



Invested in the life-long pursuit of knowledge.

# **Student Handbook**

## **2023-2024 School Year**

**Project Impact STEM Academy**  
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Meridian, ID 83642  
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[office@PiSTEM.org](mailto:office@PiSTEM.org)

Project Impact STEM Academy Community,

Welcome to Project Impact STEM Academy for the 2022-2023 school year. For those of you that don't know me, I am an Idaho native with 17+ years of Idaho Charter school experience and 25 years of experience in K-16 education. Project Impact STEM Academy is unique in many ways. It is the purest form of what charter schools in Idaho were intended to be, a test bed for innovation in education. I am not only dedicated, but I am equipped to help put PiSTEM on the map of success in Idaho and beyond. My content knowledge and pedagogical understanding of the STEM fields is immense and I possess current certifications in K-12 Administration, K-8 Elementary (all subjects), and 6-12 Secondary (all sciences and basic math).

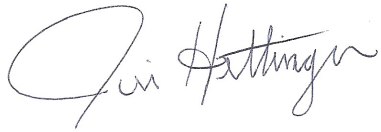
As a commitment to you, over the next year, I have placed a high priority on completing the following tasks exceptionally:

- At every grade level, K-12, we will implement high-quality integrated-STEM-focused Project-based Learning Projects that incorporate community partnerships. These local and national community partnerships will both enhance instruction and increase our visibility.
- Within the elementary grades, we will continue to fine tune the implementation of Logic of English and Reading Horizons, Orton Gillingham-based ELA curriculum within our self-directed and mastery-based model of instruction to get our students reading and writing fluently from the beginning and to ensure delayed readers are able to catch-up.
- We will continue to expand the number of math labs that students participate in across all grades K-12, helping students see how math fits into their project-based learning units. We will continue to offer mathematics classes for college credit in the high school.
- We will continue to dedicate "house time" helping students feel like a positive and productive member of their school community. Through purposeful plans and interactions within a safe environment in which students feel heard, known, and cared about students will use this time to learn personal responsibility, empathy, and cooperation.
- We will continue to support Agriculture education and Robotics education in grades K-12.
- I will continue to ensure our students receive a high-quality education from highly gifted and motivated educators that build relationships with their students and help them learn the joy of learning.

- I will continue to work on increasing our visibility and communication with stakeholders, increase the number of volunteer opportunities, and increase both teacher and student voice in our school.
- I will continue to work closely with the board of directors to ensure that the mission is fulfilled and our founder's dreams for Project Impact STEM Academy are realized. My dedication to Project Impact STEM Academy is unwavering.

Welcome to our new campus at Tech Lane. I am committed to helping to develop a caring, safe environment for our students to learn, grow, practice tenacity when stretched, and develop a life-long love for learning.

Thank you for your continued support,

A handwritten signature in cursive script that reads "Jill K. Hettinger". The signature is written in black ink and is positioned below the text "Thank you for your continued support,".

Jill K. Hettinger, EdD

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## **Project Impact STEM Academy Calendar**

**August 15, 2023** - Back to School Night

**August 21, 2023** – First Day of School for 2023-24 School Year

**September 4, 2023** - Labor Day - No School

**September 7, 2023** - Back to School Open House

**October 9 - 13, 2023** - Fall Break - No School

**October 18-20, 2023** – All School Parent Teacher Conference

**October 20, 2023** - End of First Quarter

**November 20 - 24, 2023** - Thanksgiving Break - No School

**December 21, 2023 - January 2, 2024** - Holiday Break - No School

**January 12, 2024** – End of First Semester/ Second Quarter

**January 15, 2024** - Civil Rights Day - No School

**January 17th, 2024** - Project Expo 1st Semester (5pm-7pm)

**February 19-23, 2024** - Winter Break - No School

**March 13 - 15th, 2024** – All School Parent Teacher Conference by Invitation or Appointment

**March 15th, 2024** - End of Third Quarter

**March 25 - 29, 2024** - Spring Break - No School

**May 15th, 2024** – Second Semester All Student Project Expo (5pm-7pm)

**May 22th, 2024** - Last Day of School for Seniors

**May 24th, 2024** – Last Day of School for 2022-23 School Year

**May 25th, 2024** - Senior Graduation, 11 am

## **School Hours:**

### **Full-time In-person Instructional Model**

Category 1- Green (minimal health risk) and  
Category 2 - Yellow (moderate health risk - Level A)

Standard Days (M, T, TH, F):

- Student arrival between 7:45-8 am
- 1st-12th grade: 8:15am - 3:15pm
- Kindergarten AM: 8:15am - 11:45am
- All day Kindergarten :8:15am- 3:15pm

Early Release Days (W):

- Student arrival between 7:45-8 am
- 1st-12th grade: 8:15am - 1:45pm
- Kindergarten AM: 8:15am - 11:45am
- All day Kindergarten: 8:15am - 1:45pm

### **Staggered-Start Hybrid Instructional Model**

CDH Category 2 - Yellow (moderate health risk - Level B)

Standard Hybrid Days (M, T, W, TH, F):

- Student arrival between 7:45-8
- AM Start: 8:15 - 11:45 In-person plus additional self-directed online components completed at home.
- Student arrival, no later than 12pm
- PM Start: 12:15 - 3:45
- In-person plus additional self-directed online components completed at home.

\*No all day Kindergarten will be offered during the hybrid schedule

- Student arrival between 7:45-8
- Kindergarten AM: 8:15 - 11:45 In-person with no self-directed component.
- \*No all day Kindergarten will be offered during the hybrid schedule
- Student arrival, no later than 12pm
- Kindergarten PM: 12:15 - 3:45 In-person with no self-directed component.

### **Remote Instructional Model**

Category 3 - Red (severe health risk)

Standard Remote Days (M, T, W, TH, F):

- AM Start: 8:15 - 11:45 Scheduled online interactive instruction with teachers plus additional self-directed online components.
- PM Start: 12:15 - 3:45pm Scheduled online interactive instruction with teachers plus additional self-directed online components.
- Kindergarten AM: 8:15am - 11:45 Scheduled online interactive instruction with teachers.  
\*No all day Kindergarten will be offered during the remote schedule
- Kindergarten PM: 12:15am - 3:45 Scheduled online interactive instruction with teachers.  
\*No all day Kindergarten will be offered during the remote schedule

## Student Lunch Time

Lunch: Standard Days (M, T, TH, F):

1st-3rd - 10:50am - 11:35am  
4th-6th - 11:45am - 12:30pm  
7th-12th - 12:35 pm - 1:05pm

Lunch: Early Release Days (W):

1st-3rd - 10:50am - 11:35am  
4th-6th - 11:45am - 12:30pm  
7th-12th - 12:25 pm - 12:55pm

## SECTION I: PHILOSOPHY

### A. MISSION

*Project Impact Stem Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally*



*integrated curriculum, mastery-based progression, and authentic projects embedded in science, technology, engineering, and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.*

## **B. CHARTER DESIGN ELEMENTS**

- STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible schedule.
- Curriculum will be mastery-based and personalized.
- Curriculum will be integrated across subjects through use of project-based learning strategies as well as reading and writing projects.
- Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on critical thinking, communication, collaboration, and creativity.

## **C. PHILOSOPHY OF EDUCATION**

The philosophy of Pi STEM is grounded in the belief that if provided a healthy, safe, and encouraging environment, all students can and will want to learn. Pi STEM's philosophy is that learning is maximized when:

- STEM focused, integrated Project-based Learning units (PBL) are designed with compelling questions to solve and are implemented across all grade-levels.
- Fieldwork, local expertise, and service learning are incorporated across all grade-levels.
- High-quality student work is produced and presented to the community.
- Mastery-based education is implemented, allowing for personalized and differentiated learning experiences for all students.
- Research-driven instructional practices are used across all content areas.
- A school culture of exploration, reflection throughout learning, and learning through failure is built and character is fostered.
- Families are engaged in the life of the school and a professional learning community is developed.

## **D. WHAT IS STEM?**

STEM is known as science, technology, engineering, and math and as such, many people may assume this is the main content and focus of Pi STEM. However, STEM areas revolve around the idea of innovation, trial and error, critical thinking, the design process,

computational thinking, and integration of research and resources. The curriculum at Pi STEM will include projects with rigorous lessons in science and mathematics which by its very nature means that the lessons will be hands-on and inquiry-based. Great STEM projects will need more than just rigorous lessons in order to accomplish Pi STEM's mission. Great STEM projects will include the following components:

1. **STEM lessons focused on real-world issues and problems.** Pi STEM will partner with local businesses and the community of Kuna in finding real-world issues and problems to solve.
2. **STEM lessons are guided by the engineering design process (EDP).** The EDP will be used as a framework for PiSTEM's students to use while creating solutions to real-world issues and problems.
3. **STEM lessons immerse students in hands-on inquiry and open-ended exploration.** A student's path to learning will be open ended with constraints where the student's work will be hands-on, collaborative with decisions about solutions that are student generated.
4. **STEM lessons involve students in productive teamwork.** In order to help the students be productive in their teamwork Pi STEM will intentionally instruct students using similar language, procedures, and expectations for group work. Students will be assessed by their teachers and peers while working in a group to develop solutions to problems.
5. **STEM lessons apply rigorous math, ELA, and science content that students are learning into the student's projects.** Students will not see math, ELA, and science as standalone courses, but rather, they will see how they work together to solve problems.

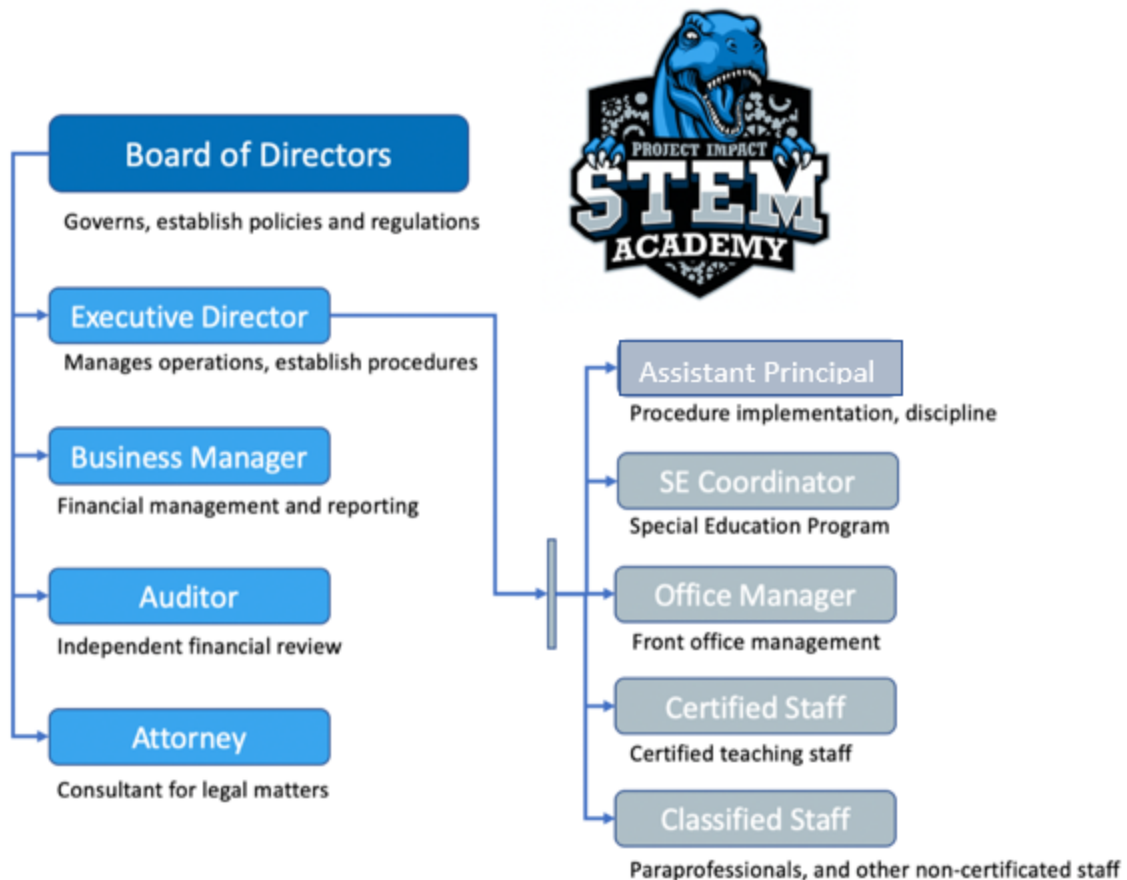
STEM lessons allow for multiple right answers and reframe failure as a necessary part of learning. Pi STEM's learning environment will offer students the opportunity to develop solutions to problems without the fear of being wrong or making mistakes.

## **SECTION II: SCHOOL GOVERNANCE**

### **A. BOARD OF EXECUTIVE DIRECTORS**

The Board of Executives Directors of the nonprofit corporation, Project Impact STEM Academy, is the legal entity responsible for all school governance. The Executive Director is responsible for school management and the success of all students. The Pi STEM Staff are responsible for the daily functions of the school. Committees made up of parents, community, and staff members work with the Executive Director and report to the Board of Directors regarding other policy considerations.

School Board Business Meetings are open to the public monthly at Project Impact STEM Academy. All meetings, agendas and minutes are published on our website [www.pistem.org](http://www.pistem.org).



## B. FUNDING:

As a free public charter school, Project Impact STEM Academy receives the majority of its funding from the State of Idaho. We receive a per-pupil allotment of funds, which supports our core operations. However, we do not receive any local funding from property taxes or levies, like the traditional school districts. **Project Impact STEM Academy receives approximately \$1,411 less per student than the Kuna School District**, because of the extra local tax funding that Kuna School District receives through local levies and bonds.

As a result Pi STEM experiences are supported by monetary support from other sources, including grants from businesses and foundations and we encourage monetary donations, donations of supplies and equipment, and donation of time from our families and community.

Although we do apply for grants, grants are very restrictive in how we can use the funding, things such as capital expenses (structures, building improvements, and playground equipment) and personnel costs are rarely approved uses of grant funding. So we rely on donations from our community to help with these types of expenses. **Donations can come in the form of time or treasure**, donating time in your children’s classrooms and at our STEM events is highly encouraged. If you are unable to donate your time, treasure is another way to help Pi STEM bridge the gap in funding that we face every year as we provide a high quality education for your child.

A donation of \$1,411 per year, per student completely bridges that gap between charter school funding and our local school district funding per year, but all donations are graciously accepted. All financial donations will be kept in a “community donations account” and spending of this account will be tracked and reported in our annual DinoBytes Magazine beginning in the 2022-23 school year.

### **How to Donate**

Donations can be made electronically through the Pi STEM website or by check. For more information about making a contribution please contact the Office Manager, DeAnna Pollnow at [dpollnow@PiSTEM.org](mailto:dpollnow@PiSTEM.org) Any support is greatly appreciated!

## **SECTION III: GENERAL SCHOOL INFORMATION**

### **A. ATTENDANCE AND TARDINESS (Pi STEM Policy [#3050](#))**

Overview: The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. It is particularly true of a Project Based school where interaction of the students with one another in the classroom is the norm and students participation in collaborative instructional activities are vital to achieving high academic outcomes. Since many classroom activities are collaborative experiences, when one student is absent, the whole group is affected. Students who are frequently absent often find it difficult to keep up. Missing a day of school means missing essential hands-on activities that cannot be replicated at home. Not only does being absent affect a student’s knowledge base, as a publicly funded school, **Pi STEM’s total operating budget is dependent on the student average daily attendance (ADA). To receive the**

**necessary funds to operate the school, your child's presence in school is extremely important.**

In accordance with Idaho Code 33-202, parents or guardians who reside in Idaho shall cause their children between the ages of seven (7) and sixteen (16) to attend school. Such children who are enrolled in the Project Impact STEM Academy Charter School shall be instructed in subjects commonly and usually taught in the public schools of the State of Idaho using the Schools Project Based teaching methodologies. All children who are enrolled in Project Impact STEM Academy shall conform to the attendance policies and regulations established by the School Board. The student handbook will be used to publish attendance procedures that reflect the Board's policy. Parental permission will not overcome the presumption of truancy.

**Prior Notice of Absence: Parent(s)/guardian(s) must notify the school by email, written note or by phone prior to an absence requested:**

If your child is ill, please contact the office by 8:00 a.m. on the morning of the day of illness. When calling to report a student absent, please provide the following information:

- Parent or guardian's name
- Student's name
- Class or Grade
- Reason for absence
- Estimated date of return

**We provide extra breaks in our school year with the expectation that parents will organize vacations during these times, and prevent loss of school days due to family vacations.**

In the case of an extended absence of two (2) or more days, we ask that you notify the school, so we can inform their teachers and provide possible materials for your student. In reporting extended absences, please give details as to the nature of the extended absence and an expected date of return. Extended medical illnesses will require documentation from your healthcare provider. We are obligated by law to verify school absences.

For an expected absence, please give the office as much advance notice as possible. The student will be held responsible for completing all assignments during any absence.

**COVID Quarantine.**

In the case of a quarantine because of being in close contact with a positive COVID case, symptoms of COVID, or a positive COVID diagnosis students will need to attend virtually, as

appropriate. Prior to attending classes virtually parents will need to ensure that the following procedures have been followed:

- 1.) Have a current signed device agreement with Pi STEM (annually).
- 2.) Have a current signed volunteer agreement with Pi STEM, to ensure that no student's privacy is violated during virtual instruction (annually).
- 3.) Complete a quarantine form for each quarantine period.

**Tardiness: Tardiness and Leaving School Early.**

Students should arrive at school no later than 8 am, so that they can start learning by 8:15 am. If students arrive late, they must sign in at the front office receiving a late pass to be given to their teacher. The Project Impact STEM Academy school day begins with (school announcements, pledge to the flag, attendance, and house time with their mentor teacher). The day is filled with a mix of individual and collaborative work times. Tardiness or pulling a child out early not only limits the student's ability to learn but it is also very disruptive to the learning of the rest of the classroom community.

**Excessive or Chronic Absences:**

Attendance is monitored daily to help identify students with difficulties. Administrators and teachers will work with students and their parents to identify strategies to address the behavior. Students who receive six (6) or more absences, excused or unexcused, within a semester will face consequences that could include: Loss of credit, reduction in grade, expulsion, or other action determined by the school administrator or designee based on the individual's situation and need.

Students who reside outside district boundaries and have transferred by means of open enrollment are expected to follow the same attendance policies as students residing in the district boundaries.

A student who is not a resident of this Charter School's attendance area applies to this Charter School, is accepted under the terms of this policy, and fails to attend shall be ineligible to apply again for open enrollment in Charter School.

Patterns of excessive absences, unexcused absences, and/or truanicies may result in denial of continued enrollment as provided in Idaho Code 33-205 (see appeal process below).

**Attendance Appeal Process:**

If a parent/guardian wishes to appeal the decision of the Director in regards to a student's attendance, the following policy applies:

1. The parent/guardian has five (5) school days from the date shown on the notification to appeal the Director's decision,
2. The appeal process begins with the Director. If the Director denies the appeal, the parent/guardian may appeal to the Pi STEM Board. The Board's decision is final.
3. In each step of the appeal process, the Director, the Pi STEM Board, and the parent/guardian has five (5) school days in which to respond to the appeal or the decision. All appeals and responses shall be in writing.

**Habitual Truancy:**

An absence without a legitimate excuse shall be deemed truancy. A habitual truant is any student who has repeatedly violated the attendance regulations established by the Project Impact STEM Academy Board. A child of compulsory school age may also be considered a habitual truant if the child's parents or guardians have failed or refused to cause such a child to be instructed as provided in Idaho Code 33-202.

A student enrolled in the Project Impact STEM Academy who is a habitual truant may be expelled by the School Board in accordance with Idaho Code 33-205, following notice and hearing.

**B. ADMISSIONS (Pi STEM Policy #3015)**

**Admission Process:** If you are interested in enrolling your child(ren), you are required to complete and submit one lottery application for each child.

Pi STEM will be open to all students, on a space available basis within each grade level as established by the Pi STEM Board. The school will not discriminate based on race, creed, color, gender, national origin or ancestry. Any special needs of students are not a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Pi STEM Board may choose to charge student fees as allowed by state law.

The process by which students are admitted to Project Impact STEM Academy will comply with Idaho Code and all other applicable laws and regulations. The following is a brief overview of the process.

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho must submit an "Enrollment Application" for said child to attend Project Impact Stem Academy. Applications may be mailed or completed by the online form.

Students are accepted on a first-come, first-served basis after the open enrollment period. Applicants are encouraged to use the online form which will generate an email confirmation of receipt of the Enrollment Application. Once available openings are filled, applicants will be added to a waiting list.

**Birth Certificates:**

Idaho law requires that parents and/or legal guardians provide proof, usually in the form of an official birth certificate, establishing their child’s legal name and birth date upon enrollment of the child.

Idaho Code 18-4511 describes the requirement as follows: Upon enrollment of a student for the first time in a public or private elementary or secondary school, the school shall notify in writing the person enrolling the student that within thirty (30) days he/she must provide either a certified copy of the student’s birth certificate or other reliable proof of the student’s identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Upon failure of a person enrolling a student to comply with the provisions of this subsection, the school shall immediately notify the local law enforcement agency of such failure, and shall notify the person enrolling the student, in writing that he has ten (10) additional days to comply. Other reliable proof of the student’s identity and birth date may include a passport, visa or other governmental documentation of the child’s identity.

**Immunizations:**

In accordance with IDAPA 16.02.15, section 102.03, all students entering a public school must have specified immunizations or have completed the Idaho Certificate of Immunization Exemption (found at <https://healthandwelfare.idaho.gov/Portals/0/Health/Idaho%20Immunizations/Schools/schoolexempform2018.pdf> )

Families with students who have not met this requirement will be excluded by school authorities until documentation of the administration of the required immunization(s) is provided to school authorities by the child's legal parent, custodian, or guardian.

*Immunization exemptions are allowed, in accordance with Idaho Code 39-4802, and include medical, religious, and ‘other’ exemptions. Parents/guardians may check the ‘Religious/Other’ exemption provided on the immunization requirements form, or may include a signed written statement regarding religious/other exemptions.*



### **C. OPEN ENROLLMENT (Pi STEM Policy #3010):**

The School Board recognizes that some of its patrons may want to enroll their children in a school that is located within a district other than where their primary residence is located. In making a decision on a student's open enrollment application, the Board shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer.

An open enrollment application must be submitted annually for admission to the Charter School. Open Enrollment Application forms are available online or in PiSTEM's main office. Open Enrollment Applications will be accepted at any time throughout the school year, although the general period for accepting applications will be January 1 to February 1 for the following school year.

The parent/guardian must complete the Open Enrollment Application form and submit it to the school they wish to attend (receiving school) and the parent/guardian must give notice to the home school.

As long as a transfer student applies for re-enrollment each year, he/she will be treated as if he/she resides in the Charter School's attendance area. However, the Charter School reserves the right to remove a transfer student at any time because of unacceptable behavior in violation of Charter School policies or because of false or misleading information on the open enrollment application.

A student who is not a resident of this Charter School's attendance area, applies to this Charter School, is accepted under the terms of policy 3010, and fails to attend shall be ineligible to apply again for open enrollment in Project Impact STEM Academy.

If a student's open enrollment transfer is revoked, the parent/guardian may request an administrative review by the Administrative Team. The Board may review the Administrative Team's decision.

### **D. DENIAL OF ENROLLMENT / EXPULSION:**

The School Board may deny enrollment, or may deny attendance at the school by expulsion, to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be re-enrolled or readmitted to the same school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or re-admission shall not prevent the Board from again expelling such student for cause.

**Grounds for Appeal of Denial of Continued Enrollment:**

Parents and/or guardians who believe that all or part of the absences are the result of extraordinary circumstances may appeal the Directors decision denying continued enrollment. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, family emergencies, and death in the family or death of close friends.

**Appeals Process:**

If a parent/guardian wishes to appeal the decision of the Director in regards to a student's denial of continued enrollment the following policy applies:

1. The parent/guardian has five (5) school days from the date shown on the notification to appeal the denial of continued enrollment.
2. The appeal process begins with the Director. If the Director denies the appeal, the parent/guardian may appeal to the Pi STEM Board. The decision of the Board is final.
3. In each step of the appeals process, the Director, the Pi STEM Board, and the parent/guardian has five (5) school days in which to respond to the appeal or the decision. All appeals and responses shall be in writing.

**E. RE—ENROLLMENT:**

Project Impact STEM Academy has a limited enrollment and maintains a waiting list of students presumed ready to meet its attendance policy. The school will attempt to fill any vacated seats from that list. Any student who has been expelled from Project Impact STEM Academy Charter School as a habitual truant may elect to re-enroll for the next school year; however, he/she will be required to undergo the same initial enrollment procedure as any other potential student, in accordance with Pi STEM's adopted enrollment policy.

Legal Reference: Idaho Code 33-202 Compulsory attendance / truancy  
Idaho Code 33-205 Denial of school attendance  
Idaho Code 33-205 Expulsion of habitual truant

**F. WITHDRAWAL PROCEDURES:****Withdrawal from School:**

The procedure for withdrawal is as follows:

- Authorization for withdrawal must be made in writing or in person by the parent/guardian
- Obtain appropriate forms from the school office
- Give all completed forms to the office manager for final check-out

- Return all school property
- Ensure all fees and fines are paid
- Complete the exit survey

Student records will be sent out to the requestor within ten (10) business days of a written request.

**G. ARRIVAL AND DISMISSAL PROCEDURES:**

Pi STEM students may not be dropped off at school prior to 7:45 am and must be picked up (if not involved in an after-school activity or riding the bus) no later than fifteen (15) minutes after school release time. If students are not picked up, the school resource officer (police) may be called to transport the child home.

**Arrival and Dismissal Times:**

**Full-time In-person Instructional Model**

Category 1- Green (minimal health risk) and  
 Category 2 - Yellow (moderate health risk - Level A)

Standard Days (M, T, TH, F):

Early Release Days (W):

K-12 Arrival between 7:45-8 am  
 K-12 Dismissal at 3:15  
 Half Day K Dismissal at 11:45 am

K-12 Arrival between 7:45-8 am  
 K-12 Dismissal at 3:15  
 Half Day K Dismissal at 11:45am

*If you need to change how your student is getting home, please make a phone call to the school office at least one (1) hour before school gets out. We cannot guarantee that your child will be notified of any changes in how they are getting home for phone calls made after this time.*

**Staggered-Start Hybrid Instructional Model**

CDH Category 2 - Yellow (moderate health risk - Level B)

Standard Hybrid Days (M, T, W, TH, F):

- AM Arrival between 7:45-8 am  
AM Dismissal at 11:45 am  
2-3 hours of Additional self-directed online components be completed at home.
- PM Arrival at 12:00  
PM Dismissal at 3:45pm  
2-3 hours of Additional self-directed online components to be completed at home.
- K AM Arrival between 7:45-8 am  
Kinder AM Dismissal at 11:45  
No self-directed component.  
\*No all day Kindergarten will be offered during the hybrid schedule
- K PM Arrival between 7:45-8 am  
Kinder PM Dismissal at 3:45  
No self-directed component.  
\*No all day Kindergarten will be offered during the hybrid schedule

*If you need to change how your student is getting home, please make a phone call to the school office at least one (1) hour before school gets out. We cannot guarantee that your child will be notified of any changes in how they are getting home for phone calls made after this time.*

**Remote Instructional Model**

Category 3 - Red (severe health risk)

Standard Remote Days (M, T, W, TH, F):

- AM Start: 8:15 - 11:45 Scheduled online interactive instruction with teachers plus additional self-directed online components.
- PM Start: 12:15 - 3:45 pm Scheduled online interactive instruction with teachers plus additional self-directed online components.
- Kindergarten AM: 8:15am - 11:45 Scheduled online interactive instruction with teachers.  
\*No all day Kindergarten will be offered during the remote schedule
- Kindergarten PM: 12:15 am - 3:45 Scheduled online interactive instruction with teachers.  
\*No all day Kindergarten will be offered during the remote schedule

**Late/Early Check Out Process:**

We take the safety of our students seriously. Please understand that we are very careful about this procedure. Only those listed on the registration form will be allowed to sign out a child from school; these individuals must be eighteen (18) years of age or older. Students under the age of eighteen (18) years of age can not check themselves out.

#### **Late Check-In Procedure:**

If a student is arriving more than 5 minutes after school starts, the parent/guardian must park in a designated parking stall and escort the student to the front office and sign them in. The student will be given a pass to be admitted to class.

\*During Category 2 (moderate spread) & Category 3 (severe spread - if at school) the campus is closed to all visitors so in order for authorized adults to sign in a late student they must call the office from the parking lot. A staff member will approach the vehicle with a sign-in sheet and escort the student with a pass to class.

#### **Early Check Out:**

We highly recommend students stay for the entire school day. If, however, you must pick up your child before dismissal, please give us a reasonable advance notice so that the teacher can be prepared for the student's dismissal. Also, please try to keep in mind your child's academic schedule and plan the check-out time to create the least amount of disruption to their learning.

For an early check out, the parent/guardian must go to the office and sign their student(s) out. **Parents will not be able to go to the classroom to retrieve a child.** A staff member will notify the teacher to dismiss your child. No student will be able to be dismissed before the regularly scheduled school time unless they are being picked up and signed out by an authorized adult noted on the students registration; these individuals must be eighteen (18) years of age or older. Students under the age of eighteen (18) years of age can not check themselves out. If you need to pick up a student early, please do so at least twenty (20) minutes before the end of the school day.

\*During Category 2 (moderate spread) & Category 3 (severe spread - if at school) the campus is closed to all visitors so in order for authorized adults to sign out a student they must call the office from the parking lot. A staff member will escort the student and sign-out sheet to the authorized vehicle.

#### **H. CAMPUS SECURITY – CLOSED CAMPUS:**

Pi STEM campus is a closed campus in which students are to arrive and stay for their entire school day unless signed out by an authorized adult noted on the student's registration. No student may go to a vehicle or leave school without permission from parents/guardians

AND the school administration. Students are not allowed to leave campus at lunch. Leaving campus without checking out is treated as an unexcused absence and/or truancy.

**I. DROP OFF/PICK UP PROCEDURES:**



### **Lane 1**

- Lane 1 reserved for bus parking and for parents that are walking their students into the building.

### **Main Drop-off Loop**

- Cars are to pull as far forward as far as possible before stopping.
- When lining up, cars are to stay to the far right of the parking lot as it wraps around and stay in a single file line. Cars may not cut in front of other cars.
- Passengers may not get out of their cars while in the drop-off loop.
- During Drop-off, students should proceed to the playground. When there's inclement weather, students will go directly into the building to their designated location: Elementary goes to the multi-purpose room; Kindergarten - Project Room; and Secondary goes to the Cafeteria.

- During Pickup, students will wait in grade-level lines on the East side of the building. Students may only enter vehicles within the protected pick-up area.

**General Rules:**

- The entrance into the main parking lot and Drop Off/Pickup zone is off of S. Tech Lane, off of Overland.
- The parking lot is a NO CELL PHONE ZONE.
- Be careful, cooperative and patient! Watch out for kids and other vehicles..
- If you need to get out of your car, please use Lane 1 where the buses are parked, this has a protected walkway to the front of the school.

**J. INCLEMENT WEATHER**

During days of inclement weather (rain, snow, cold temperatures, etc.) students will be allowed to go straight from their cars & buses into their designated inside locations at drop-off. At dismissal, students who are riding the bus will exit their classrooms and go straight to the buses, following the normal route. Students who are getting picked up may choose to wait in their designated location inside of the building until their ride is in the pick-up area. Staff will help coordinate between parents and students.

Inside designated locations:

- Kindergarten - Project Room
- Elementary (1-6) - Multipurpose Room
- Secondary (7-12) - Lunch Room

**K. BUS LOADING AND UNLOADING**

Bus loading will occur off of the sidewalk that adjoins Lane 1 of the parking lot. Bus drop-off occurs at the front of the building in the protected zone north of Lane 1.

**L. Driving/parking:**

Students with a valid driver 's license are welcome to drive to school and park in designated areas as long as they are careful of the health, safety, and welfare of their fellow students, faculty, and staff, and the general community. Driving privileges may be revoked if students in any way endanger others. Police citations will be issued for violation of public law. The car registration and a driver's license are required to obtain school parking permission. Parking in unauthorized locations is not permitted and vehicles may be towed and/or driving privileges revoked. (Students are not allowed to drive to outside school events where bussing is provided, such as field trips, unless they have permission from the Executive Director and a parent). Student parking is located in the south section of the parking lot.



### **Off Schedule Procedures**

- If a student is being dropped off or picked up at an alternative time (due to doctor's appointment, etc.) the student will need to be checked in and out at the front office by a parent/guardian. Please park in a designated parking stall and walk your child to/from the front office, as parking is not allowed in Lane 1 at any time.

### **M. BUS TRANSPORTATION**

Pi STEM provides bussing through a contract with Brown Bus for students residing within the Kuna School District boundaries, and outside safe walking zones. To ensure a safe bus ride, students are expected to conduct themselves in a safe, orderly, and courteous manner and adhere to all Brown Bus rules and procedures. Contact Brown Bus at (208) 466-4181 for bus routes, pick up and drop off times.

#### **Bus Rules:**

The bus driver may issue bus citations for any broken bus rule. Citations may result in suspension of bus riding privileges or consequences at the school. The Executive Director and/or Brown Bus Company, in agreement with the Pi STEM Board reserves the right to suspend bus riding privileges at any time in the case of severe misbehavior. Any student caught using a laser pointer on the bus will be given a citation for an extreme safety violation that will result in an immediate suspension from the bus. The following rules are unacceptable behaviors, however; they are not to be considered all inclusive.

- Swearing and obscene language is not acceptable.
- No vandalism.
- No laser pointers or other hazardous items or materials.
- K-5 students are not allowed to use cell phones or other electronic devices with internet access.

While on the bus, students must:

- Always remain seated.
- Treat equipment and others with respect.
- Keep your hands to yourself and inside the bus.
- Be respectful and follow the bus driver's directions.
- Everyone will be held responsible for their actions.

#### **Designated Bus / Permission Slip:**

Each student is required to ride their designated bus to and from school. Your child must have a written permission slip to ride a different bus home or to get off the bus at a bus stop

that is not their regular designated bus stop. Permission slip forms can be obtained from the bus driver.

**Seating:**

Each driver has the authority to assign seats or establish seating arrangements as they see fit, in order to manage the students on their bus.

**Bus Stop:**

Have your child ready to board at the designated bus stop five (5) minutes before the buses regularly scheduled time. While waiting at the bus stop each student should stay out of the roadway and be respectful of other people’s property. For the SAFETY of each student there should not be any horseplay, pushing, shoving or harassing at the bus stop.

If you know that your child will not be picked up on a specific day, please call either the bus company or bus driver to let them know (208)466-4181.

**Late Buses:**

Routes can be delayed for a number of reasons and most of them are out of the control of the driver. Some examples of delays that cause buses to be late are trains, road construction, weather, student discipline during the route and field trip buses returning late.

**N. SCHOOL EMERGENCY DRILLS:**

Emergency drills are required by law and constitute an important safety precaution. An evacuation plan is posted in each room. Students will practice the plan and are expected to respond immediately to drills in an orderly fashion. Students not cooperating during an emergency drill may be subject to disciplinary action.

**O. RECESS AND PLAYGROUND EXPECTATIONS:**

Time on the playground at recess is meant to be fun for every student. Remembering that each of us is an important member of our community, every student has an important part to play in respecting all recess and playground behavior expectations. The goal for all students at Project Impact STEM Academy is for everyone to play together fairly and to respectfully solve any differences. Adults are also available at recess to help supervise and resolve difficulties.

**SECTION IV. DURING SCHOOL HOURS**

**A. CELEBRATIONS:**

Project Impact STEM Academy recognizes the importance of celebrating specific events. To minimize the impact on learning, celebrations are kept to a minimum.

All birthdays for each month are celebrated on one designated day during the last week of that month, please contact your child's mentor teacher to identify the day and time that your child's house will be celebrating birthdays.

Holiday celebrations should be coordinated with the teacher. We suggest parents sign up with their student's teacher if they are interested in helping plan and orchestrate the celebration.

Other celebrations, throughout the school year there will be occasions to celebrate successes.

### **B. LUNCH AND SNACKS:**

Nutrition influences a child's development, health, well-being, and potential learning. With that understanding it is the goal of Pi STEM to ensure no student is without the proper nutrition.

#### **Lunch:**

#### **Full-time In-person Instructional Model**

CDH Category 1- Green & CDH Category 2 - Yellow (minimal spread)

Until Pi STEM is able to put a lunch program in place that meets the National School Lunch Program requirements, we ask that you please make sure your student brings a lunch. There are microwaves available for heating items. We ask that the students be respectful of time, allowing all students wishing to use the microwaves ample time. We do offer a local vendor lunch options 3-4 days per week for purchase, but you must pre-pay the week prior for all hot lunches. Refer to the weekly newsletter (Dino Bytes) for details and prices. We also have milk available daily at a cost of \$0.50.

If you must drop off a lunch to your student please deliver it to the office as you will not be able to drop it off at the student's classroom.

#### **Staggered-Start Hybrid Instructional Model**

CDH Category 2 - Yellow (moderate spread)

During Staggered-start the AM session ends prior to the lunch hour, so lunch will not be served. The PM session begins following the lunch hour, so lunch will not be served. Project Impact STEM Academy does not currently have a National School Lunch Program, so no lunches can be offered.

### Remote Instructional Model

CHD Category 2 - Yellow (moderate spread) or CDH Category 3 - Red (severe spread)

Project Impact STEM Academy does not currently have a National School Lunch Program, so no lunches are able to be offered during remote instruction.

#### Snack:

Pi STEM does not provide mid-day snacks; however, your student is welcome to bring a snack. We ask that snacks be something healthy such as fruit, vegetables or whole grains and limit the number of sugary snacks you send. If we have a food allergy within the building that causes severe reactions we will ask the building community to help out by not bringing snacks that could cause a reaction.

All snacks should be consumed in an identified location, so proper sanitation can occur.

### SECTION V PARENT / GUARDIAN INFORMATION:

#### A. COMMUNICATION:

We will make every attempt to keep families informed of school events and their child's progress.

To activate parent portal applications, use the following guides (text and video) found at [pistem.org](http://pistem.org), for all activation codes contact [helpdesk@pistem.org](mailto:helpdesk@pistem.org)

PowerSchool <https://sites.google.com/pistem.org/powerschool>

SchoolMessenger

[https://static.schoolmessenger.com/help/SchoolMessenger/html/PowerSchool\\_Integration/SchoolMessenger\\_App\\_Log\\_In\\_from\\_PowerSchool.htm](https://static.schoolmessenger.com/help/SchoolMessenger/html/PowerSchool_Integration/SchoolMessenger_App_Log_In_from_PowerSchool.htm)

Schoology <https://sites.google.com/pistem.org/schoology>

Summit Learning <https://sites.google.com/pistem.org/summitlearning?pli=1>

Product or Platform	Administration	Teachers	Parents	Students
School Messenger	Administration will use Messenger to provide		Parents use Messenger to	

	parents attendance notifications and emergency notifications through text.		receive attendance and emergency notifications through text.	
Email:  Contact information available at pistem.org	Administration uses email to push out larger school-wide communications and our weekly DinoBytes Newsletter.  Administration uses email to communicate with staff, parents, and the community on more specific questions and concerns.  Administration will use email to push-out student report cards.	Teachers use email communication to push out larger class or building-level communications.  Teachers use email communication to discuss challenging issues when telephone communication can not be established or when telephone communication has already taken place.	Parents use email as a primary means of initiating contact with teachers when a telephone conversation is needed or a more lengthy reply is required.  Parents may use email communication in regards to attendance and registration	Students in grades 7-11 use email when they need to set-up a meeting with a teacher or when they have a question for their teacher and have not had a chance to talk to their teacher during class or during lunch.
Phone:  Contact information available at pistem.org	Administration uses telephone communication to communicate with parents regarding sensitive or complex issues and concerns. Note: Teachers should always be contacted first when appropriate.  Tech assistance uses	Teachers use telephone communication to communicate with parents regarding sensitive or complex issues and concerns.	Parents may receive telephone communication when a concern is sensitive or complex.  Parents should use telephone communication in regard to	

	telephone and virtual communication to walk students and parents through solving tech challenges.		attendance, registration, and all other school-wide questions and concerns.	
ClassDojo	Administration will use ClassDojo to provide parents with all school non-emergent short announcements through texts.	Teachers will use ClassDojo to keep parents/guardians informed of what is happening in the classroom through short texts and pictures each week, including special events.  Teachers will use class dojo to post a weekly newsletter.	Parents may use ClassDojo to get quick feedback, responses, and clarification to class assignments or ClassDojo messages sent out.	
Website: <a href="http://www.pistem.org">www.pistem.org</a>	The board and Administration keep the Pi STEM website updated with all current information and documents. This is the first place to go to find board meeting dates, forms, information about the school and staff, the annual DinoByte Magazine, financials, policies, past board meeting notes and agendas, & past DinoByte Newsletters. This is also where you			

	find out about opportunities to volunteer and to participate as community partners.			
Schoology		Core teachers in grades K-3 and Specialist teachers in grades K-12 use Schoology as the primary Learning Management System (LMS) to push out academic content and curriculum to their students. Teachers use Schoology to provide written communication to their students about their performance on class assignments and assessments. Teachers use Schoology to monitor their class and individual student completion and mastery data.	Parents use Schoology to monitor their students' academic progress and preview their students' digital portfolio. During online learning parents use Schoology to monitor class assignments, daily objectives, and help their students access Google Meet Links. Parents can access their students' Schoology account through the parent observer portal.	All students in grades K-12 use Schoology to access their Google Meets Links and daily course objectives during online learning.  Students in grades K-3 and in specialist classes K-12 use Schoology to access course content and to submit course assignments and assessments.
Summit Learning	Administration primarily uses Summit Learning to	Core teachers in grades 4-11	Parents use Summit	Students in grades 4-11

	<p>monitor student performance data at the teacher level and school level, but also has the ability to monitor data at the student level.</p>	<p>use Summit Learning as the primary Learning Management System (LMS) to push out academic content and curriculum to their students. Teachers use Summit Learning to provide written communication to their students about their performance on class assignments and assessments through Summit Learning. Teachers use Summit Learning to keep a record of mentoring student sessions. Teachers use Summit Learning to monitor their class and individual student completion and mastery data.</p>	<p>Learning to monitor their students' academic progress and preview their students' digital portfolio. Parents can observe their students' Summit Learning platform through the Parent Portal.</p>	<p>use Summit Learning to access course content and to submit course assignments and assessments.</p>
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GoGuardian		<p>Teachers use GoGuardian to monitor and manage students' access on the internet.</p> <p>Teachers use GoGuardian to communicate with their students during class.</p>		Students use GoGuardian to communicate with their teachers.
PowerSchool	Administration uses PowerSchool to manage attendance and course enrollment.	Teachers use PowerSchool to log attendance and to manage final grades for all classes.	<p>Parents use PowerSchool to monitor student attendance and course final grades.</p> <p>Parents will have a PowerSchool login.</p>	Students will use PowerSchool to monitor their course final grades.
Social Media: Facebook, Twitter, & Instagram	Administration uses Social Media to communicate with the public about our school's successes & events. Facebook: Project Impact STEM Academy Twitter & Instagram: @pisacharter		The Pi STEM Parents Project PTA manages a Facebook account to provide parents a safe space to connect with other Pi STEM parents. Facebook: Pi STEM Parents Project	

## **B. EMANCIPATED STUDENTS (Adult at 18):**

Although a student may turn 18 while still in high school, the school is still required to inform parent(s) or legal guardian(s) in matters of attendance, discipline, and reporting. Proof of an 18-year old student living independently from their parents is needed for emancipation status. Any possible exceptions to this rule must be approved by the Executive Director.

## **C. ACADEMIC PERFORMANCE:**

### **Report Cards:**

Progress reports are issued to students at the end of each quarter. These reports show academic and effort grades, absences, and tardies. All of our classes are year-long classes and as a mastery-based school we are most interested in growth over time, for this reason the fourth (4th) quarter grade is the only grade that is final and reportable.

### **Parent-Teacher Conferences and Project Expos:**

Parent-Teacher conferences will be held in the first quarter and offered by invitation/request during the third quarter. Parents will be notified of scheduled dates and times. There will be two all school project expos each school year, one following the second (2nd) quarter and one near the end of fourth (4th) quarter.

### **Standardized Tests:**

Standardized tests such as the Idaho Standard Achievement Test (ISAT) in Math (3<sup>rd</sup> – 10<sup>th</sup>), ELA (3<sup>rd</sup> - 10<sup>th</sup>), and Science (5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>) and the Idaho Reading Indicator(IRI) (K-3<sup>rd</sup>) given through iStation are given to all students, as required by the state of Idaho. Results of these tests are provided to parents, teachers, and administration to review achievement levels and to identify areas needing improvement.

Students take the PSAT during their Sophomore year and the SAT during their Junior year.

### **Diagnostic Tests:**

In addition to formative and summative assessments, students are given various diagnostic tests to monitor their progress in programs like RTI (response to intervention). All of our students in grades K-12<sup>th</sup> participate in RTI math and all students in grades K-8 participate in RTI reading. Student's progress in grades K-8 is monitored with monthly iStation Reading and iStation Math testing to identify areas of growth and areas of needed improvement. Students that are at grade level in all aspects of reading or math are provided with enrichment to expand their knowledge. Students with gaps in knowledge are provided remediation in multi-grade-level groups.

## **D. VISITORS AND VOLUNTEERS:**

### **Visitor Sign in:**

#### **Full-time In-person Instructional Model**

CDH Category 1- Green

All visitors, including parents, are required to sign in at the office and obtain a visitor's badge for the time they are on campus. Students who do not attend Pi STEM are only allowed to visit campus with prior approval from the Executive Director.

CDH Category 2 - Yellow (minimal spread)

All visitors must wear masks while on campus. If visitors are meeting staff they must pass a health screener that includes a temperature check. All meetings with staff are by appointment only.

#### **Staggered-Start Hybrid Instructional Model**

CDH Category 2 - Yellow (moderate spread)

The school campus is closed to all visitors while students are on campus, including parents. If materials need to be dropped off, parents must call the office from the parking lot or pre-schedule the drop-off time.

#### **Remote Instructional Model**

CHD Category 2 - Yellow (moderate spread) or CDH Category 3 - Red (severe spread)

The school campus is closed to all visitors while students are on campus, including parents. If materials need to be dropped off, parents must call the office from the parking lot or pre-schedule the drop-off time.

### **Becoming a Volunteer:**

Research indicates that parental involvement has a profound effect on student achievement and attitude. Pi STEM recognizes the importance and value of family engagement in school. As such, we welcome all families to be engaged and volunteer in whatever way possible. Background checks are required for the safety and care of all of our school community. And we ask that parents pre-arrange their visits with staff so that the teacher may be prepared to maximize volunteerism and to ensure that visitors are not a distraction to the learning environment. Please make arrangements for care of younger siblings during volunteer hours. If you are interested in volunteering please contact the office regarding the

background check and your child's teacher to arrange the best time to volunteer in the classroom.

- Request a volunteer information packet and fingerprint card.
- Request and complete Fingerprint Card with the Idaho State Police in Meridian
- Cleared Background check to volunteer unsupervised (allow two-three weeks)
- Complete a confidentiality agreement

### **Volunteer Sign In:**

All volunteers are required to sign in at the office and obtain a volunteer badge for the day.

### **Confidentiality When Volunteering:**

Parents and students at Project Impact STEM Academy have the right to expect that information about events that occur at PiSTEM will be kept confidential by all volunteers, as determined by the Family Educational Rights and Privacy Act (FERPA). Before you speak, always remember that violating a student's confidentiality isn't just impolite, it's against the law.

In addition, all photos and videos taken by visitors or volunteering during Pi STEM activities are for personal use only.

- You may not text or email photos or videos that contain images of other students and share this with anyone other than Project Impact STEM Academy staff..
- You may not post photos or videos on websites, Facebook, Snapchat or any other public forum, without proper authorization, that contain images of other students, because this violates the privacy of these other students.
- During online school you may not video or take pictures of instruction that contain images of other students and share this with anyone other than Project Impact STEM Academy staff.

Volunteers who do not follow these guidelines may be prevented from participating in Project Impact STEM Academy activities or classrooms.

### **Siblings on Field Trips:**

Younger siblings will not be allowed to attend field trips even if a parent would be able to chaperone. The decision is to protect the liability of the school and the learning environment of the other students.

### **E. PARENT TEACHER ASSOCIATION:**

The PiSTEM Parent Project - Parent Teacher Association (PTA) works with the staff and administration to provide opportunities for community building activities, volunteerism, and avenues for fundraising to help enrich the lives of all Pi STEM students. If you are

interested in helping to plan, set up, and volunteer time for school community building events, please email the PTA at [PPP@PiSTEM.org](mailto:PPP@PiSTEM.org).

#### **F. LOST AND FOUND:**

Please mark your items with your name. All found items will be stored in the school lost and found. Parents and students should regularly review the lost and found for misplaced items. Items that are unclaimed will be donated to local charities the last day of each quarter.

## **SECTION VI: STUDENT INFORMATION**

#### **A. DRESS CODE:**

To provide a learning environment that is safe, healthy and has limited distractions we have implemented a dress code that will provide respect and modesty. If one's dress or behavior is offensive, inappropriate, distracting to the learning/school environment, and/or poses a safety hazard as determined by the administration, it will not be acceptable on campus.

- Students should have a neat, clean and well-groomed appearance.
- All pants, shorts, skirts, etc. must be worn at the waist to cover one's undergarments.
- Shorts and skirts must be worn at the waist and reach no more than 3" above the knee.
- Holes are not allowed that are 3" above the top of the knee or higher.
- No brief or revealing tops. Garments such as halter tops, tube tops, crop tops, tank tops narrower than a 3-finger width (worn alone), spaghetti strap tank tops (worn alone), and tops that are see-through may not be worn. Midriffs must be covered.
- Underwear or undergarments are not to be visible.
- Leggings or yoga pants must be worn with a dress or a long shirt that extends to fingertip length (all the way around) when arms are flat at the side. Legging style pants that have rear pockets are not considered leggings.
- No pajamas allowed.
- Hair should never be a distraction to the learning environment.
- Jewelry should be worn in moderation and not pose a safety concern or distraction to the learning environment.
- Clothing must not be overly tight, bagging, or revealing in any way.
- No hoods, scarves, or other head covering that creates a distraction or impedes engagement in the learning process will be allowed while inside the classroom. However, hoods, visors, or other acceptable head coverings will be allowed outside.
- No trench coats allowed.

- Clothing, tattoos, body markings, or any item brought to school, such as outerwear, backpacks, lunch boxes, facemasks, notebooks, jewelry, and hair pieces, that have any insignias, patterns, graphics, writing or messages that are obscene, relating to drugs, alcohol, tobacco, gangs, sexual innuendos, or any illegal activity are strictly prohibited.
- Any attire, grooming practice, makeup, or possession that disrupts the educational atmosphere will not be allowed.
- Appropriate foot attire must be worn at all times; no roller shoes will be allowed.
- Facemask must not contain any letters, words, or phrases that could be viewed as inappropriate or slandering. Facemasks must not contain any large graphic images larger than the size of a quarter.

Special days that would not adhere to certain portions of this dress code may be allowed with the permission of the school administrator and announced in advance.

The Executive Director holds the right to determine if any apparel, jewelry, grooming practice, or other item is not appropriate for Pi STEM based on a distraction to the learning environment or a safety concern. Students are expected to resolve any dress code violation prior to returning to class.

#### **B. CARE OF SCHOOL PROPERTY:**

Students are responsible for the proper care of assigned materials, Chromebooks, books, supplies, and furniture supplied by the school. Students who deface property or damage school property will be required to pay for damage done or replace the item and will be subject to disciplinary action.

Students, parents, and staff have contributed many hours to both the interior building and the landscape of the school. All members of our community are expected to be good stewards of this space.

#### **C. TECHNOLOGY USE:**

##### **Pi STEM Technology Devices (Policy # [3275F](#)):**

Project Impact STEM Academy provides a one-to-one device for each student in attendance.

Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Please refer to school policy for further details regarding the student use of personal devices.

**Prohibited uses of technology include, but are not limited to:**

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Encouraging the use of or promoting the sale of controlled substances or drugs.
- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the up-loading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the Board or their designee.
- Redistributing a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.
- Invading the privacy of individuals, revealing personal information of others or themselves, such as home address, or phone number.
- Logging in to the system using another user's account or password.
- Leaving an account open or unattended
- Violating any local, state, or federal regulations per statute.
- Using the Internet for purposes unrelated to the educational curriculum.
- Altering computer equipment as set up by the system administrator.

Pi STEM reserves the right to monitor all activity on the Internet, to block any material on the Internet, or to deny access to technology to any individual.

Student discipline for violation of any part of these rules and procedures shall be based on the student's age and the severity of the infraction. Student discipline may involve actions up to and including suspension and/or expulsion or loss of privileges. Perpetrators or their parents/guardians may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

**Internet Acceptable Use Policy (Policy# [3270](#)):**

Learning is enhanced through technology's endless possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world, and create their own products. Pi STEM provides students and staff with technology services. These services include the use of computers, servers, other technology equipment, and the Internet.

Some sites on the Internet contain offensive material. Even though it is impossible to have control over all of the information on the Internet, Pi STEM prevents access to

inappropriate materials through a filtering system in order to provide for a positive, productive educational experience. Communications on the Internet are public in nature and files stored on the Internet should not be assumed to be private.

Project Impact Stem Academy:

- Supervises and monitors students.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.

The use of the Project Impact STEM Academy technology is a privilege and not a right. Technology is designed to be used as a tool to assist with the instructional objectives of the school. Students and staff shall use technology efficiently to minimize interference with others.

**Personal Electronic Devices (Policy #[3265](#)):**

Students, with permission of their parent(s)/guardian(s), or the student him or herself if over eighteen (18) years of age, may be in possession of a personal, electronic device such as smartphones, smartwatches, cellular telephones, pagers/beepers, e-readers, or other related electronic devices on school property. Unless an emergency situation exists that involves imminent physical danger or a certified Charter School employee authorizes the student to do otherwise (such as use in class), use of devices shall be limited to the period before classes begin in the morning, during the student's lunch period, and after the student's last class in the afternoon. The devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.

Regarding SmartWatches, SmartWatches should be programmed to not receive or send information during school hours.

Any use of devices, during approved times that is non-academic in nature or is not used for the purpose of appropriate communication may be considered disruptive to the educational atmosphere and deemed in violation of the device policy. Examples of uses that could fall into this category are playing video games while on school property, recording videos, or using text messaging to harass or harm another person.

Students who violate the personal electronic device policy will have their device confiscated and returned to the student at the end of the day. If the student continues to violate the policy the device will be confiscated and given to administration for parent pick-up.



#### **D. PERSONAL BELONGINGS:**

Students are responsible for their personal belongings. The school is not responsible for theft of any student's personal belongings.

Items inappropriate for school are those items that can cause a disruption to the learning environment and serve no educational purpose. The following are examples of items that may be deemed inappropriate for school:

- Rubber bands, squirt guns, etc. – these items are not permitted because of the problems caused by misuse.
- Skateboards, roller skates, scooters, shoes with wheels, hoverboards, and roller blades – these items are prohibited from all school property.
- Trading cards, toys, or other items of value.
- Large chains.
- Laser pens and shock pens.

Students who bring personal belongings that are disruptive to the learning environment may have the item confiscated and returned to the student at the end of the class period, end of the day, or it may be turned over to administration for parent pick-up. The course of action is dependent on the item confiscated and the severity of the situation.

#### **E. PETS/DOMESTIC ANIMALS:**

Pets are not allowed on campus without prior Executive Director approval.

#### **F. HOMEWORK:**

Typically Project Impact STEM Academy does not assign additional coursework to be completed at home unless the student is off track and in danger of falling behind or not promoting to the next grade level.

In the primary and elementary grade students can expect to have reading, writing, and spelling assignments to help with cementing these foundational skills.

### **Section VII: MEDICAL AND HEALTH INFORMATION**

#### **A. INJURY/INSURANCE:**

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. Pi STEM does not provide medical insurance to pay for medical expenses when students are injured at school. This is the responsibility of the parent/guardian. We can only administer simple first aid. In emergency cases, where parents cannot be contacted, the school will call for assistance from paramedics. The cost of transport by

paramedics and/or ambulance will be the responsibility of the parents. It is imperative that we have your current home and business telephone numbers and two emergency contact persons.

Parents are required to notify the school of any address or phone changes.

#### **B. HEALTH/ILLNESS:**

While we would like all children to be present at school each day, we recognize that students get ill from time to time. We try to balance the need for a child to be in school, their need to recover, and the need to protect the health/wellbeing of the rest of our Pi STEM community. As such, we have created the following guidelines:

- Students should be fever (100+ degrees), vomit and/or diarrhea-free for at least twenty-four (24) hours before returning to school. Under Central District Health stage 2 and 3 (yellow & red) families need to follow the CDH flowchart protocol.
- When students complain of illness at school, office staff will assess the situation (take temperature, talk with the child, offer the child a quiet place to sit quietly if applicable). If the child has a temperature or is complaining of stomach cramping, parents will be notified to pick up the child.
- During Central District Health stage 2 & 3 the school will take the temperature of every student prior to entry to preemptively identify students.

#### **C. MEDICAL NEEDS:**

Pi STEM does not have a nurse on staff. The first-aid care the school can provide is very limited. If a child is hurt or complains of illness, the teacher will send the child to the office. Simple cuts or bruises will be treated by applying a topical antiseptic and bandage or ice to the injury. Since we are unable to administer more serious medical treatment, the office will call the parent in the event of a more serious injury or illness. The child will be kept in the office until the parent arrives to get them. **It is essential that the school have up-to-date contact information at all times for each parent. In the event of an emergency, the office will call an ambulance before calling the parents.**

Emergency medical forms for each student are on file in the office to guide officials in the event of an emergency. Parents should ask to review their child's medical forms if they have questions or need to make changes. Student's medical needs, including those that may arise on school grounds, must be covered by parent's insurance. Parents should notify the office if they do not have insurance for their child.

**Medication (Policy #[3510](#)):**

Medication should be taken at home. However, if a child is to take prescription medication during school hours, a “Medication Consent Form” form must be submitted to the school office. An updated consent form will be required each time a change is made in the prescription. We cannot give medication without a written authorization from the parent and/or physician. Prescription medication must be in a prescription bottle/container with the student's legal name on the bottle/container, the prescribing doctor, and with correct dosing information on the label.

All medications must be brought in by a parent or guardian and kept in the office. All medications must be distributed from the office by the designated employee. If a child brings medicine to the classroom, the student will be sent to the office so the parent can be notified to complete a medication consent form. No more than two (2) week's supply is to be brought to school. It is the student's responsibility to come to the office or staff member at the appropriate time to take medication. In the event that your child has a prescription epi-pen, inhaler, or is a diabetic and has extenuating circumstances when he/she needs to keep it with them at all times, please contact the office for additional information in accordance with policy [#3510](#).

Over the counter medication may not be brought to school by a child. If a child needs to take acetaminophen, Ibuprofen, or a cough drop we can provide these over the counter medications from the office with a signed note from a parent or permission noted on the enrollment form. All other over the counter medication must be provided by the parent/guardian in original manufacturer's packaging, labeled with the student's name, and have a current medication consent form.

**Head Lice (Policy [#3520](#)):**

In order to limit the chance of spreading, Pi STEM adheres to a ‘no-lice’ solution, under which students known to have live lice or nits may not be admitted to school until the school receives verification from the parents/caregivers that the child is being treated.

Pi STEM does head checks only when a reasonable level of concern merits screening. Screening may be conducted on an individual, a small group of students, a class, or building, whatever is deemed appropriate based on the circumstances.

Pi STEM relies on parents to notify the school as soon as possible if lice or nits are found on their child and seek treatment. Pi STEM notifies families when live lice are found on students while at school, or a parent has notified our front office within twenty-four (24) hours of detection.

**Food Allergies (Policy # [3515](#)):**

Pi STEM takes all student allergies seriously.

**Parents will take the following steps to ensure the safety of their student:**

- Parents need to complete an emergency care plan form (Policy [#3515F](#)) to notify the school of any allergy that could result in anaphylactic shock. Pi STEM prefers a doctor's note describing the severity of the allergy, but it is not required. Also make sure to note if the allergy sensitivity is air borne, through contact, or through ingestion.
- If any medication is necessary in the case of an allergic reaction, the parent needs to provide the school with the medication preemptively (EpiPen, Benadryl, Inhaler, etc.) with a medication consent form.
- Communicate with the student's House teacher about the allergy.

**Pi STEM will take the following measures to ensure the safety of the student:**

- When a student with an air borne or a contact allergy is identified the teachers will notify families of children in that building. Families will be asked not to send any food items that contain the known allergen.
- There will be a designated Food Allergen Free table in the lunchroom. Those students must have lunch free of the designated food allergens.
- Provide access to appropriate staff training.

**SECTION VIII: PROJECT IMPACT STEM ACADEMY DISCIPLINE PLAN**

Project Impact STEM Academy's goal is to provide a safe and orderly environment that is conducive to learning. The staff at Pi STEM works closely with parents to uphold our standards of courtesy, respect, and kind behavior. We believe our students should be challenged to meet their full potential in a nurturing, safe, community-based environment. The staff and parents are dedicated to having a safe school environment where students remain excited about learning and independently proactive school-wide behavioral expectations. Students should feel comfortable and secure while at Pi STEM.

**A. OVERVIEW OF OUR APPROACH:**

The goal of Project Impact STEM Academy's discipline policy is to teach students self-discipline, not to coerce students into compliance through fear, guilt, or shame. Our discipline policy and practices reflect a strong commitment to building community and teaching the skills students need to contribute positively to the community.

- **Start of the Day Circles & Class Meetings:** During house time each class participates in daily community building circles with their mentor teacher to teach social-emotional skills and pre-teach expectations.
- **Buddy Class Program:** During the year, students are paired with a cross-age buddy. Buddies are given the opportunity to work on projects together.
- **Classroom Routines/Procedures:** Teachers and teams establish classroom routines and procedures to maximize learning time and provide consistency. These routines are proactively taught and implemented each day.
- **Discipline Intervention:** Teachers use a variety of tools to address problem behaviors in the classroom. They proactively teach the skills they want to see from their students and use interventions to redirect student behavior.
- **Restorative Conversations:** Teachers use restorative conversations and conference protocols to help students process events that impact others and help them identify ways to repair the harm caused.

## **B. SCHOOL-WIDE EXPECTATIONS:**

We keep our rules simple and consistent across the school:

### **Be Kind**

Use words and actions that lift yourself and others up.

### **Be Safe**

Make choices that keep yourself and others from harm.

### **Be Respectful**

Treat others the way you would like to be treated.

### **Be Responsible**

Come ready to learn and be accountable for your choices.

### **Be a Problem-solver**

If you are part of a problem, initiate a solution.

Teachers work with students to clearly define these rules and what they mean given their age and grade level. They also define these rules in various spaces throughout the building. Additionally, these rules serve as a jumping off point for building additional classroom norms.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school, as borrowed from the Love and Logic Philosophy:

- We teach and model the importance of dignity and self-respect.
- We will guide students to learn how to manage and solve their own problems.
- We will give students the opportunity to make decisions and live with the positive or negative outcomes of those decisions. Possible negative outcomes may include: think time, time out, lunch detention, in-school suspension (ISS), out of school suspension (OSS), or expulsion.

Students who engage in inappropriate behavior can and should expect consequences in accordance with their behavior. Our first course of action is to handle misbehavior with natural and logical consequences. Students are encouraged to privately talk to their teachers when they feel that a consequence appears to be unfair.

Criminal activity will be referred to the proper authorities.

### **C. SCHOOL WIDE INCENTIVES:**

At Project Impact STEM Academy classes work together to identify, nominate, and celebrate individuals, small groups, and whole classes of students who have demonstrated a strong alignment to our values. One way we do this is through Capes of Kindness and Badging.

### **D. SCHOOL WIDE PROCEDURES**

School-wide procedures and protocols are designed to ensure consistency in our practices and to ensure transitions are smooth and respectful to all members of our community. All teachers provide direct instruction on these procedures during the first two-weeks of in-person instruction:

#### **Transitions -**

When students are preparing for a classroom transition they will clean up their area and wipe down their table. They will line up in a single-file line without talking, unless

otherwise directed to complete a task, such as orally practicing a poem, chant, skip counting, etc.

### **Cafeteria/Outdoor Eating Space -**

Students will clean-up after themselves, place their lunch boxes in the designated area, then proceed to the playground.

### **Restrooms -**

Students will sign-out or acquire a restroom pass prior to leaving the classroom to use the restroom. Students will be efficient with their time management in the restroom.

### **Playground -**

Students will stay in sight of the duties and stay within the designated play areas. Students will not participate in physical activity that could cause harm to others or themselves. Students will not enter the buildings without permission and supervision of an adult.

### **Morning Arrival -**

Students will line up in their designated mentor house lines, practicing social distancing protocols when appropriate. Parents must drop students off at designated drop-off locations and should not make a habit of accompanying students to the classroom.

### **Afternoon Dismissal -**

Students will line up in single-file lines, in their designated bus and walking/pick-up lines within their buildings. They will then be led by their designated teacher or paraprofessional to their designated bus or pick-up line. The designated teacher or paraprofessional will stay with their students until they have left the property.

All teachers will provide direct instruction on these procedures for online instruction:

### **Morning Arrival -**

All students should log into their chromebook at the start of school. They should enter their mentor house Schoology tile for attendance and the Caring School Community routines, no later than 8:15 AM. Cameras should be in the on position and the students microphone should be muted, unless they are asking a question. Students need to be dressed and ready to attend school.

## **Classroom Procedures -**

Students should use the times on their Schoology tiles or their student schedule to determine what class comes next and use the Google Meet link in the appropriate Schoology tile to access each class, transitioning through their classes, as if it was a normal in-person day. When it is time for lunch or break, online students should also take lunch or a break at home. It is very important, however, that they return to their next class on time.

Afternoon Dismissal - Students should once again enter their mentor house tile and check out with their mentor teacher at the end of each day.

If a student is having trouble accessing a class, they can contact their teacher in various ways, including: ClassDojo and GoGuardian chat. If this is unsuccessful, the next step is to call the office.

## **Staying on Task -**

It is very important to eliminate outside distractions, students should not have other electronic devices on during school hours, only their Chromebook. Teachers will help students to stay on task by monitoring their Chromebook use through GoGuardian.

### **E. Addressing Problematic Behaviors:**

#### **Minor Behaviors**

Minor misbehaviors can be stopped before they start through strong relationships, routines and procedures, and pre-teaching of expectations. Behavior is something that must be taught and should be treated as a mistake. Young students are still learning appropriate social norms such as how to keep their hands to themselves, taking turns, sharing, following directions the first time, etc.

When teachers observe these behaviors, students will be kindly correct using methods consistent with Love and Logic & the Caring School Community.

#### **Minor Behaviors Constituting Disciplinary Action**

Problem(s)/ behavior(s) such as: inappropriate language, non-serious physical contact/aggression, public displays of affection, low intensity of brief failure to respond to adult request (disrespect), low intensity disruption of learning, dress code violation, property misuse (using something in the wrong way or for the wrong purpose), non-serious but inappropriate use of cell phones, internet, computer, and other technology devices, and other non-serious behaviors or problems will be handled by the teacher or staff involved using methods consistent with Love and Logic, Caring School Community, and Restorative Justice Practices.



Any minor problem can turn into a major problem if it becomes a pattern or the intensity of the behavior reclassifies it as a major problem.

### **Level 1 Intervention:**

The most age-appropriate way to stop and reinforce prosocial behavior is to calmly communicate that the behavior needs to stop and what you expect from them moving forward.

Example: Bill is pushing Xavier in line. The teacher sees this happen, approaches the student and says in a calm, supportive tone, "Please keep your hands to yourself. At Project Impact STEM Academy we keep each other safe by keeping our hands to ourselves." The teacher may choose to separate the students in the line, stay close to the students during the remainder of the transition or positively narrate when they are doing the right thing, etc. When the students respond to this Level 1 intervention, no further action is required.

### **Level 2 Intervention:**

Some minor problematic behaviors may be more challenging to correct. In these situations, teachers will intervene in order to maintain strong classroom culture and relationships. This response should always include an opportunity to teach the desired behavior and may include an ethical and appropriate consequence that is consistent with the teachings of Love and Logic & the Caring School Community.

Example: If the Level 1 interventions do not result in the desired change in student behavior, teachers should implement the Level 2 Intervention: student Conference. A student conference is a conference guided by Restorative Questions and Love and Logic.

### **Example Interventions:**

- Time Out (age appropriate time limit)
- Change of Seat
- Buddy room (age appropriate time limit)
- Reflection Sheet
- Writing a letter to those harmed

### **Example Consequences:**

- Parent Contact
- Working Lunch
- Loss of Privilege (choice time, etc)

### **Level 3 Intervention:**

If the minor problematic behavior persists over a period of time (weeks), the teacher should implement the Level 3 Intervention: Individual Learning Plan. This is a good time to get other adults involved including parents, counselor, team leader, dean of students, administrator, etc. If after 6-8 weeks the minor behavior persists, the teacher should consider a formal Tier 2 behavior plan.

### **Major Behaviors**

For major problematic behaviors, staff follows the process below:

Staff that witnesses the incident completes an Office Discipline Referral, then contacts the office and requests available admin or student services team members for assistance with a major behavior.

- If the student is responsive to teacher redirection, the student waits for a team member in a safe place in the classroom.
- If the student is non-responsive to teacher redirection and is a danger to others, the teacher should remove the class from the classroom and leave the student inside the room. The teacher should stand in the threshold of the door to supervise students waiting in the hallway and the student in the classroom.
- At no time will a student be sent to the office by themselves.

Administrators or Student Service Team gathers information and determines consequences.

Administrator or Student Service Team documents the results of the referral, applies the consequence, contacts the parent and follows up with the teacher(s).

Administrator/Student Service Team prepares the student to repair harm and support the teacher in circling students up at a logical opportunity to discuss what occurred in the classroom community.

Students in school or involved in school-sponsored activities either on or away from the school premises are expected to obey their school officials, protect property, maintain order and decorum, and conduct themselves in such a manner as to reflect credit upon themselves and their school. Any student who does not meet these standards is in violation of the discipline regulation of Project Impact STEM Academy and will be subject to disciplinary consequences.

## Major Behaviors Constituting Disciplinary Action

Problem(s)/ behavior(s) such as; abusive language/profanity, fighting/repeated aggression, insubordination (disrespect), harassment/bullying, major dress code violation, major electronics violation, lying, major disruption, forgery, theft, vandalism, and any other problem or behavior that is major in nature will be handled by administration.

Consequences of major behaviors can include but are not limited to: in-school suspension, out-of-school suspension, and expulsion ([Policy 3330](#)).

- **Threats or Violence:** An action or behavior that disrupts the educational process or that threatens harm to students, staff, or property.
- **Demeaning Language:** Any language that demeans others will not be tolerated. Specifically, the use of racial slurs is prohibited and considered a severe misbehavior. This behavior, profane language, or inappropriate gestures.
- **Sexual Harassment:** Sexual harassment shall be defined as conduct involving any unwelcome sexual advances or request for sexual favors or comments of a sexual nature. It is Project Impact STEM Academy's policy to have an environment free from sexual harassment. It shall be a violation of this policy for any member of Project Impact STEM Academy's staff or student body to harass another staff member or student through conduct or communications of a sexual nature. Students and parents are encouraged to bring concerns of sexual harassment by school staff or students to school administration. These concerns should be made in writing.
- **Discrimination:** No student or employee of Project Impact STEM Academy shall, because of race, color, creed, national origin, sex, disability, or religion, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by or sanctioned by Project Impact STEM Academy. Project Impact STEM Academy recognizes that different treatment because of race is prohibited under Title 42 2000d, United States Code, in all programs and activities. Students and parents are encouraged to bring concerns of discrimination by school staff or students to school administration. These concerns should be made in writing.
- **Bullying & Harassment:** Bullying occurs when one or more students repeatedly hurt another student through words or actions. In bullying incidents there is an imbalance of real or perceived power, such that the victim has a hard time defending himself/herself against the tormentors. State and Federal laws and Project Impact STEM Academy board policy prohibit any form of harassment by any student or staff member that is meant to demean, degrade, embarrass or cause humiliation to any student or staff member. Consequences for staff members are defined by existing board policy for similar offenses. Students and parents are encouraged to bring

concerns of bullying or harassment by school staff or students to school administration. These concerns should be made in writing.

- **Cyberbullying:** Cyberbullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact. These include but are not limited to:
  - Text-message bullying involves sending unwelcome texts that are threatening or cause discomfort.
  - Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
  - Phone-call bullying via mobile phone uses silent calls or abusive messages.
  - Email bullying uses email to send bullying or threatening messages.
  - Chat-room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
  - Bullying through instant messaging (IM) is an Internet -based form of bullying where students are sent messages as they conduct real-time conversations online.
  - Bullying via websites includes the use of defamatory blogs (web logs), personal website etc.
- **Fighting:** Fighting will not be tolerated under any circumstances. Students who either encourage a fight or incite a fight through teasing, harassing, posturing, staring, “dogging”, or intimidating another student will be subject to the same consequences as those who are physically fighting. Students involved in any way will be referred to the city or county police officer for possible citation.
- **Gangs and Hate Groups:** Gangs, hate groups, and similar organizations or groups, which advocate hatred or discrimination on the basis of race, color, religion, sex, ancestry, national origin, or handicap, are inconsistent with the fundamental values and educational environment of our school. The activities of such groups and their members are prohibited on school property and at all school functions. Such prohibited activities include, but are not limited to:
  - the congregation of members that block building entrances, hallway, or otherwise disrupts campus activity;
  - the solicitation or recruitment of members;
  - the possession of group paraphernalia and materials;
  - the intimidation of others;
  - the advocacy of discrimination; and any other behavior, (such as wearing clothing with gang colors or insignia, or the use of language, codes, or gestures) that provokes violence or seeks to advocate the purpose and objectives of such groups.

- **Possession of Weapons:** Weapons are described as any object, which can be used to cause either temporary or permanent harm to a person or property. Weapons include, but are not limited to:
  - Guns
  - Knives of all types
  - Spikes of any type
  - Mace or pepper spray or any similar product
  - Water and toy guns that resemble real weapons
  - Lead pipes, bats, chains, chuck-sticks, throwing star, darts
  - Metal knuckles, black-jacks
  - Screwdrivers, slingshots
  - Explosives
  - Any instrument that could injure another person
  
- **Possession of alcohol, tobacco, or other drugs:** All school property is a Drug-Free Zone. State Law prohibits students from possessing, using, distributing, or being under the influence of illegal or controlled substances including, but not limited to, amphetamines, barbiturates, marijuana, narcotics, tobacco, vape, hallucinogenic drugs, inhalants, alcohol, or intoxicants of any kind while at school. This includes attending a school activity or event, and/or while being transported in a contracted or school vehicle of any kind or at any location, public or private, where students are attending as representatives of Project Impact STEM Academy.

### **Academic Dishonesty that could Constitute Disciplinary Action**

Problem(s)/ behavior(s) such as: cheating, plagiarism, and other forms of academic dishonesty.

Consequences of academic dishonesty can result in, but are not limited to: loss of assignment credit, loss of course credit, and changes in curriculum implementation ([Policy 3335](#)).

- **Cheating:** Students are expected to act with integrity and submit original work and use their own knowledge and skills when tested.
- **Plagiarism:** When a person takes credit for another's work, be it from printed material (ex: Internet, books, newspaper, encyclopedias, or periodicals) or from a peer without proper documentation. The following are examples of instances of plagiarism
  - Copying from another student's test/work.

- o Obtaining by any means another persons' work and submitting it as one's own work.
- o Failing to give proper credit to sources used in papers and projects.
- **Academic Dishonesty:** When a student fraudulently gains access to knowledge for the purpose of assignments, etc. The following should be used as a guide to help students understand academic dishonesty:
  - o Seeking aid from another student during a test.
  - o Preparing any academic work with another student, unless permitted by an educator.
  - o Possessing or using material or notes not authorized by an educator during a test.
  - o Plagiarism and academic dishonesty can be avoided by the following:
    - Proper documentation
    - Clear communication between student and teacher
    - Integrity, through personal and social responsibility

**Additional Examples of Major and Minor Behaviors:**

Minor Behaviors			Major Behaviors		
Behavior	Definition	Examples	Behavior	Definition	Examples
Physical Contact	Inappropriate physical contact	Kissing, play fighting, tripping, knocking books out of hand	Fighting/ Physical Aggression	Serious physical contact where injuries could occur	Punching, choking, fighting
Inappropriate Language	Low-intensity instance of inappropriate language	Name calling without profanity, "shut up", "stupid", untargeted cursing	Theft	Stealing items from the school, staff, or other students	Taking a phone from another student or money from the cafeteria
Disrespect to Others	Not respecting staff and peers	Talking back, mocking students/staff, talking out of turn	Abusive/ Aggressive/ Major Inappropriate Language	Intentional verbal messages that include swearing or severe name calling	Racial slurs, major swear words directed at staff or other students
Tardies	A pattern of arriving late to class	Being late to class 3 or more times in one week	Inappropriate Touching/ Sexual Harassment	Unwelcome advances, being overly affectionate	Grabbing others, sexual comments, sexual touching
Classroom Disruption	Any instance of a student creating a distraction in class	Yelling out answers, getting up repeatedly, making noises, cellphone/smart watch use in class	Major Disruption	Large scale disruption causing a serious delay in teaching or other school-related activity	Yelling out in an assembly, setting off the fire alarm

Avoiding Work	Refusal to do the work assigned	Sleeping, refusing to do an assignment, not taking out materials	Major Defiance/ Non-compliance	Failing to comply with directions from staff about student conduct	Arguing or yelling at a teacher, walking out of the room without permission, skipping class
Not Following Directions/Defiance	Not listening to directions given by an adult	Being unprepared for class, ignoring directions, rolling eyes	Verbal or Cyber Harassment	Verbal, physical, or online harassment of a severe degree	Physical intimidation, mocking someone because of their religion, cyberbullying
Misuses of Property	Inappropriate use of the school building/school materials	Goofing off with PE equipment or science lab materials, writing on desks	Major Property Damage/Misuse	Large-scale destruction of school materials, using school computers for explicit content	Ruining furniture, breaking equipment, writing graffiti in bathrooms, visiting explicit websites
Inappropriate Use of Computer	Using the computer in ways other than assigned	Visiting inappropriate websites, playing games when not allowed	Weapons/Drugs	Bringing any illegal materials onto campus	Carrying tobacco products, knives, or alcohol



# PiSTEM Handbook Agreement Form

I have read the current version of the Project Impact STEM Academy Student Handbook. (The document has been emailed to parents, is available on the school website [www.pistem.org](http://www.pistem.org), or hard copy is available at the school office.)

We, the undersigned, agree to uphold the rules and regulations stated herein.

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Student's Grade

\_\_\_\_\_  
Printed Student Name

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Student's Grade

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Student's Grade

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Printed Student Name

\_\_\_\_\_  
Student's Grade

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Parent/Guardian, please initial below indicating specific acknowledgement for each of the following items.**

**Specifically, I have carefully read and understand the following specific handbook sections:**

Parent/Guardian initials \_\_\_\_\_  
**Attendance Expectations/Policy (pgs. 12-15)**

Parent/Guardian initials \_\_\_\_\_  
**Technology Use Expectations (pgs. 36-38)**

Parent/Guardian initials \_\_\_\_\_  
**Discipline Plan (pgs. 41-47)**