's Bend - A LEAD Public School, we consider every student to be a professional scholar and we show our dedication to learning with professional dress. Our school uniform also shows the pride we have in our community. Every scholar shows this pride by wearing the Neely's Bend logo and keeping their uniform neat and clean.

### Uniform Guidelines

#### Shirts/Sweatshirts

- Scholars are expected to wear **their grade level LBC logoed polo shirts**. See table below:

5th / 6th grade	Gray LNB Polo
7th / 8th grade	Purple LNB Polo

- Shirts must be tucked in at all times.
- Only **LBC crew neck sweatshirts or College sweatshirts** may be worn on top of LNB grade level polo.
  - o Coats/hoodies/jackets/pullovers must be taken off upon entering the building and cannot be worn inside the building at all.
  - o Coats/hoodies/jackets/pullovers must be put in your backpack or around the waist all day. Parents, please label jackets with your scholars first and last name.
- Scholars may wear **solid color** undershirts or long-sleeve shirts underneath their uniform polo. The undershirt must be black, navy or white.
- Hooded sweatshirts of any kind may not be worn at LBC.

- Scholars are not permitted to wear polos and sweatshirts that have been written on. All shirts must be clean of any writing from the previous or current year. Polos and sweatshirts must be in good repair without any rips, tears or holes.

**Scholars may purchase grade level LBC polos or sweatshirts from the main office.**

#### **Pants**

- Scholars are expected to wear **Khaki, Navy or Black Pants**.
- Pants must be worn at the waist.
- Scholars may wear joggers with drawstrings but no other color or other material joggers.
- Scholars may also wear Capri Pants. Capri Pants must fall at least at the mid calf area of the leg.
- Scholars may also wear shorts. Shorts must fall at the knee
- Socks may not be pulled up over pants, capris or joggers.

#### **Shoes/Belts**

- Scholars are expected to wear a belt **everyday**, unless scholar is wearing khaki joggers. (Drawstring must be kept tightened and tied on khaki joggers).
- Shoes must be closed-toed and must allow students to participate in electives/activity period everyday.
  - No high heels, open toed shoes, sandals, Crocs, house-shoes, or flip-flops are permitted.

#### **Accessories**

- No hats, hoods, or bandana prints may be worn while on campus or on field trips.

#### **College T-Shirt Friday**

Scholars may dress down on Friday's. Scholars may wear:

- A college t-shirt/College Sweatshirt, other LEAD t-shirt, or Grade level LNB polo. No non-collegiate sports team items are allowed.
- Traditional Jeans, Stone Washed Jeans, Jean Joggers with drawstring. No Jeans with holes or rips. If jeans have rips or tears student must wear leggings underneath.
- Students may be without a belt and have shirts untucked.
- If a scholar earns the privilege to dress down but chooses not to, she / he must come to school in the standard school attire.

**If a scholar comes to school out of dress code , the following steps will be followed:**

- *1st violation:* Phone call home, minor point deduction, dress for success letter and dress code fixed with school supplies
- *2nd violation:* Phone call home, major point deduction, dress for success letter and dress code fixed with school supplies
- *3rd violation +:* Phone call home, parent must come to fix scholars uniform, major point deduction, mandatory dress for success meeting

*A scholar may not go to class without the proper uniform. Consistent failure to meet uniform expectations can result in days of OSS. All clothes borrowed will be returned by the EOD.*

## **Academic Program & Expectations**

A set of unique practices define Lead Neely's Bend's academic program. These include both the nature of our academic work and the year-by-year structure of our program.

Our academic program is informed by the following core values.

- 1) **Positive Relationships** lay the foundation for a strong culture of learning.
- 2) **Commitment to Excellence** means teachers thoroughly plan and deliver rigorous lessons.

- 3) **Differentiated Instruction** offers scholars equity and access to education.
- 4) **Growth Mindset** means we learn from our mistakes, and we keep pushing to get better.

### **Positive Relationships**

We build *student investment* in learning by making sure school is a safe space where the whole student is provided for. This begins with strong relationships among school leadership, teachers, and students. We strive to foster positive relationships across our school community in the following ways.

- 1) Crew - Each student is a member of a Crew, where social/emotional learning and character building are a primary focus.
- 2) Meditation - Teacher and/or peer mediations are facilitated by school leadership, a counselor, or a DOC team member to provide a safe, confidential setting to work out problems.

### **Commitment to Excellence**

In order for students to learn, teachers must prepare and deliver quality, accessible lessons. We plan for instruction in the following ways. (For more, see *Best Practices for Effective Teaching* above.)

- 1) Planning and instruction are rooted in grade-level standards.
- 2) Teachers backwards plan units, beginning with how/what students need to know.
- 3) LEAD scope and sequence and LEAD curricular materials guide our planning.
- 4) We engage students in their zone of proximal development by anticipating student mastery and misconceptions
- 5) Professional Learning Communities (PLCs) analyze student work to determine levels of mastery and plan intentional next steps.

### **Differentiated Instruction**

We recognize that students learn in a variety ways. We differentiate by tailoring instruction to meet student needs. Learning is differentiated in multiples ways, including the following.

- 1) Offering models and scaffolded support during learning.
- 2) Providing alternative seating to students during classwork and/or assessments.
- 3) Providing individual assistance from an educational assistant, peer mentor, or teacher in class or outside of class to support with work.
- 4) Giving individual feedback on math and writing tasks based on rubrics.
- 5) Assigning a variety of work product types based on student needs and abilities.

### **Growth Mindset**

A growth mindset is rooted in setting up challenges for our students that are rigorous yet conquerable. We support students' growth over time in the following ways.

- 1) Our grading policy is mastery based and therefore allows for students to demonstrate learning over time.
- 2) Academic feedback is based on rubrics and exemplars. Feedback specifically pushes students towards the level of the exemplar. For example, "You've used complex sentence structure in your writing," rather than, "I like your writing!"
- 3) Students are always provided the opportunity to retake exams and demonstrate learning.

## **Academic Integrity**

Lead Neely's Bend faculty and administration believe in academic integrity, and the principle of an honor code. Scholars are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Lead Neely's Bend scholars are expected to deny all requests to copy from their own work. Scholars who violate the school's honor code will receive marks and lose academic points as well as any other appropriate consequences.

## **Rigorous Academics and Focus on College Preparation**

Lead Neely's Bend has a rigorous curriculum that promotes a high level of scholarly engagement through real-world learning.. Below you can find a list, by subject, of our core academic curriculum.

- 5th Grade Math- EngageNY

- 6th-12th Grade Math- College Preparatory Math (CPM)
- 5th-8th Grade English Language Arts- EngageNY
- 5th-8th Science-FOSS
- 5th- 8th Social Studies- Tennessee Academic Standards

## High-Quality Work

Scholars at our school normally are not finished with a piece of work until they have done multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is a common practice here. Teacher’s guide scholars from draft to draft. Scholars collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and guide scholars as they strive to get their work to meet these high standards.

## Grading & Assessment Policy

At Lead Neely's Bend we believe in giving all students the opportunity to be academically success by ensuring students get multiple at bats at mastering content standards. In order for students to be successful, they need to experience high quality assessments and have a consistent grading system that tracks their progress along the way. Our grading and assessment policy is implemented with fidelity to ensure all students have the opportunity to be successful.

At LEAD Neely's Bend, our goal is to report grades that are accurate, consistent, meaningful, and supportive of learning. Students at Brick earn grades based on their demonstration of mastery of TNCore Standards and Tennessee state standards. Grades will include student performance on in-class work, homework, assessments, and other components applicable to each content area. Students will be graded on their mastery of standards (TNCore) using the following grade scale:

Grade	Percent Range	Standards-Based Designation
A (4.0)	93-100	Exceeds Standard / Advanced
B (3.0)	85-92	Meets Standard / Proficient
C (2.0)	75-84	Nearing Standard / High Basic
D (1.0)	70-74	Nearing Standard / Low Basic
F (0.0)	50-69*	Below Standard / Below Basic

## Final Grade Calculation

At Lead Neely's Bend, a students final grade is a representation of student mastery of the Tennessee Academic Standards. Students have the opportunity to show mastery based on four grading categories, each category represents a specific percent of the students final grade. See grading categories and the final grade percentages below.

- **Summative Assessment (assessment OF learning)**
  - Unit Assessments, Projects, Essays
    - 60% of final grade
- **Formative Assessment (assessment FOR learning)**
  - Quizzes, Benchmark Assessments, exit tickets, Homework
    - 40 % of final grade

## Homework Policy

At Lead Neely's Bend we believe that in order for students to be academically successful they need multiple opportunities to practice skills that will help them master grade specific academic standards. We believe that purposeful daily homework assignments will help students attain the habits of mind for academic excellence in each content area.

Core subject teacher will give at least 3-5 homework assignments for their specific content weekly. Homework assignments should take students no more 15-20 minutes to complete in each class. Student will have 60 -75 minutes of homework each night at a maximum. Students who turn in their homework each day will receive points in kickboard and will have the opportunity to earn rewards based on their paycheck . Student that fail to turn in homework each day will receive homework detention during lunch a recess time. During homework detention students will have the opportunity to complete missing assignments that will help to improve their overall academic grade.

Types of homework in core subjects:

- In order for ELA homework to be complete, articles must be annotated and students must use complete sentences.
  - Read a scholarly article and annotate using set strategies
  - Read for 15 minutes and write 2 short responses
  - Define a set of given words in context and explain clues used
  - Write a story or essay using vocabulary words
  - Write an essay citing evidence from another text
  - Grammar in context of what you have read
  - Grammar practice sheets
- In order for Math homework to be complete, students must show their work, answer their questions in complete sentences and, if it is task based, have a writing component.
  - 1-2 math tasks (multi-step if possible)
    - Error analysis of a problem
    - Previewing and trying to find patterns within a system
    - Learning log - explaining a process
    - Real world application
    - CPM/EngageNY homework problems.
  - Computational fluency - must show all work (no calculators allowed)
- In order for science homework to be complete it should include a written component and annotations for articles.
- In order for social studies homework to be complete it should include a written component and annotations for articles.

Additionally, homework should be collected and graded during classes:

- a. Homework should be reviewed daily and collected anywhere from a daily to weekly basis. Each class should provide time to review the completed homework and hold students accountable for its completion.
- b. Reference the grading policy for additional information.

**Retake Policy:**

- **Retake policy: We offer retakes to all students in order to demonstrate a growth mindset, along with commitment to our goals.**
  - Students who score below a 70% on a summative assessment should be encouraged to retake the exam. The maximum score allowed on a retake is 85%. Any student with below 85% can retake the exam.
  - Times for retake are as follows:
    - Lunch / Recess/ After School
    - Student must set up an appointment with teacher prior to retake.
    - Students should not retest during class as they are now missing valuable time.
  - Examples of types of retakes

- Test corrections where students explain in writing, at a minimum, what the correct answer is, how they know, and what misconception they had initially. Test corrections are graded for “points back,” not to exceed an 85. (best practice for weekly summative assessments for all students)

### Homework Calendar

To ensure that we are communicating academic progress effectively with parents Lead Neely's Bend will be implementing a homework calendar for each content and grade. Our lead Neely's Bend Homework Calendar will be located on our LEAD Neely's Bend website. Parents/Guardians, and students will be able to access this calendar for the purpose of reviewing daily homework assignment in each grade and content.

### Progress Reports

In order to ensure we communicate student academic progress consistently with parents, progress reports are distributed every Tuesday to Lead Neely's Bend students. Progress Reports are to be signed each week by a parent or guardian and returned to the students Crew teacher on Wednesdays. **If parents/guardian do not receive a progress report for his or her child please contact your child's Crew teacher immediately. See Lead Neely's Bend Staff Directory.**

### Report Cards

In order to ensure we communicate student academic progress consistently with parents, report cards are distributed quarterly to Lead Neely's Bend students. Report Cards are to be signed by a parent or guardian and returned to the students Crew teacher. Please see school year calendar for specific dates for grade distribution. Any concerns parents have about grading should be addressed to the Classroom Teacher, Assistant Principal of Instruction and or School Principal as necessary. **If parent/guardian does not receive a report card for his or her child please contact your child's Crew teacher immediately. See Lead Neely's Bend Staff Directory for contact information.**

### Failing Grades

At the end of each quarter, failing students receive a notice of concern to be signed and returned by families. Additionally, a list of failing students within each grade level will be provided by the Assistant Principal of Instruction to allow GLTs to prepare for Parent-Teacher Conferences.

- Q1: Report card home and *Notice of Academic Concern* and *Notice of Required Academic Meeting* (for students failing 2 or more core classes).
- Q2: Report card home and *Notice of Academic Concern* and *Notice of Required Academic Meeting*.
- Q3: Report card home and *Notice of Academic Concern* and *Notice of Possible Retention*: Required parent meeting for retention letters.
- Q4: Report card home and *Notice of Retention*: Required parent meeting.

### Academic Probation

At Lead Neely's Bend we believe that all students should have the opportunity to be academically successful. When students are struggling academically we believe it is the responsibility of the student, teacher, parent and the instructional leadership team, to support individual students with the necessary support systems and strategies to become academically successful. At the end of each quarter students that are failing 2 or more core academic courses will be placed on academic probation. Below you can find support systems and student expectations for all students placed on academic probation.

- Students on academic probations will be assigned a daily academic tracker that students must get filled out by their teachers daily. Academic trackers must be signed each night by a parent/guardian and returned to student's CREW teacher.
- Bi-weekly student and parent academic meeting with grade level chair by phone or in person.
- Weekly progress report signed and turned in to CREW teacher every Wednesday.

### Retention Policy

At LEAD Neely's Bend we believe that in order for students to be Ready for College, and Ready for Life students must first

master core academic standards in their individual grade by the end of the academic school year. Students that fail to meet the academic requirements necessary to show standard mastery across four quarters will be subject to retention at the end of the school year. Below you can find student retention indicators for the 2018 -2019 school year.

Students that meet the following indicator will be recommended for retention at the end of the 2018-2019 school year.

- Students that receive a cumulative average of an F in two or more core academic subjects.

### **Celebrating/Recognizing Academic Progress and Achievement**

All students take Measures of Academic Progress (MAP) exams, once in the Fall and Spring, that provide students information on their academic growth in reading and math. Throughout the year we work to help students set and calibrate their academic goals so that they make significant (1. year) academic growth in reading and math.

In addition to recognizing and celebrating those scholars who have made significant academic growth, we recognize and celebrate those scholars who earn honors as evidenced by their academic performance and grades earned in their classes.

The honors designations are as follows:

- *Principal's List - Students who earned As in every subject*
- *Honor Roll- Students who earned A's and B's in every subject*

### **Extracurricular Activities**

All scholars participating in extracurricular activities are required to conduct themselves as role models, to demonstrate good citizenship, and to comply with all rules and regulations of Neely's Bend.

### **College Trips**

College trips are an integral part of the LBC academic program. Scholars in all grades visit colleges throughout the school year to experience first-hand the life of a college scholar, including academic requirements, extra curricular opportunities, and other matters related to life on a college campus. Going on a college trip is a privilege and all scholars are expected to earn the opportunity to attend these trips. Scholars who fail to meet academic and/or behavior expectations during the school year may not be invited to go on college trips. If a scholar is required to stay back from a trip, the scholar must attend a regular school day instead.

### **Special Education Services**

#### **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education or 504 Services**

If a child is experiencing learning difficulties, the parent may contact the school to learn about the district's overall general education referral or screening system for support services. This system links scholars to a variety of support options, including referral for a special education evaluation. Scholars having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all scholars. Response to Intervention (RTI) and Student Support Team (S-Team) will be explored before automatically categorizing a scholar as having a disability. BC recognizes that scholars are individuals and each individual has a preferential learning style(s).

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, Neely's Bend must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. Neely's Bend must complete the evaluation and the report within 60 calendar days of the date it receives the written consent. BC will provide a copy of the report to the parent.

If the school determines that the evaluation is not needed, it will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities.

### **Section 504**

Pursuant to Section 504 of the Rehabilitation Act of 1973, Neely's Bend has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for Section 504 programs, please contact the school.

## Staff Directory

### Administrative Team/Personal de Administración

Name/Nombre	Title/Título	Email	Room	Phone/Número
<b>School Leadership Team (SLT)</b>				
Dr. Tait Danhausen	Principal	tait.danhausen@leadpublicschools.org	Main Office	615.403.5507
Marcus Moyé	Resident School Principal	marcus.moye@leadpublicschools.org	200	615.516.9839
Meghan Stowe	Assistant Principal of Instruction	meghan.stowe@leadpublicschools.org	Admin. Suite 110	303.842.2769
Brooke Iverson	Assistant Principal of Students	brooke.iverson@leadpublicschools.org	Admin. Suite 110	615.784.9881
Demetrius Greer	Operations Manager	demetrius.greer@leadpublicschools.org	100	310.895.4656
Jessie Dooley	Data Assessment Coordinator	jessie.dooley@leadpublicschools.org	Admin. Suite 110/213	865.742.1809
<b>Administrative Team</b>				
RaShun Bell	Student Support Coordinator/ Athletic Director	rashun.bell@leadpublicschools.org	107	615.797.8192
Megan Bennett	School Counselor	megan.bennett@leadpublicschools.org	Counselor Suite	615.965.4048
Gabrielle Brown	School Counselor	gabrielle.brown@leadpublicschools.org	Counselor Suite	615.813.0694
Blanca Cross**	Office Manager	blanca.cross@leadpublicschools.org	Main Office	615.645.6461
Darrel Powell	Student Support Coordinator	darrel.powell@leadpublicschools.org	107	615.745.9096
Jeremy Quiñonez**	Family & Community Engagement Coordinator	jeremy.quinonez@leadpublicschools.org	Main Office	615.965.5140
Angela Smalling	RTI Coordinator	angela.smalling@leadpublicschools.org	Admin Suite 110	615.275.6634
Jackey Sanchez	Receptionist	jackey.sanchez@leadpublicschools.org	Main Office	615.571.5814
Yashica Smith	Student Support Coordinator	yashica.smith@leadpublicschools.org	107	615.797.8232

## Instructional Team/Personal de Enseñanza

Name/Nombre	Subject/Sujeto	Email	Room	Phone/Número
<b>Grade Level Chairs (GLC)</b>				
Jackie Trosper	5th Grade GLC/ Exceptional ED	jackie.trosper@leadpublicschools.org	205	615.697.9061
Erin Balfour	6th Grade GLC/Social Studies	erin.balfour@leadpublicschools.org	206	629.777.8160
Kellee Ingram	7th Grade GLC/ Social Studies	kellee.ingram@leadpublicschools.org	209	615.965.5356
Natasha Buckingham	8th Grade GLC/Math	natasha.buckingham@leadpublicschools.org	222	931.389.3511
<b>Content Leaders (CL)</b>				
Melissa Benner	CL - Math	melissa.benner@leadpublicschools.org	219	615.784.9435
Dominique Torres	CL- ELA/ Coach	dominique.torres@leadpublicschools.org	110	408.786.6469
Michael Haines	CL - Social Studies	michael.haines@leadpublicschools.org	218	908.310.6239
Marcus Moye	CL- Science	marcus.moye@leadpublicschools.org	200	615.516.9839
<b>5th Grade Instructional Team</b>				
Christina Hale	5th Math/ Coach	christina.hale@leadpublicschools.org	Admin. Suite 110/ 102	615.543.8722
Nicole Fowler	5th Math	nicole.fowler@leadpublicschools.org	101	858.705.2438
Robert DeBose	5th Math/ Interventionist	robert.debose@leadpublicschools.org	109	615.568.9891
Gerilyn Lewis	5th Science	gerilyn.lewis@leadpublicschools.org	106	615.640.0638
Michelle Stolaruk	5th Social Studies	michelle.stolaruk@leadpublicschool.org	104	615.965.5402
Francie Brooks	5th ELA	francie.brooks@leadupublicschools.org	103	615.965.5386
Rachel Bissell	5th ELA	rachel.bissell@leadpublicschools.org	105	615.438.3858
<b>6th Grade Instructional Team</b>				
Madison Rush	6th Math	madison.rush@leadpublicschools.org	201	615.784.9413
Iris Moran	6th Math	iris.moran@leadpublicschools.org	203	615.669.1394
Camilla Grier	6th ELA	camilla.grier@leadpublicschools.org	202	615.965.5370
Dr. Larry Smith	6th ELA	larry.smith@leadpublicschools.org	204	615.974.6946
Elizabeth Miller	6th Science	elizabeth.miller@leadpublicschools.org	208	931.981.9603
Erin Balfour	6th Social Studies (GLC)	erin.balfour@leadpublicschools.org	206	629.777.8160
David Bishop**	ELL	david.bishop@leadpublicschools.org	118	615.364.8790
<b>7th Grade Instructional Team</b>				

Kellee Ingram	7th ELA	kellee.ingram@leadpublicschools.org	209	615.965.5356
Samuel Heyman	7th ELA	samuel.heyman@leadpublicschools.org	207	615.496.0667
Bree Burchette	7th Math	bree.burchette@leadpublicschools.org	211	901.921.9147
Jessie Dooley	7th Math	jessie.dooley@leadpublicschools.org	Admin. Suite 110/213	865.742.1809
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