



The Haley School

Parent/Student Handbook, 2013-2014

Mission Statement

The Haley School creates and provides diverse superior educational opportunities for a community of learners, built on a foundation of character education in a safe environment ensuring the success of all children in our advancing technological society.

Vision Statement

The Haley School will create a premier learning community characterized by expectations and academic excellence. Our students will be engaged in the process of learning and will become responsible involved citizens. They will be life long learners, technologically proficient, and perform to their maximum potential. Our parents will be positively engaged in the education of their children and active participants in all activities. Our personnel will be committed, competent, compassionate individuals who will consistently exceed the highest ethical and professional standards. Our management teams will provide superior leadership, resources, and support to facilitate the operations of our schools. Our Board of Directors will guide the organization in creating a culture of excellence and success.

Values Statement

As a school of choice, we believe all children deserve a superior education in a safe, caring nurturing environment. We will create a community of learners where children excel, become responsible citizens and are exposed to the highest ethical standards.

Philosophy

The Haley School, an Ohio non-profit corporation, establishes community schools that are designed to meet the needs of all children- disabled, gifted, regular, economically disadvantaged and/or privileged- in a caring, nurturing environment, where the more academically advanced can provide role models and assistance to students who may be struggling. Students who have disabilities, like wise, can see positive role models in their classmates. Positive character traits and desirable behavior are also effectively transmitted through example and modeling and reinforced through the school's character education program. The classroom environment, containing a mix of students, presents a microcosm of the community, enabling students to learn how to effectively interact with people of different abilities, races, and economic status, thus, creating better citizens. The essential elements of The Haley School include small classes of no more than 20 students; a prominent character education program designed to provide a moral base for children; high academic standards; a strict student dress code; parent involvement; and , a caring staff that consistently demonstrates and reinforces the values of respect, responsibility, citizenship. The curriculum implemented by the school is aligned with the state's common core standards and is designed to educate every child and prepare all children for the core Ohio achievement assessments. Our schools employ only licensed, trained and highly qualified teachers and are designed to be flexible, employing a variety of instructional methods to ensure that the individual educational needs of all children are met: to maintain student interest; and to challenge all students to strive for academic excellence. Curriculum is presented utilizing numerous techniques in various settings: individualized instruction; computer-based and or assisted instruction: cooperative learning; direct instruction; field trips; guest speakers; special presentations; departmentalization in some areas for upper grade levels; and /or multimedia instruction. In addition to certified teachers in every classroom, teaching assistants, aides, specialty teachers and supplemental service providers are employed where necessary and appropriate. The Haley School offers an education alternative to parents and is accountable to parents, our sponsor- St Aloysius Orphanage Charter School Specialists and the communities we serve. We take our responsibilities seriously and appreciate the confidence parents have in our ability to educate their children.

Enrollment Fee

The Haley School requires an enrollment fee of \$50.00 for each student. In order for your child to be re-enrolled in The Haley School the enrollment fee must be paid in full by May 1st. The Haley School is a public community school operated by a local governing board. As a community school, we **do not** receive funds from the school district, home owner's residence taxes nor any other organization.

Non-discrimination Policy

The Haley School does not discriminate in the administration of the educational and admission policies and procedures, or other school programs, and enroll students without regard to color, sex, national and or ethnic origin, disability , race, religion, or on any other basis prohibited by federal, state, or local law.

Anti-Bullying, Anti-Harassment and Anti-Intimidation Policy

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying of any student on school property or at school-sponsored events (meaning any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying. "Harassment, intimidation, or bullying" means either of the following: 1) an intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or 2) violence within a dating relationship. The definition of "harassment, intimidation or bullying" also includes the above described acts which are electronically generated, stored or transmitted, which is sometimes called "cyberbullying." The school reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to School sponsored events exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards. Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

Access to Equal Educational Opportunity

It is the policy of the school to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social, or economic background, or other legally protected category. The Board appoints the School Director to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. The School Director shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public. Any complaints shall be addressed in accordance with the provisions, respectively of:

Section 2005.1- Title IX Grievance Procedure and /or

Section 2006.1- Title I complaint Procedure and/or

Section 2011- Section 504 of the Rehabilitation Act of 1973, Grievance Procedure

Title IX Coordinator

The title IX grievance procedure listed below is meant to provide for prompt and equitable resolution of student and employee complaints. All attempts should be made to resolve grievances at the lowest level possible.

Level I- Informal Procedure

If a student or employee believes there is a basis for grievances related to Title IX, he/she may present the grievance to the Title IX Coordinator within fifteen (15) calendar days of the conduct alleged to be in violation of Title IX. The Title IX Coordinator shall investigate the alleged grievance. The Title IX Coordinator and the student or employee shall meet in an effort to resolve the matter informally. The Title IX Coordinator shall make a decision on the grievances and shall give that decision orally to the student or employee.

Level II- Formal Procedure (Executive Committee of the Board of Directors)

If the student or employee believes that there still is a basis for a grievance, he or she may make a written statement of the grievance to the Executive Director of The Haley School. This written statement must be filed within ten working days of the date of the Title IX Coordinator's decision, and shall state the date and nature of the alleged grievance and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written statement and assure it is timely filed.

The Executive Director shall make a recommendation to the Board of Directors and the Board of Directors will make a decision on the grievance and shall give that decision in writing to the Title IX coordinator and the student or employee.

Level III- Office for Civil Rights

If the student or employee is not satisfied with the Board of Directors decision, he/she may appeal it to the Office of Civil Rights. A student or employee who believes that there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, US Department of Education, 55 Erie view Plaza, Room 300, and Cleveland OH 4414-1816. Any such written complaint must be filed within 180 days from the date of the alleged discrimination. The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments in the Elementary and Secondary School Improvement Act of 1965. The School Director shall prepare and present to the department of education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The School shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education, as well as those determined by the School professional staff, that will assist in the diagnosis, teaching, and learning of the participating staff and parents.

B. Scope

The School shall determine whether the funds will be used to upgrade the educational program of the entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program shall include the components required by law as well as agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall meet the requirements of section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, state and local funds. The School Director shall take steps as necessary to achieve comparability of services. The determination of the comparability of services may exclude, in accordance with federal regulations, state and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally- disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

E. Professional Development

The School Director shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff developmental activities that meet the requirements of Section 1119 of the Act and:

1. Involve parents in the training, when appropriate;
2. Combine and consolidate other available Federal and School funds and;
3. Foster cooperative training with institutions of higher learning and other educational organizations including other school districts.

F. Simultaneous Services

In accordance with law, a school offering Title I services May also serve other students with similar needs.

Title I Complaint Procedure

Complaints shall be directed to the School Director.

Resolution of a complaint shall not exceed thirty days. In accordance with regulations established by the Commission, the State education Agency may extend thirty day limit due to exceptional circumstances.

Responsibilities of the School Director

- A. The School Director must review the records and if necessary request additional information within ten (10) working days.
- B. The School Director shall clarify the issues and attempt to resolve them.
- C. A complaint that is not resolved to the complainant's satisfaction within fifteen working days shall be referred to the Board.

The Board shall appoint a hearing panel composed of the School Director, Board Chairman, and the Faculty Representative.

- A. It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
- B. The hearing panel must keep official records of all proceedings.
- C. The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- D. The School Director shall give written notice to the complainant of the panel's resolution of the complainant.
- E. The complainant has the right to appeal the resolution of the complaint to the state Educational Agency within thirty days after receipt of the written decision.
- F. Actual expenses incurred, in accordance with the school's policies may be a part of the local budget for the Title I program, subject to review and approval by the Board.

Display of the National Flag

The school will display at least one flag, not less than five feet in length, in a prominent place on the school premises.(O.R.C. &3313.80)

Religion in the Schools

Religious belief and non-belief are matters of personal consideration rather than governmental authority and students of The Haley School are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the school in the conduct of any program or activity under the jurisdiction of the school, nor shall instructional activities be permitted to advance or inhibit any particular religion or religion generally. An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religion of the world. The Board and school acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the school. The Board directs teaching

staff employing such materials to be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Rights of Individuals with Disabilities

It is the policy of The Haley School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by The Haley School. As used in this policy "individual with a disability" means a person who has, or had, or is regarded or was regarded as having, a disabling condition; "disabling condition" means having a physical or mental impairment that substantially limits one or more of person's major life activities and includes specific learning disabilities. Notices of this policy on nondiscrimination in employment and education practices shall be given in this policy manual, posted in the school, and published in any school statement regarding the availability of employment positions or special education services.

Section 504 of the Rehabilitation Act of 1973, Grievance Procedure

The grievance procedure shall follow these steps:

1. The grievant will file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the section 504 compliance officer within fifteen calendar days of the conduct alleged to be in violation of section 504.
2. The compliance officer shall make all reasonable efforts to resolve the matter informally.
3. In the event the complaint cannot be resolved informally, the compliance officer will investigate the matter and will provide a written copy of his/her determination to both parties.
4. The grievant may appeal the determination of the compliance officer to the Board of Directors or a committee of the Board within ten calendar days of the receipt of the compliance officer's determination. The appeal shall be in writing and attached to copies of the original complaint and the written determination of the compliance officer. The Board or its designated committee may in its discretion, convene a hearing at which the parties may present testimony and argument.
5. The Board shall provide both parties with a written decision.

Employees of the School shall be informed of that a complaint may be filed without fear of reprisal from the Board or any of its employees or agents. The grievant shall be notified of his/her rights of appeal at each step of the process and accommodations to the needs of disabled grievant shall be made. A grievant shall be informed of his/her right to file a formal complaint under section 504. A complaint regarding the identification, evaluation, classification, or educational program of an educationally disabled student shall be reviewed in accordance with the school's special needs policy.

Evaluation and compliance

The School Director shall evaluate school programs and practices on non discrimination, in accordance with law, and to report evaluations to the Board. The School Director will submit such assurances of compliance as are required by law.

A complainant who believes there is a basis for a grievance related to the Rehabilitation Act may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 55 Erie View Plaza, Room 300, Cleveland OH, 44114-1816. Any such written complaint must be filed within the earlier of 30 days from the date of the Board's decision or 90 days from the date the complainant made his or her complaint to the compliance officer.

Screening, Identification and Accommodation of Students with Special Needs

The Haley School is dedicated to facilitating the social, academic, and emotional growth of all students and, believes that all children can and will learn if they are provided with a safe, nurturing and caring educational environment. All students entering the school will be screened for hearing, vision, speech and communication and health or medical problems by November 1st of each school year. Students admitted other than at the beginning of the school year will be screened within 60 days of the admission. Upon enrolling, students previously identified

as having special educational needs will have their Individual Educational Plan reviewed according to applicable law and policy, and revised where appropriate. Students suspected of having a disability with an educational impact, but not previously identified will be provided with classroom interventions recommended by the Intervention Assistance Team and designed to assist the Student overcome his/her learning difficulties without further identification. Where interventions are not successful in meeting the educational needs of the student, a multi-factored evaluation (MFE) will be performed on site after parental consent has been secured. An IEP will be developed, in accordance with applicable requirements, for students identified as having a disability with an educational impact. All special needs students will receive services in the classroom with other students, however, when necessary, special needs students may be pulled from the classroom and provided services on an individual or group basis. The school will in circumstances either allowed or required by applicable law: (1) allow adjusted performances/passing standards for students who have demonstrated limited intellectual capacity, and if deemed necessary by the school, (2) provide specialized tutoring and resource assistance, and (3) incorporate in class parental assistance within the classroom. At least once per year a workshop or handouts addressing topics on working with underachieving students will be made available to families of at-risk and special needs students. The school will comply with all laws governing the provision of services to students with special needs. In compliance with the Individuals with Disabilities Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all students classified "special education". Psychological evaluations and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Parent Involvement

The successful operation of The Haley School relies on the efforts of parents. Parents are encouraged to fully participate in parent/teacher conferences and other academic-related meetings, and to become partners with the school through volunteer activities that directly impact the school and the educational environment. Families are asked to contribute at least ten hours per school year in volunteer time.

Parent Participation in Title I program

In accordance with the requirements of Federal law programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the students being served. Accordingly, the school establishes this parent involvement policy, which will be reviewed and approved annually by the Board and distributed to parents of children receiving Title I services. The school will:

- A. Involve parents in the development of the school's Title I plans and in the process of school review and improvement, if necessary.
- B. Provide coordination, technical assistance, and other support necessary assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
- C. Build the schools' and parents' capacity for strong parental involvement:
- D. Coordinate and integrate parent involvement strategies under other programs such as head start, reading first, early reading first, even start parents and teachers, and home instruction for preschool youngsters;
- E. In consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:
 1. Identifying barriers to greater to greater parent participation;
 2. Designing strategies for more effective parental involvement and
 3. Revising the parental involvement policy if necessary;
- F. Involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;
- G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. Conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. Develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain:

- J. Provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. Involve parents in the planning, review, and improvement of the Title I program;
- L. Communicate information concerning school performance profiles and their child's individual performance to parents;
- M. Assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices and the like;
- N. Provide timely responses to parental questions, concerns and recommendations;
- O. Coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic requirements.

The school will:

- A. Convene an annual meeting at convenient time to which all parents of participating children are invited and encouraged to attend to explain the parent's rights to be involved and the school's obligations to develop a parental involvement plan.
- B. Meet with parents of children receiving Title I services at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Assure that parents are involved in an organized, on-going, and timely way in the development, review, and improvement of parent involvement activities.
- D. Provide parents of participating students with:
 1. Timely information about the Title I program and school's parent involvement policy;
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and proficiency levels expected;
 3. Regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decision relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. The School Parent Compact will be given to parents prior to school opening. It describes how the parents, staff and students will share the responsibility for improving student achievement.
- F. Parents of children receiving Title I services must be notified about school parent involvement policies in an understandable and uniform format, and to the extent practicable, in language the parents can understand. These policies must also be made available to the community.
- G. School parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student's achievement, the school will:

- A. Assist parents of children served under Title I in understanding the state's academic content assessment standards and in understanding how to monitor their child's program and how to work with educators to improve their child's achievement;
- B. Provide materials and training to help parents work with their children to improve achievement;
- C. Educate teachers, pupil services personnel, and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs;
- E. Provide such reasonable support for parent involvement activities as parents may request.

In order to build the school's capacity for parent involvement activities, the school may also:

- A. Involve parents in the development of training for teachers and administrators to improve the effectiveness of such training.

- B. Pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school related meetings and training sessions, including transportation and child care costs;
- C. Train parents to enhance the involvement of other parents;
- D. Adopt and implement model approaches to improving parental involvement;
- E. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- F. Develop appropriate roles for community based organizations and businesses in parental involvement activities.

Parent’s Right to Know

In accordance with the requirement of federal law, for each school receiving Title I funds, the school shall make sure that all parents of students are notified that they may request, and the Board will provide the following information on the students classroom teachers:

- A. Whether the teachers have met the state qualification and licensing criteria for the grade levels and subject areas they are teaching.
- B. Whether the teachers are teaching under any emergency or provisional status in which the state requirements have been waived.
- C. The undergraduate major of the teachers and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their children

In addition, the parents shall be provided:

- E. Information on the level of achievement of their children on the required state academic assessments
- F. Timely notice if the student is assigned to a teacher who is not highly qualified as required or if the student is taught for more than four weeks by a teacher who is not highly qualified.

Parental Involvement-Use of Scientifically based research

The school will use the latest scientifically based research to provide the parents of its students with substantial and meaningful opportunities to effectively participate in their children’s education to foster their children’s achievement. The school will use the latest scientifically based research to lower the barriers to the parent’s participation in school planning, review and improvement.

Parent Teacher Organization

Parents are expected to create a parent –run organization to support the school. Such an organization would be an independent entity, separate and apart from the school. However, any activity or initiative undertaken by the parent support organization, including fund raising activities, on behalf of the school, in the name of the school, on school property, or at any school-sponsored event, must be approved in advance by the School Director.

Policy Regarding Low Performing Children

The Haley School will make every reasonable effort to close the achievement gap between its high and low performing children.

Teacher Responsibility

The Haley School will increase the decision making authority and flexibility of its teachers while imposing greater responsibility for student performance on the teachers.

Compliance with State Academic Standards

The Haley School will make every reasonable effort to ensure that it uses high quality academic assessments, accountability systems and teacher preparation and training, and ensure that the foregoing and the school’s curriculum and instructional materials are aligned with the state’s academic standards. The school will enable all interested parties, including students, parents, teachers and administrators, to measure this school’s progress in meeting state and federal goals for student academic achievement.

The Haley School will make every reasonable effort to use the state's assessment system to improve and strengthen accountability, teaching and learning to ensure that its students are meeting the state's academic standards.

Funding under Title I, Part F-curriculum/ Student Development

The Haley School will develop comprehensive reforms, based on scientifically based research and effective practices that emphasize basic academics and parental involvement to enable its students to meet the state's academic achievement standards.

Class Size

The Haley School believes that small classes create superior learning environments. Therefore, typically, there will be no more than twenty students in a class. However, individual classes may have more than twenty students to meet the needs of the school, the program and /or the students.

Student Assessment

Overview

The school will utilize a range of assessment methods to judge student performance. The school recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parent's judge properly how well the student is achieving the goals of the school's program.

The Board believes that the school's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level.

The School Director shall develop procedures for grading which:

1. Have clear consistent criteria and standards particularly when grades are based on subjective assessment;
2. Help each student understand in each course or program what behavior and or achievement is needed to earn each grade as well as what will produce a failing grade and
3. Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the principal.

Report Cards

Report Cards will be completed for each student on a quarterly or semester basis, depending on the nature of the program and the needs of the school. These reports will include: Academic progress, character formation, and attendance report (including tardiness). Space will also be provided for teacher, parent, and principal comments. The parent/guardian of the child will be required to sign and return the report. The final average grade will be recorded on the student's permanent record.

Progress Reports

Progress reports will be issued halfway through each quarter and will indicate student strengths and weaknesses. Parents may request a conference with the teacher to discuss the progress report.

Proficiency Reports

The school shall comply with the Ohio Achievement Assessment requirements of R.C. &3301.0710 and .0711. Achievement and Diagnostic Tests will be administered according to the requirements and schedule established by the Ohio Department of Education. The School Director shall be responsible for all testing procedures.

Stanford 10

The Haley School will use the Stanford 10, or equivalent test to track the performance of its students. The test will be administered during the first full week of May, or such other time as the school may, in its sole discretion determine. Test results will be reviewed and utilized to establish a baseline for students: identify student needs; and, improve the curriculum.

Other Student Assessments

The Haley School shall assess itself annually to measure its success in meeting its mission and goals, and implementing the curriculum, as set out in its contract with its sponsor. The assessment shall, at a minimum, consist of the following elements:

- Demonstration of a strong commitment from staff to the school's mission:
- A focus on the school's clients (students, parents and staff).
- Comparisons between outcomes currently being attained and those desired, or target outcomes identified in the community school contract;
- A commitment to continuously improve student achievement by constantly striving to improve the program and services the school provides.

Student Performance

School success will be determined by student performance on state-mandated achievement and diagnostic tests, as well as students demonstrating sufficient competency to advance to the next grade.

Parent Satisfaction

Parents will be surveyed twice per year to determine parent satisfaction and areas of concern with the educational program and/or school. Survey results will be used to improve the curriculum education environment and overall program of the school. The percentage of students that are re-enrolled for the following school year will also be used as an indicator of parental satisfaction and school success.

Teacher Satisfaction

Teachers will be surveyed in the spring of each year to determine their level of satisfaction. In addition, teachers will attend a day-long staff meeting/debriefing at the end of the school year to discuss the successes and shortcomings of the year. The principal will seek input from the teachers on how to make the next school year more successful, and ask the teachers to provide a critique of the just completed academic year.

Student Satisfaction

Students will be surveyed in the spring each year to determine their satisfaction with the school, teachers, and educational program.

Student Attendance

The Haley School anticipates that its student attendance rate will exceed 93%,

Program Accountability

The Haley School is accountable to its students, parents, and sponsor to deliver the curriculum set out in its contract. To assist the community in evaluating the success of The Haley School in achieving its goals and fulfilling its mission, the Board will make available, and widely disseminate, information regarding school and student performance.

State Report Card

The Ohio Department of Education issues a report card which shall be distributed to the parents and students of the school and to any other party requesting the report card from the department of education. The school will widely disseminate the information contained in the annual report card, in an understandable and uniform format.

Annual Report

The School Director shall prepare for the Board's review and approval an annual report of the school's activities and progress in meeting the goals and standards of race. 3314.09 (A) (3) and (4) and the school's financial status and such report shall be submitted to the sponsor and the parents of students, the Ohio Legislative Office of Education Oversight, and the Executive Director shall collect and provide any data that such offices require.

Other Reporting

The School Director shall report to the Board all matters required by the Ohio Revised Code Section 3314.08(B) (a)-(g).

Adequate Yearly Progress

The Haley School will annually review its progress using state academic assessments and other indicators described in the state plan to determine whether the school is making adequate yearly progress and will publicize and disseminate the results of the school's annual review to the parents of its students, teachers, the principal, and the community to continually refine the program of instruction to help all children meet the state's academic standards.

Character Education Program Philosophy

The Haley School defines character education as the conscious effort of families, schools and community to teach, advocate and model ethical behavior. One of the most important functions of schools is to reflect and reinforce positive character traits and to teach the rights and responsibilities of citizenship. High standards are essential for effective participation in a democratic society. The Haley School strives to develop behavior which reflects widely held community values, including: caring, compassion, cooperation, good sportsmanship, courage, diligence, perseverance, honesty, fairness loyalty, citizenship, respect, tolerance, patience, self-esteem, courtesy and responsibility. In accepting the responsibility to help students develop their unique potential and character, The Haley School creates a partnership with parents, where they work hand-in-hand to instill a sense of ethics and moral judgment. To maintain an educational and work environment that supports character development of students, we expect that Board members, administrators, teachers, staff, students and volunteers in the school of respect and responsibility. Teachers will integrate character education as it arises naturally in the classroom and curriculum, in interactions with others, and in all school activities.

Goals of Character Education

The expectations and goals for the character education program are quite simple:

1. Develop a caring school community that promotes and models the core values.
2. Create a staff with an understanding of its role as character educators and the skills necessary to foster character development in students.
3. Develop students that learn about, understand, practice and model core values and positive character traits.

School Climate

Character education cannot be taught in a vacuum. The general attitudes of teachers, staff and students, together with the appearance and environment of the school, set the tone. Clean hallways and classrooms, respectful behavior towards one another, and high expectations, create orderly, positive adult-to-student interactions. Adults modeling the behavior they wish to cultivate in students are a powerful tool and send a strong message to children about respect, caring, responsibility and fairness. The more positive and respectful the school atmosphere, the more conducive it is to high academic achievement.

Selected Character Traits

The following character traits will be presented and developed:

Caring/Compassion: Be sympathetic, empathetic, and understanding toward the needs and feelings of theirs. Show you care about others through kindness and sharing.

Cooperation/Good Sportsmanship: Work together for a common purpose; the ability to take winning or losing without gloating or complaining. Be disciplined and exercise self-control.

Courage: The willingness to face obstacles and challenges with determination.

Diligence/Perseverance: Work hard without giving up in a careful, consistent manner. Always do your best. Keep trying, don't quit or give up easily.

Honesty/Fairness: Be truthful and just. Listen to others and try to understand what they are saying and feeling. Be sincere, don't deceive, mislead or be devious or tricky. Don't betray a trust, steal or cheat.

Loyalty: Be faithful to a person, a team, your country or an idea. Don't violate other ethical principles to keep or win a friendship or gain approval. Don't ask a friend to do something wrong.

Citizenship: Demonstrate your rights and privileges as a citizen of the United States as well as the school and community. Obey laws, respect authority, and play by the rules. Be charitable and altruistic.

Respect: For others: Judge all people on their merits. Demonstrate tolerance and patience for the individual differences, views and beliefs of others. Don't abuse, demean, or mistreat, manipulate, exploit, or take advantage of others. For self: Proper satisfaction in your accomplishments and achievements. Demonstrate a positive opinion of one. Working to one's best ability.

Courtesy: Demonstrate polite, well-mannered behavior towards others.

Responsibility: Carry out a duty or task carefully and thoroughly. Be a person others can count on, depend on or trust. Consider possible consequences before you act. Don't make excuses or blame others. Set a good example for others.

Student Admission and Attendance

Application Process

All admission procedures will be in compliance with section 3314.06 of the revised code. Applications will be available during the first two weeks of February for the succeeding academic year. During the first two weeks of February of each year, the school will accept application from students wishing to enroll in the school. Preferences will be given to students attending The Haley School and their siblings. Applications submitted after the close of the December application period will be subject to space availability after the lottery (if a lottery is conducted), and will be handled on a first-come, first-serve basis, until the maximum enrollment has been reached in each grade level. A waiting list may be established for prospective enrollees.

Eligible Students

Students residing in any school district within the state of Ohio are eligible to attend The Haley School. The preferred entry point for enrollment in the school will be kindergarten, however, the School Director, with the approval of the Board, may admit students in any grade. Kindergarten enrollees must be five years old by September 30 of the year the student is to be admitted, or have turned five by the date established by the state to qualify for early enrollment, and successfully completed the school's early enrollment testing. First Grade enrollees must be six years old by September 30 and have successfully completed a developmentally appropriate Kindergarten program, or has an approved waiver. Students enrolling in other grades must have evidence that they successfully completed the prior year course of study.

Lottery Selection and Criteria

If the number of applicants exceed the enrollment capacity for any grade level, a lottery will be held for those grade levels effected from all applications received prior to the initial application cut-off date, giving preference to students in the primary then secondary tier enrollment areas, in that order. Any person may be present during the lottery process and all parents of children selected in the lottery will be notified of the selection by regular mail. Parents will have up to seven days from receipt of the certified mail to inform the school if his/her child will attend. If a parent does not respond within seven days of receipt of the certified mail, the parents of the first child on the waiting list established through the lottery will be advised that their child may enroll in the school.

Information Required Prior to Admission

A child cannot be enrolled at The Haley School until the child's parent or guardian has provided all of the following information and documents:

1. A completed application;
2. A completed "emergency contact form" including address and telephone numbers where the parent may be reached in an emergency, or should it be necessary to confirm a child's absence from school;

3. A signed authorization allowing The Haley School to obtain records from the public or non-public school most recently attended by the child, and copies of any such records in the possession of the parent;
4. A certified copy of the child's birth certificate, a passport, an attested transcript of the birth certificate, an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child, an attested transcript of a hospital record showing the date and place of the child's birth, or, a birth affidavit;
5. A current utility bill (gas, phone, electric, water/sewer) showing a residence address within the attendance area;
6. The child's social security number
7. A certified copy of any order or decree , or any modification of such an order or decree allocating parent's rights and responsibilities for the care of the child and designating a residential parent and legal custodian;
8. A complete medical report, including immunizations records, signed by the child's physician, including: evidence that the child has been immunized against mumps, poliomyelitis, diphtheria, pertussis, tetanus, rubeola and rubella.

Records from Prior School

Within twenty four hours of a student being enrolled at The Haley School, the School Director shall request the student's official records from the public or non-public school most recently attended by the student. If the prior school indicates that it has no record of the students' attendance, or the records are not received within fourteen days of the request, or if the student does not present a certification of birth, or alternative document as described in section 4.1040 the School Director shall notify the local police department of this fact.

Notification of Student's District of Residence

Subsequent to enrollment of a student, The Haley School will verify the residence address and the students public school district of residence will be advised that the student is enrolled at The Haley School. For transportation purposes, The Haley School will also notify the transportation department of each child's district of residence during May of each year of the names, addresses, and other necessary data, for those students who will require transportation. The school will assist parents to ensure necessary notifications are provided to the student's district of residence in a timely manner.

Attendance Policy

Students enrolled in the school must attend school regularly in accordance with the laws of the state. The educational program offered by the school is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. Attendance affects student academic success. Therefore, every parent is expected to ensure that his/her child attends school every day, arrives on time, and arrives ready to learn. All students are expected to attend school and all school related activities on a regular basis. Excessive tardiness or absence will not be tolerated and may result in school administrators contacting the Department of Jobs and Family Services to report educational neglect. Such a report could result in government intervention and a hearing in Juvenile court. Violations include but are not limited to:

- Excessive tardiness or absence, with or without a valid excuse
- Truancy from class
- Truancy from school

According to the Ohio law, any student who is absent from school more than 5 consecutive days, seven or more days in a month, or 12 or more days in a year is considered to habitual truant and school is required to intervene. Students who are consistently tardy may also require the school to intervene when the school determines the education of the child is being adversely impacted by this pattern of behavior.

Excused Absences

Absences due to following will be excused:

1. Personal physical illness such as to prevent attendance at school.

2. Personal mental illness such that the students will not benefit from instruction
3. Illness in the family if student is age fourteen or older.
4. Quarantine of the home
5. Death in the family
6. Observance of religious holiday
7. Court subpoena
8. Necessary work at home due to absence of parents/guardians
9. An emergency or set of circumstances which in the judgment of the school constitutes a good and sufficient cause for absence.

The student must provide the school with a written statement of the cause fro absence from the parent or guardian within five school days, or the absence will be considered unexcused. The School Director reserves the right to verify such statements and to investigate the cause of each single absence.

Procedure for Absences

1. A parent must call the school to inform the school that his/her child or children will be absent from school. This phone call should take place within the first hour that school is session.
2. If a parent fails to call the school as prescribed in part a, school personnel, will initiate a call the parent to inform him/her of the student's absence.
3. In those cases where telephone communication could not be made, school personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

Disciplinary Action for unexcused tardiness or absence

Repeated absences /tardiness shall be grounds for disciplinary action. After three unexcused absences, and each unexcused absence thereafter, students may be issued an extended day. After six unexcused absences, and each unexcused absence thereafter, students may be suspended for three days, except that no unexcused absences will be assessed for purposes of suspension while student is suspended for an attendance violation.

A student is tardy when a student is more than five minutes late for school or for a class. If a student misses more than a half a class, the student will be marked absent for the class. After four unexcused tardies, and each unexcused tardy thereafter, a student may be issued an extended day. After nine unexcused tardies, a student may be suspended from school for there days.

Any student who is absent for an extended period due to a medically-documented physical or mental impairment, will not be punished. However, if the student misses more than fifteen consecutive days of school, so as to be unable to have received the benefit of his or her course work, the student will be referred for evaluation of eligibility either under the Individuals with Disabilities Education Act (IDEA), or Section 504 of the Rehabilitation Act of 1973 for appropriate accommodation.

Truancy

A student is habitually truant if the student is absent without a legitimate excuse for five days or more consecutive school days, for seven or more school days in one month, or twelve or more school days in one year.

A student is chronically truant if the student is absent without legitimate excuse for seven or more consecutive school days for ten or more school days in one month or fifteen or more school days in one year.

Legitimate excuses for the absence of a student otherwise habitually or chronically truant include but are not limited to:

1. The student was enrolled in about her school:
2. The student's absence was excused in accordance with applicable law or policy, or;
3. The student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the students attendance, the Board authorizes the School Director to inform the student and his her parents of the truancy record and Board's intent to notify the registrar of motor vehicles and judge of the juvenile court of the student's excessive truancy. The School Director is authorized to file a complaint with the judge of the juvenile court and to notify the registrar of motor vehicles of the student's truancy.

The School Director may act as the school's attendance officer or delegate that duty as permitted by law.

The School Director is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Missing Child Policy

The School shall notify a student's parents, parent who is the residential parent and custodian, guardian, legal custodian, or any other person responsible for the student within a reasonable time after the determination that the student is absent from school. The student's parents, parent who is the residential parent and custodian, guardian, legal custodian, or any other person responsible for the student shall provide to the School a current address and telephone number at which said person or persons can receive notice that the student is absent from School. A student at the time of his or her initial entry to school shall present to the person in charge of admission, any records given to him or her by the school he or she most recently attended and a certification of birth or a comparable certificate or certification issued pursuant to Ohio law. Within 24 hours of a student's entry into the school, a school official shall request the student's official records from the school he or she most recently attended. If the school the student claims to have most recently attended states that it has no records of the student's attendance, or the records are not received within 14 days of the date of the request, or the student does not present a certification of birth or comparable certificate, the principal of the school shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and the possibility that the student may be a missing child." The School shall make available to parents and community members in the School's office copies of informational materials acquired or prepared of the Ohio Attorney General's Missing Children Clearinghouse.

Withdrawal of Student

As required by 3314.03 of the revised code, any student who fails to participate, without a legitimate excuse, in 105 consecutive hours of learning opportunities during the school year will be automatically withdrawn from school no later than the thirtieth day after the student reaches the stated limit. Otherwise, a parent may withdraw a student voluntarily by signing a voluntary withdrawal form with the School Director. When a student transfers to another school, a copy of the student's records will be mailed to the school, at the request of the student's new school. The record will not be given to the family or to the student. Parents/guardians must complete a records release form prior to the records being forwarded to the new school.

Student conduct, responsibilities and rights

Student code of conduct-statement of general policy

The Haley School is a character education school in addition to being focused on high academic achievement for children, and we believe it is important to live and practice the values, positive character traits and behaviors that we teach every day. Character development is an essential part of the education that takes place in the school. To ensure an environment conducive to learning we have developed specific rules, regulations, policies and procedures to provide guidance to (1) student- so that there will be no ambiguity as to what is expected, and (2) staff- so that when it is necessary to discipline a student, it will be done fairly and respectfully. It is essential that the disciplinary policies and procedures adopted by the Board be consistently applied to all students. All employees are expected to know and enforce these policies and procedures. Students and parents receive a copy of, and review, the student code of conduct and disciplinary policies and procedures, and acknowledge that they have done so in writing. The student code of conduct and disciplinary policies and procedures may be amended or modified, from time to time, as the School Director deems necessary and/or advisable. The expectations placed upon all of our students are as follows:

- Students will respect authority and conform to school rules of conduct.
- Students will be respectful of one another
- Students will respect the rights and property of others, including teachers, students, and the school.
- Nonviolence, peace, and concern for one another is the foundation of all school activity
- Each person possesses unique gifts that should be recognized and accepted
- Students will attend school every day, be on time, and be prepared to learn
- Students will wear the appropriate uniform each day, and will present a neat, clean appearance

- Students will exercise self control and self discipline in all aspects of school activities
- Students will assist in maintaining an orderly , clean school environment
- Students have an affirmative obligation to report violations of this code of conduct or other school policies and rules

Conduct and/or Behavior Infractions

All students are expected to conform to the student code of conduct and are subject to the school's disciplinary process when fail to do so.

- A. Attendance and tardiness: all students are expected to attend school and all school related activities on a regular basis.
- B. Lunch and lunch time behaviors: when parents provide a student's lunch, they are expected to provide a healthy meal. Carbonated beverages are prohibited. Lunch should be a pleasant experience for everyone, teachers, students, and staff. Students must display decent table manners, courteous conversation and cooperation with volunteers, teachers and school personnel. Violations include but are not limited to:
 - Eating food outside the designated room or area
 - Leaving without permission
 - Littering
 - Discourtesy towards volunteers, other students, or staff
 - Failure to remain seated and to clean up your space
 - Talking to loud and/or inappropriately
- C. Social Behavior: Students will conduct themselves according to the standards of character education, values training, positive character traits and proper behavior taught at the school. Violations include but are not limited to:
 - Cheating, stealing, lying, coarse language, etc.
 - Lack of courtesy and respect (name-calling, talking back).
 - Any use of physical force or violence at any time anywhere on school property.
 - Harassment of other students, teachers, volunteers, and/or visitors.
 - Disrespect toward staff members, substitutes, volunteers, and/or visitors
- D. School-wide discipline and classroom policies: The school has in place a school-wide behavior management and discipline plan designed to Provide consistent expectations throughout the school. In addition, each classroom has its own characteristics and expectations, and teachers may establish certain classroom rules to assist them in providing a pleasant atmosphere and good educational environment. These school-wide and classroom rules are in addition to those listed in this code of conduct, and failure of a student to adhere to these classroom rules and policies may be the basis of disciplinary action.
- E. Dress code: the Board has adopted the following reasonable dress code and grooming guidelines to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Prohibited student dress or grooming practices include those which (1) present a hazard to the health or safety of the student himself/herself or to others in the school, or (2) materially interfere with school work, create disorder, or disrupt the educational program. All students are expected to wear neat, clean clothing that is appropriate for an educational environment. The Haley School may require students to change any attire deemed inappropriate. For this purpose, the School Director may ask the students parents to bring different clothing to the school, or to remove the child from the premises. Adherence to the dress code is expected from the first day of school to the last. School uniforms must be worn every day and failure to do so will result in disciplinary action. The uniform consists of the following:
 - White buttoned shirts with collars
 - Navy blue ties
 - Boys wear navy blue pants; girls wear navy blue skirts or rompers
 - Navy blue tights or white tights for girls.
 - Dress shoes

- Navy blue sweaters
- Violations to the uniform requirements include, but are not limited to:
- Any clothing not identified above
 - Any clothing with pictures or wording
 - Sweatshirts/sweatpants
 - Open toed shoes
 - Tennis or basketball shoes
 - Jeans
 - T-shirts
 - Jewelry
 - Any shirts that expose the shoulders or have a v-neck
 - Any clothing deemed inappropriate by the School Director
- F. Homework: Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and the time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.
- G. Playground Behavior: The playground is a place to develop friendships in a relaxed setting. Improper behavior or other dangerous actions may include, but are not limited to:
- Any use of physical force or violence
 - Throwing objects of any kind, including snow, and or ice
 - Taking property of others (hats, gloves, etc.)
 - Not being in the approved supervised area
- H. Safety: Students shall be concerned about their own safety and that of others. Students actions that may be considered a safety risk include, but are not limited to:
- Talking during safety drills
 - Running , pushing, yelling or other inappropriate behaviors
 - Possession of or use of tobacco, alcohol, or drugs (may also result in suspension/expulsion)
 - Leaving the school building or grounds without permission
 - Any of the inappropriate playground behaviors listed above
- I. School Hall and Restrooms: The maintenance of order in school hallways and other areas outside the classroom is necessary for learning to take place. Students shall conduct themselves in a safe and quiet manner. Violations include but are not limited to:
- Loitering
 - Running
 - Loud noises, including slamming doors
 - Leaving the classroom without permission
 - Littering/vandalism
 - Failure to report problems to the office
- J. School Property: Textbooks, computers and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:
- Disrespectful behavior towards the driver or another student
 - Physical violence and/or abusive language (swearing).
 - Eating on the bus
 - Constant yelling or screaming (which could endanger the lives of others)
 - Failure to remain seated
 - Threatening behavior
 - Possession of drugs, glass weapons, animals , or stolen merchandise

k. Toys or play objects: School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a student chooses to share a toy or other object on such an occasion, the student is not responsible for these items. Violations include by are not limited to:

- Bringing toys or distracting objects to school.
- Creating toys or distracting objects at school.

L. Cellular telephones, pagers, and other electronic devices: Students are strictly prohibited from having, in their possession or on school property, cellular telephones, pagers, or similar electron devices. Any such objects will be confiscated and held by the School Director and the student will be appropriately disciplined.

Search and Seizure

The school recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner.

The school acknowledges the need for in school storage of student possessions and shall provide storage places, such as desks, lockers, etc. for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board or the Executive Director may require the principal to conduct a regular search at least annually of all such storage places. School authorities are charged with the responsibility of safeguarding the safety and well being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the parents or students consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law, school rules, or as necessary to protect students, staff or school property. Specifically:

Search and Seizure of Property:

1. School lockers, desks, and property are on loan to the students and remain the property of the school. They may be inspected and reclaimed at any time.
2. Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks, purses or desks.
3. Students must open their lockers at the request of school officials.
4. When on school grounds, students and their personal property may be searched if school officials have grounds to believe the search may turn up evidence that the student has violated or is violating the law or school rules.
5. A student shall have the opportunity to be present during the search of his or her locker, desk, or there property unless the student is absent from school or the safety or welfare of the school or an individual necessitates a search during the student's absence.

The search of a student's person or intimate personal belongings shall be conducted by the principal or designee. This person should be of the student's gender and conduct the search in the presence of another staff member of the same gender. This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the school.

Care of Materials, Equipment and School Property

Students are expected to treat all school materials and equipment with care. If an item is damaged, the student must immediately report the incident to the teacher or other staff member. If an item is stolen the staff member shall notify the School Director that the item is missing and the School Director shall, with information supplied by the staff member, make a formal police report. No property, other than books, belonging to The Haley School may be removed from the school premises without the prior written authorization of the School Director. All school materials must be returned before summer vacation. Upon the withdrawal of any student all school property must be returned to the school. A student's records and report card will be withheld until all school property has been returned.

Use of Electronic Equipment

To ensure that the school's electronic equipment is used only for lawful and appropriate purposes and further its business interests, the school has adopted the following policy which applies to all students. Every student, parent and employee having access to the electronic equipment of the school is required to abide by this policy. The school will strictly enforce this policy.

Acceptable uses of the school's equipment

Software and business equipment, including telephones, facsimile machines, computers, the school's electronic mail system, the school's internet access, and copy machines (collectively, the equipment) are intended for legitimate school purposes only. The equipment is the exclusive property of the school. Each student, parent and employee has the responsibility to maintain and enhance the public image of the school and to use the equipment in a productive and appropriate manner.

Unacceptable Uses of the School's Equipment

The school's equipment may not be used for transmitting, receiving, or storage of any communications of a defamatory, discriminatory, or harassing nature, or materials that are sexually explicit, pornographic, or obscene. Harassment of any kind is prohibited. No messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes shall be transmitted through the school's equipment. The school will not tolerate actions that may create a hostile environment. Equipment may not be used for any purpose which is illegal or against the school's policies or contrary to the school's best interest. Sensitive or confidential information respecting the school or its students or vendors should not be transmitted via the internet or over facsimile machines without the consent of the school. Solicitation of non-school business, or any use of the school's equipment for personal gain, is prohibited.

Electronic Mail Communication

The electronic mail system of The Haley School is to be used for business and educational purposes only. The Haley School as the owner of its electronic mail system, reserves the right to access and review all communications and matter created, received, sent or stored by any individual using the school's electronic mail system. Certain school employees, as authorized by the school, must have unrestricted access to the school's electronic mail system for purposes such as, but not limited to, retrieving school business related information, troubleshooting system problems, preventing system misuse, and complying with legal and regulatory interests. For these reasons the school has retained a copy of all computer passwords and cannot guarantee the privacy of communications or matter created, received, sent or stored on its electronic mail system. Communications or matter stored in the electronic mail system should not be assessed by anyone other than the author or recipient, except with the permission of the author or recipient, or by the school, as stated above. Users of the school's electronic mail system should not disclose their electronic mail password to others. Offensive, harassing or otherwise inappropriate communications or matter on the school's electronic mail system is prohibited. Violations of this policy should be reported directly to the School Director will result in appropriate discipline.

Student Records and Release of Information

A file shall be kept for each student enrolled in the school. Student information is confidential and cannot be discussed with other students or parents. These records are private and confidential and are not permitted to be removed from the premises. For the purposes of this section, "eligible students" shall include any student who is at least eighteen years of age or an emancipated minor. Parents and eligible students shall receive annual notice of their rights of their rights under this section. Parents and eligible students have the right to inspect and review the student's education records within forty five days of the request for access to such records. Such request must be in writing and the school shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected. Parents and eligible students have the right to request in writing an amendment of a record that they believe is inaccurate. In the event the school determines that the requested amendment will not be made, the parent or eligible student shall be informed of the reasons for such a decision in writing and the school shall make arrangements for access to such records and shall notify the parent or eligible student of the time and place where such records may be inspected.

Parents and eligible students have the right to request in writing an amendment of a record that they believe is inaccurate. In the event the school determines that the requested amendment of a record that they believe is inaccurate. In the event the school determines that the requested amendment will not be made, the parent or eligible student shall be informed of the reasons for such decision in writing and then school shall advise the parent or eligible student of their right to a hearing regarding the request for amendment. If the Board disagrees with the parent, the parent may write a statement detailing his or her concerns and that statement will be placed in the child's records and must be kept by the school for as long as the records are kept. The statement of the parent must be included any time the child's records are shared. The school shall not permit the release of education records or personally identifiable information contained therein, other than directory information, without the written consent of a parent. This provision does not apply to disclosures in the following circumstances:

- To school officials who have legitimate educational interest
- To officials of other schools or school systems in which the student seeks or intends to enroll, upon the condition that the student's parents be notified of the transfer, receive a copy if desired and have an opportunity for a hearing to challenge the content of the record
- To appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals.

The school shall provide annual notice to parents and eligible students of the school's intent to make available, upon request, directory information. Directory information may include a student's name, address, telephone listing, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, dates of attendance, date of graduation, awards received, honor rolls, and scholarships. Such information shall not be provided to any organization for profit making purposes. Within ten days of receiving notice of the intent to disclose directory information, a parent or eligible student may object to the release of such information without prior written consent, upon notification of which the school shall not release directory information without first obtaining such consent. The school will keep a record of those individuals obtaining access to educational records, with the exception parents, authorized employees of the school, and representatives of any participating agency providing the school program. This record will include the name of the person, the access date, and the purpose for which the person, the access date, and the purpose for which the person is authorized to use the records. The principal is responsible for the information system and the proper use of the information maintained therein. Student information is confidential and cannot be discussed with other students or parents. Any employee who initiates, contributes to, or facilitates the unauthorized release or use of student information may be subject to disciplinary action, including termination.

2012 -13 Academic Staff and Faculty

The Haley School encourages our parents to email the staff with concerns, comments and questions.

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