FUTURE

Family & Engineer Handbook

2022-2023

FUTURE
PUBLIC SCHOOL

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About

CONTACT

511 E. 43 St.
Garden City, ID 83714
frontoffice@futurepublicschool.org
208-854-3923
Futurepublicschool.org

SCHOOL HOURS

9:00 AM - 3:30 PM
Breakfast is available from 8:30 AM - 8:50 AM

TEAM INFORMATION

For the most updated list of staff and contact information please view our [website](#).

HISTORY

Future Public School was founded in 2018. Future is a free, public charter school within its own independent district outside of surrounding school districts. It is currently operating a single elementary school in compliance with the Idaho Department of Education and employing state certified teachers. Future enrolls over 400 engineers in grades K-6.

BOARD OF DIRECTORS

As a 501c3 non-profit, Future Public School is managed by a board of directors. The board of directors is responsible for establishing rules and policies for the governance of the school, approving a process to develop a comprehensive plan for student achievement, and managing the administration in accordance with board policy and state and federal laws.

An updated list of our most current board members and school policies can be found on our [website](#).

Welcome

At Future Public School, joyful and rigorous learning is our top priority! We are committed to preparing 100% of engineers to have the foundational skills and leadership to succeed and choose the path of their own choice in the future world.

We call our students "engineers"- rooted in the belief that through collaboration, problem-solving, and innovative thinking, our young people will lead the way in engineering a more whole, more just, and more equitable world. We believe that educators, caregivers, and community members all have a critical role to play in helping to support, encourage, and affirm children as they grow and thrive as learners. We view this incredibly important work as a partnership between our team of educators and engineers and their caregivers.

We are so thrilled that you would choose Future as the school community for your child to grow and thrive in - *welcome to our Future Family*!

VISION
Future Public School equips engineers with the knowledge, skills and character to succeed in college and the future world.

MISSION
We expect and are committed to preparing 100% of engineers to have the access and opportunity to choose their future pathway. We know that we will not achieve this mission without the shared commitment and partnership of our families.

VALUES

Our school values include: honor, wonder, joy, craftsmanship, and bravery. These values are carefully and thoughtfully woven into the daily life and school experience. We are a unique and diverse family that embrace these values. We cheer for, support, and love each other - believing that individual and collective success are deeply embedded together.

honor
I value myself, others, and our community.

craftsmanship
I persist to do my best work.

wonder
I am curious and ask questions.

bravery
I try new and hard things.

joy
I love learning, smiling, and laughing.
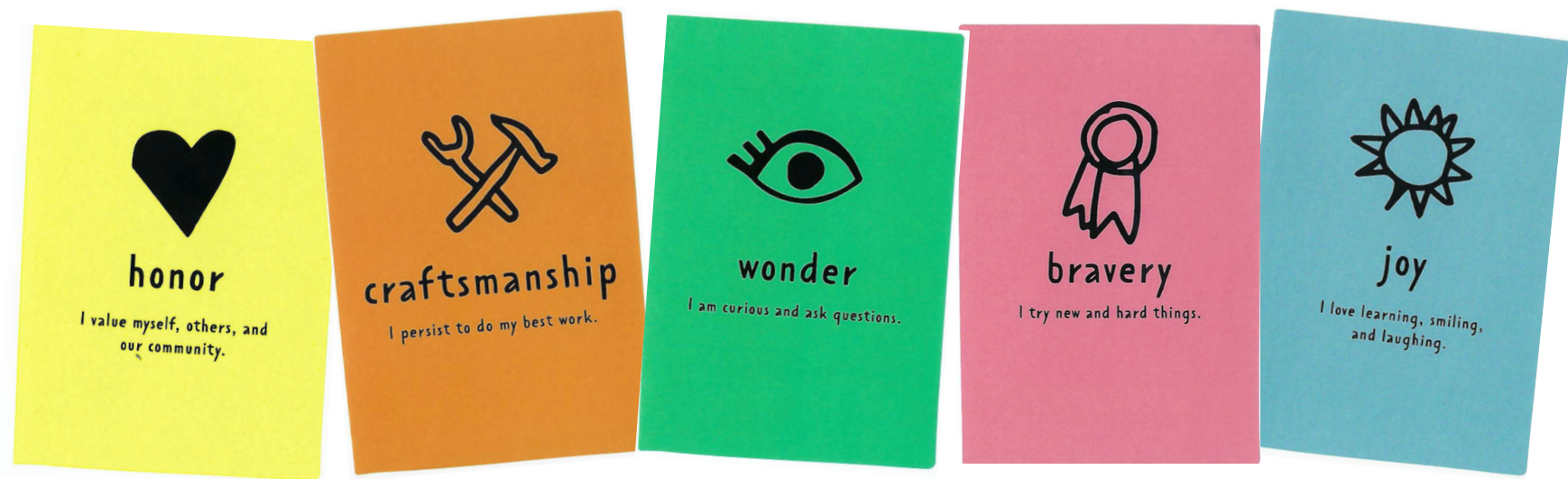
OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

At Future Public School, we seek to build a community in which all voices and contributions are valued and there is shared access to resources and opportunities – this is only achieved with an explicit stance and strategy towards diversity, equity and inclusiveness. Our foundational belief is that every individual in our community brings unique perspective, experiences, and talent; we clearly name equity and justice within our mission and core values. In pursuit of creating this community, we ascribe to several principles of the National Equity Project:

We hold an equity imperative. We articulate clear, ambitious goals, while also acknowledging the reality and roots of structural inequity. We understand the shared fate of all people and communities,

and commit to target strategies and resources so that students furthest from opportunity can reach their goals – no matter how wide the current gaps.

We foster a culture of inquiry and innovation; a community in which all stakeholders manifest a spirit of curiosity and questioning, rooted in a growth mindset. We encourage our community to take risks, explore ideas, experiment, and innovate. Diversity of voice and perspective make our community stronger.

We believe in learning partnerships. These partnerships permeate our community as we strive to establish trusting relationships, knowing that these relationships will accelerate the learning for both adults and children. Learning is personalized in the service of shifting power dynamics and

building alliance toward mutually agreed upon goals. We embody a shift from "I" to "We" and believe that true inclusion is reached through collective wisdom.

We achieve equity through instruction and do so by applying a lens of instructional improvement and data to inform all decisions. A compelling, shared vision of rigorous pedagogy shapes this lens. We incorporate and integrate Learning for justice's domains of Identity, Diversity, justice, and Action across our curriculum.

We believe in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community.

Academics & Instruction

The backbone of Future is the highly trained team of innovative and caring educators responsible for our engineers' learning experiences. Our team members use a variety of resources and materials to meet the needs of all engineers.

Our most critical priorities at Future are;
1. **holding a high bar for academic achievement and growth, and**
2. **supporting the whole child, including an emphasis on social-emotional learning.**

As our school name suggests, we are urgent in ensuring that *all* children in our program are equipped with the head and heart skills to have the doors opened to whatever future pathway they desire, and are equipped to lead and be change-makers in our unknown and rapidly changing future world. We have an ambitious and worthy goal to be a proof point of what is possible in an inclusive, multi-lingual, racially and ethnically diverse, and economically diverse school community. We know and are compelled that all children can and will learn when supported and affirmed in their unique gifts and abilities.

ASSESSMENT

As a free public charter school, Future is held to the same assessment standards as the state requirements. At Future, we understand that teaching and preparing students to take tests represents a small standard of information children need to know to understand a subject.

Our teachers work in the classroom to prepare students to do well on tests, but also to understand subjects with a deeper comprehension that benefits their whole development.

Summative assessments used at Future, include:

ANNUAL REQUIRED TESTING		
Grades	**Test**	**When**
Kinder-3rd Grade	Idaho Reading Indicator	Beginning, middle and end of year
All Grade Levels	NWEA MAP Literacy and Math	Beginning, middle and end of year
3rd-6th Grade	ISATs Literacy and Math	Mid-year benchmark & End of year
5th Grade	ISATs Science	End of year

HOMEWORK PHILOSOPHY

It is highly encouraged that families read together for 20 minutes each evening. Research suggests that one of the greatest predictors of success and satisfaction as a reader is not only engaging in independent reading, but having children see adults around them reading for enjoyment.

Research does not indicate significant benefits of homework at the elementary level, and rather suggests that unhealthy attitudes towards schooling are developed.

Following the research and best practices, we begin scaffolding limited homework assignments in our upper grades. In those grade levels, families and engineers can expect approximately 20 minutes of homework daily. If an engineer exhibits off-task behaviors during the school day and fails to complete an assignment, the assignment may be sent home for completion.

We believe that when engineers give us all of their day, they deserve to have all of their night. We also encourage families to share a meal together when possible and engage in conversation about each other's days.

ENGINEER SNAPSHOTS & GRADING

We use the term "Engineer Snapshot" in place of "report card." Engineer Snapshots are sent home twice, first in the middle of the year, and again at the end of the year. We take a mastery approach to learning and grading and report mastery of skills along a continuum of not meeting, meeting, or exceeding, grade level expectations. Formal conferences are offered in October, and by request throughout the year. Measuring progress towards goals and sharing both academic and behavioral data is an important part of our partnership with families.

FUTURE
PUBLIC SCHOOL
511 E 43RD ST
GARDEN CITY, ID 83714

ENGINEER NAME

GRADE

TEACHER

NATIONAL / STATE COMPARATIVE DATA

2020-2021
REPORTING
IS REFLECTIVE
OF COVID-19
HYBRID LEARNING.
REPORTING HAS
BEEN MODIFIED.

Engineer Snapshot

SCHOOL YEAR 2020-2021

ATTENDANCE

	TRIMESTER 1	2	3	YEAR TOTAL
TARDIES				
ABSENCES				

*MORE THAN 10 ABSENCES PER YEAR IS CONSIDERED SIGNIFICANT

	TRIMESTER 1	2	3
MAP READING ACHIEVEMENT			
MAP READING GROWTH			

*END OF YEAR EXPECTATION IS 50TH %

	TRIMESTER 1	2	3
MAP MATH ACHIEVEMENT			
MAP MATH GROWTH			

*END OF YEAR EXPECTATION IS 50TH %

	TRIMESTER 1	2	3
I-STATION READING ACHIEVEMENT			

*END OF YEAR EXPECTATION IS 40TH %

TEACHER COMMENTS

TRIMESTER 1

CIRCLES

Circles are an important daily and weekly rhythm at Future. Each class begins the day with a circle - representing the value of each individual as part of the whole. Circles are a time for engineers to learn and practice important tools, such as our use of The Mood Meter, and other social-emotional tools and practices that are vital to each learner reaching their potential. Circles help to develop classroom culture and community, reinforce positive relationships, joyful learning, as well as promote dialogue between engineers through engaging activities and inviting diverse perspectives and thoughts to be shared.

FUTURE FRIDAY

Future Friday is a regular gathering that brings together our Future community to highlight our values and our connectedness. This assembly type gathering includes value awards, guest speakers, class presentations, school chants, and joyful competitions such as puzzles, games and staff/engineer basketball games. Several whole school gatherings take place throughout the year, with more frequent gatherings that are split between our upper and lower grades. Families are welcome to join.

FUTURE ENGINEERING PROCESS

MEASURE

BUILD
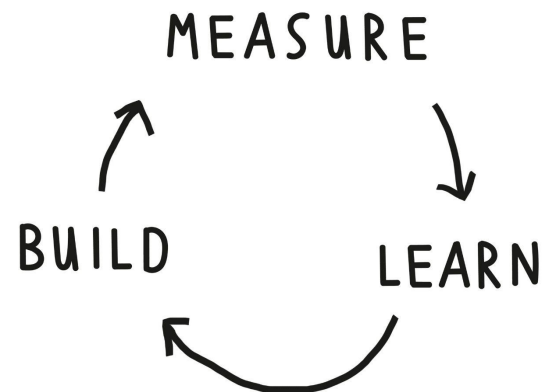
LEARN

QUEST

What is Quest?

Quest is challenge-based learning that occurs through an intensive, short-term interdisciplinary study. Quest incorporates engineer voice and is designed around real-world challenges.

Through the lens of equity, these experiences are built to enhance engineers' understanding of big ideas and broad global concepts, and their development and application of 21st century skills. Quest aims to develop engineers of change and leaders in our community. Each Quest follows a three part arc: (1) knowledge and context building around a topic, (2) deeper exploration led by individual engineer interests, and (3) sharing learning for a public audience.

Why Quest?
- Quest provides space in the day for engineers to share their voice.
- Quest gives engineers opportunities to tackle real world challenges with real world skills.
- Quests offer an opportunity to integrate many different domains of study.
- Quest is aligned with Future's commitment to incorporating the four domains of Learning for Justice: identity, diversity, justice, and action.
- Quest incorporates STEAM-related tools, processes, and skills to engage engineers as problem solvers, engineers, and creative thinkers.

WHAT IS AN EXAMPLE OF QUEST?

3rd graders engaged in a Quest guided by the essential question "**What is 'home'?**" Further inquisitions included:

- What does it mean to have a home?
- Who/what has a home?
- How do homes look different around the world and in our own community?
- How is a home different or the same as a house?
- How does your family influence your idea of home?
- Is home a place or a feeling?

Engineers then built knowledge across a wide variety of topics, such as architecture, tiny homes, community development, and homelessness. Classrooms hosted guest speakers including architects, city engineers and planners, and local shelter directors.

Engineers then researched a topic, or person, of greatest interest to them in more depth. Through this process each engineer produced an informational essay and a display of their findings and work to share at a school-wide forum in which families, other grade levels, and guests from the community were invited.

SPECIALS

Computer Science & Design (CompSci)

Computer Science & Design (CompSci) is offered to all K-6 engineers. This time is used to focus on building and growing the computer-science skills that will assist learners in becoming engineers for the future. Navigating problems, recognizing patterns, and creating step-by-step instructions are all part of what we do in CompSci while programming robots, building our digital citizenship skills, writing code, completing "unplugged" challenges, and learning how to use devices with honor and care.

Design engineering is integrated into our CompSci learning. We spend time in the fall focusing on team and solo challenges to build our confidence in creating solutions to problems and to practice iterating our designs. Engineers are inspired by inventors, architects, and designers from around the world and locally. We use joy and wonder to learn about global challenges and to celebrate our wins and failures.

Movement

Movement is offered to all K-6 engineers with the goal to foster joy and confidence in physical movement, while also creating space for engineers to explore new activities and to master skills in their activities of choice. Movement promotes and develops an understanding of the relationship of healthy body function, movement, and physical literacy. Each child is motivated to cultivate physical fitness, and appropriate social and emotional adjustment to develop strength, skill, agility, poise, and coordination both individually and with their peers for team activities.

Library

Engineers in grades K-6 may access resources from Future Public School's collection of more than 6,000 items including picture books, early readers, chapter book series, middle grade novels, and a nonfiction section. Our library programming occurs weekly and explores stories and activities that develop skills for accessing information and ideas. As engineers learn to care for the physical books in our collection, they also come to understand the importance of handling all stories with care by listening with respect to other perspectives and being conscientious with their own stories.

Hands-on "story explorations" related to the stories we share aloud encourage engineers to identify as readers and writers. Since reading stamina and writing dexterity are built through a range of exposure and motions, featured texts represent the scope of genres and formats found in our library. Writing activities allow engineers to consider stylistic elements and experiment with crafting their own narratives. Complimentary projects--inspired by illustrators or the stories themselves--may incorporate sculpting, textiles, scissorwork, and assemblage. Seasonal riverside StoryWalks bring engineers into nature where they read a picture book, walking from page to page along a wooded path.

Art

Art is offered to all K-6 engineers and focuses on the idea that every child is an artist. Engineers will engage in a studio experience that parallels how artists work in the real world. Expectations for self-directed learning are supported by a highly structured studio environment with clearly delineated expectations. Available tools, art materials, and techniques are introduced incrementally to students who then have access to create independently. Engineers will use the Creative Process and Studio Habits of Mind to structure their artmaking, guide exploration and discovery, inquiry and ideation, skill and technique development, reflection and revision, and self-evaluation. The outcome will be authentic, developmentally appropriate art that reflects each Engineer's unique voice and learning journey.

Our Art program strives to create transformative learning opportunities that honor individual student voices while fostering lives of creativity, connection, wonder, and joy.
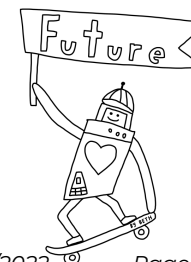
EXTRACURRICULAR

Recess & Playground

In addition to the weekly movement program, engineers take recess outside at the Riverfront Park adjacent to the school and Boys & Girls Club.

While we can see the importance for engineers and guardians to socialize before and after school on the playground, it is of the utmost importance that guardians are vigilant and accompany their child in this area of the school during these times. Supervision of the play structure after school is not provided. The school has rules for the playground during the school day, and it is very important that these same rules are complied with after school.

We show honor and respect the play structure and shared park by: keeping feet on the ground and off of tables; keeping items such as bark chips and rocks in their place on the ground; honoring living things by not hanging or pulling on trees, bushes and plants.

Field Trips

Field trips take place throughout the year to reinforce curricular goals and to provide hands-on and experiential learning opportunities for engineers. A Field Trip Permission Slip signature will be required. Family and guardians are encouraged to chaperone and must coordinate with the teacher and identify charparoning expectations. Non-school age siblings are not permitted to attend so as to protect the learning environment and experience for the class.

Before & After School Clubs, Tutoring, and Electives

Clubs and electives outside of school hours are generally made possible through community and family volunteers. At times, teachers or staff members may volunteer additional time to support additional opportunities or tutoring. We welcome families and community members to volunteer to lead clubs that may be of interest to them and our engineers.

Several opportunities that are offered annually include:

- Shake It Up - 5th & 6th graders learn the ins and outs of crafting and producing a Shakespeare play in the spring.
- Battle of the Books - 4-6th grade engineers are invited to read the annual list of books and compete in local and state competitions.
- Girls on the Run - 3rd - 5th grade girls are invited to participate in this program that promotes confidence, service, and physical movement.

Regular Operations

A general overview of what a typical school day looks like.

DAILY SCHEDULE SNAPSHOT							
8:30 AM	**8:45 AM**	**9:00 AM**	**9:00 - 9:20 AM**	**9:30 - 11:30 AM**	**11:30 - 1:00 PM**	**12:30 - 3:00 PM**	**3:30 PM**
Cafeteria opens for those eating breakfast	Drop off *K-2 on playground –* *3-6 may enter building*	**School starts**	Community Circle	Academic & specials block Lower elementary morning play	**Lunch & play block**	Academic & specials block QUEST Afternoon play	**Dismissal**

CALENDAR

Future Public School's school calendar follows the Boise School District with the exception of a few additional professional development days. We encourage families to view the school calendar regularly to be aware of no school days, breaks, and holidays. The most up to date school calendar can be found on our [website](#) and within ParentSquare.

COMMUNICATIONS

The Front Office
The Front Office serves as command central for communication to, from, and within the building and is the most valuable resource for finding help. Families should contact the Front Office for general questions, to communicate an absence, tardy or early pick up, or to contact an engineer during the school day.

Times	Phone	Email
Monday-Friday 8:15 AM and 4:15 PM	208-854-3923	frontoffice@futurepublicschool.org

ParentSquare
Teachers use the ParentSquare app to communicate with families. Administration uses it to distribute school updates, notifications, and weekly newsletters.

In order to stay current on the school's happenings it is important to use ParentSquare and that preferred settings are correctly set up. ParentSquare is also a place to view the school calendar, upcoming events, and as a directory to connect with other families.

Private messages can be sent to teachers or any staff member by
1. going to the Messages section,
2. clicking New Message, and
3. beginning to type the teacher or staff members name in the Recipients box.

The ParentSquare app can be downloaded on Android and Apple devices. An invite is emailed after engineers have been completely enrolled. ParentSquare can be set up to receive email, app, and/or text messages notifications. It can be accessed by phone, tablet, or computer. If you are having issues with ParentSquare, it is advised to troubleshoot on the computer version first at ParentSquare.com. Computers can be accessed at the school upon request. Any questions about ParentSquare accounts, or to add another person to an engineer's ParentSquare account, please contact the Front Office.

Updating engineer Information
It is the responsibility of the guardian to inform the Front Office promptly of any changes that include, but are not limited to: home address, guardian phone numbers and email address, marital status, guardianship, health status, medical needs and immunization information. Guardians can bring the documents to the Front Office or mail them to the school.

Official engineer registration must carry the names recorded on the birth certificate, unless adoption or another legal name change is supported by legal documented evidence.

WHO TO MESSAGE WHEN		
Topic	**Group Message**	**Private Message**
Absence, Tardy, early pick-up	Include Teacher(s) and Front Office	
Instructional or Behavioral questions	Include Teacher(s) and Principal(s)	
Questions about field trips, classwork, homework, topics related directly to the classroom		Teacher(s)
Counseling, community resources, social-emotional support	Include Teacher(s) and Social Worker	

VISITORS

All visitors and/or guardians must enter at the Front Office to comply with check in procedures in order to enter the building.

All visitors must provide a valid driver's license or state ID card.

Entering the Building
All visitors enter at the Front Office and comply with the requirements for entry. If an individual is permitted to enter beyond the general foyer space, visitors must provide a valid driver's license or state ID card to be screened through our Raptor criminal database and will be required to wear a visitor's badge at all times.

We welcome volunteers to support classroom and school activities. We do not permit unscheduled visits to classrooms and do not permit classroom observations unless it has been scheduled with administration or the teacher for a specific purpose.

Visiting privileges will be terminated for anyone who interferes with academic instruction during the visit, or who does not comply with school policies or at the discretion of our principal.

Lunch Visits & Snack Delivery
Please coordinate with class teachers and the Front Office prior to joining engineers for lunch or delivering snacks.

Parking Availability

Parking is available for visitors in our parking lot, on surrounding streets, and at the Boys & Girls Club. Please be mindful of the bus lane, driveways, no parking signs, and our neighbors–we want to continue to be good stewards in our community.

Large Gatherings

Prior to any school functions or gatherings, the Front Office will reach out (either school wide or to the specific grade level) to collect information ahead of time to ensure safe access to the building, while also being able to expedite check in processes. Please be sure to check ParentSquare communications for steps to take before attending large school functions and gatherings.

Exiting the Building

Visitors must check out at the Front Office after their visit is complete. If a visitor is assisting with Field Trips and will be taking an engineer home after the Field Trip, the engineer must be signed out at the Front Office and the visitor must be on the engineers authorized pick up list.
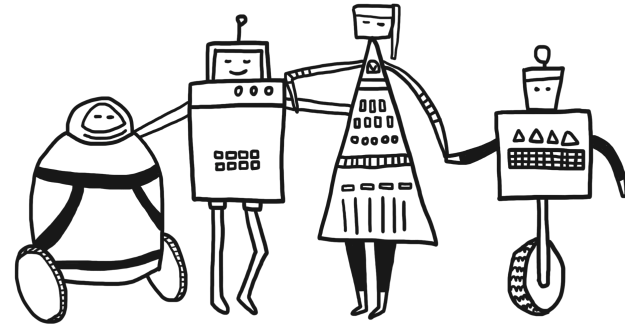
DROP OFF & DISMISSAL

Please be mindful of the surrounding community and residents during high traffic periods. Neighbors and residents have priority in traffic lanes when they are entering and exiting their business or residence. It is critical that driveways and entry ways are not blocked during arrival and dismissal.

Regular Morning Drop Off

ARRIVAL TIMELINE			
8:30 AM	**8:45 AM**	**9:55 AM**	**9:00 AM**
Engineers eating breakfast can be dropped off at the Boys & Girls Club cafeteria. The Riverfront Park playground is open for K-2 engineers but it is not supervised.	All engineers *not eating breakfast* can be dropped off at the back of the Future building. 3-6 grade engineers can enter the building, K-2 engineers can play on the playground until it's time to line up.	K-2 engineers begin to line up on the field and transition inside.	Class begins.

Leaving Early // Early Dismissal

When engineers are signed out early on an ongoing basis, their academic performance and school experience may be negatively impacted. Caregivers should strive to ensure their engineer is in school for the full school day, every day.

Procedures for early dismissal:

1. Know when an engineer can be checked out. To minimize disruptions to the learning environment, we encourage families to try to pick up engineers during periods of transition, such as play or lunch. If the guardian does not know when transition periods are, they should contact the Front Office for this information. *Students checked out before 11:30 AM are considered absent for a half day.*
2. Inform the Front Office AND the teacher. Guardians are required to contact the Front Office AND teachers by 9 AM if and when an engineer will be leaving early to ensure the engineer will be ready. We can not guarantee wait times for families that arrive unannounced to pick up their child.
3. Sign your engineer out at the Front Office. Engineers must be collected and signed out by an authorized guardian.

**Engineers will not be released after 2:45 PM unless the principal determines that it is an emergency, or the engineer has a medical, dental, or court appointment that cannot be reasonably scheduled at another time. This policy is to ensure smooth school-wide dismissal procedures at the end of each day.

Regular Dismissal

DISMISSAL TIMELINE		
3:15 PM (no earlier)	**3:30 PM**	**3:45 PM**
Guardians can begin to line up at the pick up location at the back of the Future building.	Dismissal begins.	All engineers must be picked up.

Engineers should be kept on regular, predictable dismissal schedules as often as possible. Transportation types should not change from day to day or week to week to ensure consistency for the engineer, teachers, and administrative staff.

For those that are able, we encourage parking at Riverfront Park on 42nd street to walk up and meet engineers at the back of the building. Parking in the front of the school is prohibited at this time to enable bus access.

Family members will be called at 3:45 PM or when the car line is cleared out; we begin calling emergency contacts at 3:50 PM.

**All changes to dismissal schedules must be communicated to the Front Office 24 hours in advance. If someone other than an authorized guardian or emergency contact will be picking up an engineer, name and contact information must be provided to the Front Office prior to pick up. The school will not release an engineer to an individual not on their authorized pick up list.

BUS TRANSPORTATION

Future Public School contracts bus transportation through Brown Bus Company. Bus transportations requests will be distributed at the beginning of the year. If there are new bus transportation needs in the middle of the school year, please contact the Front Office.

For route information, incidents on the bus, or in the event of a missed or delayed stop, please contact Brown Bus Company.

Phone	Website
208-466-4181	brownbuscompany.com

Engineer Conduct on Buses

Appropriate behavior by engineers is essential to maintaining safe transportation. Engineers are expected to behave in a manner similar to that of a classroom environment. Inappropriate conduct on the school bus may result in a bus conduct referral, issued by Brown Bus. Consequences for violations on the school bus may also be addressed by the school principal. Consequences issued by Brown Bus can include, but are not limited to, guardian contact, engineer conference, assigned seat, and/or bus suspension. Serious or continuous violations on the bus may result in bus suspension for the remainder of the year at principal discretion.

Engineers are expected to comply with behavior expectations while on buses, at the bus stop, and after exiting the bus.

These include, but are not limited to:

- Wait at the assigned bus stop in a safe and orderly manner, respectful and aware of traffic.
- Board the bus in a single file line, once the bus has completely stopped, proceeding directly to an available or assigned seat.
- Follow the directions of all bus personnel, maintain an appropriate voice level, and be respectful of all people and property.
- Keep all hands, feet, and objects to oneself and out of windows.
- Remain seated until the bus has come to a complete stop.
- Exit only at the assigned bus stop.

ATTENDANCE

School attendance is extremely important to a child's academic success, and Future Public School requires children to attend school regularly and punctually.

To support learning and valuable classroom time, we urge guardians to align family vacations and other events for which engineers must miss school with the school calendar. Absences of any length are likely to jeopardize academic performance. Engineers are required to attend all classes at all times. If this is not possible, engineers are required to complete all of the assigned make-up work.

Guardians are required to notify the Front Office AND the teacher *prior to the start* of school of an absence or tardy.

If the guardian does not make contact, the school will make a reasonable attempt to contact the engineer's guardian to ensure the safety of the engineer.

Absences

Future Public School does not differentiate between excused and unexcused absences and tardies. An engineer with 6 absences will receive a written notification. An engineer with 10 or more absences is considered habitually truant and may be subject to Idaho state compulsory attendance laws.

If it has been identified that an engineer's attendance has affected or will affect class achievement, the teacher and school administrator will reach out to the guardian according to school policies within Future Public School Board Policies #3400 and #4200. As required by the Idaho State Board of Education, an engineer must be physically present in school for two and one half (2.5) hours to be considered present for a half day and not less than four (4) hours to be considered present for a full day.

Tardies & Late Arrival

Guardians are required to accompany tardy engineers to the Front Office after 9 AM, where the engineer should be signed in before they will be admitted to class.

Engineers who are repeatedly tardy may be required to make up learning hours missed through instruction after school or may be considered at risk for promotion to the next grade level if learning objectives cannot be achieved due to significant loss of instructional time. Additionally, engineers missing enough school hours to equate to an absence due to tardiness are subject to the policy for absences.

UNIFORM, DRESS CODE & SUPPLIES

Future respects engineers' rights to express themselves in the way they dress. We view school uniforms in alignment with our school value of Honor - emphasizing that wearing the Future name, logo, and uniform comes with the privilege and responsibility of being an ambassador of our community. All engineers are expected to respect the school community and learning environment by dressing appropriately for a K-6 educational environment. Engineer attire should facilitate participation in learning, as well as the health and safety of engineers and the adults that supervise them.

Dress Code
Engineers are required to wear a Future top each day. Long-sleeve shirts and sweatshirts must also be Future uniform (aside from jackets). Pants, shorts, skirts, and shoes are at the discretion of the families, but closed toed shoes are encouraged.

Dress that may result in a engineer needing to change clothes or being sent home are as follows:
- Footwear that inhibits an engineers from engaging in daily activities
- Clothing that is distracting from the learning environment
- Clothing that is not weather appropriate
- Clothing that states, implies or depicts offensive, vulgar, and non-school appropriate topics

**Shoes with wheels, non-Future zip-ups and sweatshirts, costume masks, hats with face coverings, costumes or pajamas (unless part of an earned classroom incentive or school wide event) and capes are not allowed. Guardians will be called if appropriate clothing is not available or refused by the engineer.

Uniform Purchasing

Our School Store, found on our [website](#), is open year-round and includes standard items such as shirts, dresses, polos, and sweatshirts.

**Please reach out to our school social worker and administrative team if you have a need for uniform scholarship.

Lost & Found

Lost items and clothing are collected and placed in a designated area. Engineers and guardians are encouraged to look for missing items by checking in with the Front Office. Items are donated to local organizations every two weeks if they are not collected.

Labeling items with engineers' names is encouraged to ensure proper return.

Backpacks

Backpacks are not required as the school provides supplies for each engineer. However, if an engineer needs items for after school care and/or exchanges between homes, a backpack may be appropriate and must be kept according to teacher preferences.

Your 5th or 6th grader may find it easier to transport books to and from school using a bag. If necessary, a small backpack or bookbag is allowable. All bags may be subject to search and seizure laws.

School Supplies

We take a communal approach to supplies at Future - there are no required supplies. Instead, families that are able are encouraged to donate supplies at the beginning of the school year. We then equitably distribute and keep stock available for teachers throughout the year. Donation request lists are distributed before the start of the school year.

MEAL SERVICES

Breakfast and lunch are available to engineers as part of the National School Lunch Program. Meals are provided by the Boys & Girls Club and meet federal nutrition requirements. Monthly menus are posted on the school's website. Due to supply chain shortages, menus may change on short notice.

Free & Reduced Meals (FRL)
Free and reduced meal applications can be found online, are distributed at the beginning of the school year, and are available at the Front Office. Eligibility for free or reduced meals is determined annually based on combined household income and Federal Income Eligibility Guidelines.

We encourage all families to complete these forms even if you choose not to participate in the meal program. Your family may meet certain requirements to be eligible for state benefits that can only be identified by completing a Free & reduced Lunch form.

Managing Meal Funds

	REDUCED	PAID	ADULT
BREAKFAST	$0.30	$1.80	$2.45
LUNCH	$0.40	$2.80	$4.25

Meal balances will be tracked within the Titan Family Portal. Balances can be viewed and payments can be made in the Titan Family Portal that can be accessed from the school website.

Guardians will be required to maintain meal funds in this portal throughout the school year and can continue to load funds as needed. As balances become low or negative, the Front Office will notify the guardian and attempt to collect payment as needed. Funds will rollover from year to year.

Engineers will not be denied access to food.

TITAN
A LINQ SOLUTION

Lunch from Home

Engineers are welcome to bring lunch from home. Engineers do not have access to a refrigerator or microwave. Engineers should enjoy their own meal and not engage in meal sharing or "swapping" lunch items with others. Gum, candy, soda, and sugary snacks are not permitted on campus in compliance with our state approved wellness policy.

Food Allergies

If your engineer has an allergy, an allergy form must be submitted, signed by a doctor and returned to the Front Office. Allergy forms are available at the Front Office.

Snacks

Families planning parties or bringing in treats for special events are required to check with teachers if there are allergies to consider and inform the teacher in advance of bringing in treats. Families are encouraged to provide foods that are healthy and nutritious. Alternatively, consider providing non-food treats such as pencils, erasers, bubbles, or mini note pads.

Ideas for healthy food options include fruit, vegetables and dip, whole grain crackers, cheese, or yogurt. Water, milk, and 100% fruit juices are healthy beverage options.

HEALTH SERVICES

It is essential for guardians to provide reliable emergency contact information. Guardians must inform the Front Office immediately of any changes in addresses, phone numbers, or emergency contact listings. Anyone listed as an emergency contact is responsible for deciding if, when, and how the engineer leaves school in the event of an illness when a guardian cannot be reached.

**Future does not retain a school nurse on staff.

Signs of Ill Health
Engineers experiencing any of the outlined symptoms should not attend school. Additional requirements may be imposed in accordance with guidance from health authorities. If an engineer displays any of the symptoms listed during the school day, the Front Office will call the guardian or Emergency Contact to request that the engineer be collected immediately.

SIGNS OF ILL HEALTH

- Fever over 100 degrees. *Engineers must be fever-free for a full 24 hours, without fever reducing medication, before returning to school.*
- Persistent cough.
- Sore throat with fever and/or white spots on the throat.
- Rash with fever.
- Nausea, vomiting, or diarrhea. *Engineers must be free from symptoms for 24 hours before returning to school.*
- Red, itchy, draining eyes. *Engineers diagnosed with conjunctivitis (pink eye) or contagious rashes must be on prescribed medication for a minimum of 24 hours before returning to school.*
- Swelling or pain at a level that may interfere with learning.
- Earache or toothache.

Illness During the School Day

Future Public School has limited options to make sick engineers comfortable, so engineers should be picked up as soon as possible after the guardian or emergency contact is notified of illness.

If an engineer comes to the Front Office reporting illness, the office staff may take the engineer's temperature and gauge symptoms. If the engineer is experiencing any sign of ill-health as listed or has a serious injury, the office staff will notify the guardian or emergency contact. If the office staff is unable to reach the guardian or emergency contact, and the engineer is not experiencing any signs of ill health, or does not have any serious injury, the engineer will be asked to return to class.

If a guardian or emergency contact decides to pick up the engineer, the engineer will wait in a designated area, supervised by office staff. If the engineer has not been picked up within 30 minutes and is not experiencing fever, diarrhea, or vomiting, or does not have any serious injury, the engineer will be sent back to class.

If we don't have visible evidence that the engineer is ill, or if there is a repeated pattern of coming to the office with a request to go home, our team will work with the family to identify solutions to remain in class. If efforts to return to class are not successful, we will defer to the guardian's or emergency contact's decision to determine whether or not to pick up the engineer.

**Additional requirements may be imposed in accordance with guidance from health authorities.

Medications

All prescribed and over-the-counter medication is strongly encouraged to be taken at home.

In extenuating circumstances where an engineer will need to take medication at school, a guardian must come to the Front Office to complete the appropriate paperwork and have signed by a certified physician.

Engineers may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to an engineer unless the following requirements are met:
- All prescription medication must be in the original sealed container, labeled with the engineer's name, date, name of medication, dosage to be given, and the pharmacy's prescription number. All prescription refills must fulfill the same criteria.
- All non-prescription medicine must be in its original container. Over-the-counter medicine must be labeled with the engineer's name, date, dosage, and time to be given at school.
- Medication must be brought to the Front Office by a guardian and an Authorization to Administer Medication form must be completed and signed by a physician for each medication to be dispensed.

Engineers are strictly prohibited from providing or administering any medication to themselves or any other engineer. The only exception to this rule applies to engineers who require anaphylaxis medication (e.g., an epi- pen), asthma medication or insulin for diabetic purposes; state law allows these items to be carried and administered by the engineer. Future will consider any necessary and reasonable modification of this policy on a case-by-case basis.

Medical Emergencies

In the event of a medical emergency, the following procedures are followed:

1. After basic first aid has been given, if further emergency aid is required, a staff member will call 911.
2. After steps have been taken to resolve the immediate medical emergency, the office staff notifies the guardian or emergency contact.
3. A staff member may accompany the engineer to the hospital to offer assistance or comfort if a guardian is not currently available.
4. If a serious injury is not accidental, is self-inflicted, or caused by assault, the police are notified and a report is written.

**If a 911 dispatcher sends an ambulance and the guardian does not want their engineer transported by ambulance, the guardian must cancel the ambulance by calling 911.

SCHOOL SAFETY & EMERGENCY PLANNING

It is most important that phone numbers and email addresses are up to date as these are the primary means of communication in an emergency. Please notify the Front Office of any changes immediately.

While we never want to experience an emergency on our campus, we recognize the importance of preparation. In addition to implementing a visitor check in system, safe drop-off and dismissal practices, a comprehensive emergency response plan is in place. We cannot make all aspects of the plan public, but we do want to communicate important information to you.

The school's administration and a committee of volunteers have worked to develop the details which have been reviewed by local emergency responders. Teachers will participate in training and regular drills and practices will be held according to state requirements. Current state requirements include a monthly fire drill.

Should an emergency happen, here are a few things to remember:
- A standing Incident Command Team is in place, and they know their roles well. Even if you can't see it, someone is working with emergency responders and someone is coordinating the Incident Command Team's actions.
- If you happen to be on site during an emergency, please ask a teacher what you can do to be helpful. The school safety plan and the Incident Command Team will activate quickly. It is important that extra help is directed to the right areas as confusion during an emergency can be costly.
- Engineers will be reunited with families as soon as possible and with respect to established safety protocols. As soon as it is safe to do so, details about reunifying engineers with their families will be sent out via text and email.
- The principal is the primary source of information for families. They will validate information before releasing it to families. Consider other information you hear "unofficial."
- All media inquiries should be redirected to the principal.
- Within 48 hours of an emergency, the Incident Command Team will meet to develop a plan of recovery that considers the needs of academic recovery, facilities recovery, fiscal recovery, and emotional recovery. This plan will be distributed to the public within 48 hours of the emergency.

CANCELED & DELAYED SCHOOL DAYS

As a general practice, we are aligned with weather delays and cancellations initiated by the Boise School District.

School Closures Due to Weather or Emergencies
In the event of a snow day, inclement weather, school closures, or other emergencies, Future Public School will inform guardians. Families should defer to the Boys & Girls Club to learn about any extended care options in the case of a delay.

Closure & Delay Communications
Closures and delays are determined at the discretion of school administration. School closure or delay decisions will be made by 6 AM the day of the event, or earlier if possible, and are communicated via ParentSquare.

2 Hour Delay
In the event of a 2 hour delay, breakfast services are canceled and buses run on a 2 hour delayed schedule (ex: if the bus arrives at your stop at 8:10 AM on regular school days, it will now arrive at 10:10 AM for the 2 hour delay). Please expect possible additional delays based on weather conditions.

If guardians believe conditions in their area make it unsafe for engineers to travel to school, Future will support their decision to keep engineers at home and excuse the absence or tardiness through supportable absence.

AFTER SCHOOL CARE

At least 30% of our engineer population utilizes the services of the Boys & Girls Club at Mosley Center. The Club operates as a separate entity from Future. **All Club membership and registration must be facilitated through the Boys & Girls Club.**

OTHER CHILD CARE OPTIONS			
Child Care	**Website**	**Phone**	**Transportation Provided?**
Boys & Girls Club	adaclubs.org	208-376-4960	Within walking distance
Bronco Elite	broncoelite.com	208-389-9005	Yes
Gem State Gymnastics	gemstategymnastics.com	208-853-3220	Yes
Las Puentes	puentes.biz	208-344-4270	Yes

FAMILY ENGAGEMENT

We view family partnership and engagement as critical to fulfilling our mission and commitment to our engineers. We place high value on honoring each family and recognize that families vary in their capacities, interests, and the resources that they may be able to contribute to Future. The greatest gift your family can share with us is your trust in the commitment and care we have for your child - it is such a gift and privilege for you to share and entrust your child with us.

School Events
Future offers multiple events throughout the year for families to engage with the school and to develop community. Annual events include Back to the Future, Fall & Spring Fest, Field Day and Graduation events. All family members are encouraged to join us during these days of celebration and connection.

Classroom and Schoolwide Volunteering
Frequent and ongoing needs include: reshelving returned library books, making copies, assembling classroom materials and activities, uniform closet laundry and organizing, supporting small groups of engineers for activities or having them read to/with you,

various teacher needs, covering the front desk phone, and supporting in the cafeteria and on the playground.
Whether you are available one time, or are able to make a weekly and consistent commitment, we love to welcome all volunteers - we couldn't do it without you! Volunteers can share their interest by reaching out directly to classroom teachers or the Front Office.

Families Of Respectful, Confident Engineers (FORCE)
FORCE is our family group that meets each month to contribute to and plan events and other school initiatives. All families and caregivers are welcome to join and attend and contribute as they are able. Monthly meetings take place August - May, with regular invitations shared via ParentSquare. Activities and events supported and/or facilitate by FORCE have included:
- Book Clubs
- School wide gatherings such as Fall Fest (October) and Spring Fest (April)
- Scholastic Book Fair volunteers
- Monthly staff potlucks and/or treats
- Staff Appreciation Week
- Winter clothing collection

FINANCIAL GIFTS

Did you know that Idaho charter schools, like Future, receive up to 35% less funding per student than traditional district schools in the Treasure Valley?

We serve a unique and diverse school population and place zero obligation or pressure on any family to give financially to Future. Regardless of financial gifts and donations, we are committed to providing a world-class experience here at Future within the means of the public funding we receive.

Every dollar received makes a difference and helps to enhance our programming and the engineer experience by funding things such as: field trips; MOSS overnight science camp experience; additional supplies and materials for classroom activities; supporting projects in our Art, CompSci & Design, Movement, and Library classes; uniform scholarships for families in need; stocking our food pantry; and other school special projects and initiatives. Whether large or small, we are so grateful that you would consider Future as a place to make a financial contribution.

WAYS TO DONATE

Recurring Donations	Annual Giving Campaigns	Corporate Matching
Through our giving page on our website, families are able to set-up recurring monthly donations. Many families find this as a helpful and easy way to contribute to things like field trips and classroom snacks. Future can also receive donations through AmazonSmile and Fred Myer's Community Rewards program.	One time per year we host a "Share the Love" campaign in which we encourage each family to share their love of Future in one way or another - such as submitting words of gratitude, recruiting new families and staff to our community, participating in a service project, and/or making a financial contribution. We also share on ParentSquare if a need or opportunity arises throughout the year.	Many employers offer matching gift programs that can increase the impact of your gift. Check with your Human Resources department to find out if your company or organization has a matching program, and please reach out to our administrative staff if you have any questions and we can assist you in the process.

Idaho Education Tax Credit

The Idaho Education Tax Credit is a unique opportunity specifically for individuals, families, or corporations that make financial contributions to Idaho schools. Financial gifts to Future may qualify for a 50% tax credit (a reduction in the actual tax you owe).

- Idaho individuals may take up to 50% of a gift of $1,000 (tax credit of $500)
- Idaho married couples may take up to 50% of a gift up to $2,000 (tax credit of $1,000)
- Idaho corporations may take up to 50% of a gift up to $10,000 (tax credit of $5,000).

Supportive Learning Environments

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

We believe that a positive school climate and consistent equitable practices are critical to raising academic achievement and establishing safe learning environments. It is the responsibility of all school personnel, engineers, guardians, external stakeholders, and the greater community to ensure that the school environment encourages a climate conducive to learning through the use of Multi-Tiered System of Supports (MTSS).

MTSS is a responsive system designed to support educators to deliver effective academic and behavioral instruction, allowing all students to learn, grow, and master grade level standards. It is not an initiative or program, but rather a framework our team uses to support all students. The key components we consider in our system are leadership, assessment, data-based decision making, multi-tiered instruction, and family and community.

The following are guiding principles that lay the foundation for creating safe, supportive, and engaging learning environments which ensure the highest level of academic, social, and emotional outcomes for all engineers.

FOUNDATION FOR SUPPORTIVE LEARNING ENVIRONMENTS
1. Create positive climates and focus on prevention, through the use of Multi-Tiered System of Supports (MTSS)   2. Develop clear, appropriate, and consistent expectations and consequences to address disruptive engineer behaviors; and   3. Ensure fairness, equity, and continuous improvement.

Source: U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington, D.C., 2014.

Future's framework includes establishing MTSS for academics, behavior, and social emotional learning. Positive Behavior Interventions and Supports (PBIS) is incorporated into the MTSS framework to provide universal expectations and a continuum of engineer support.

Tiered instruction, intervention, and support take place school-wide, in classrooms, in small groups, and with individual engineers and families with collective ownership and continuous communication and collaboration. Strategic planning occurs based on the needs of engineers and should result in a positive school climate with a restorative philosophy.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)
1. Tier One/Universal (School-wide): High quality academic and behavioral instruction and equitable systems designed to meet the needs of all engineers across all settings, including differentiated instruction for all engineers and inclusive practices for engineers with disabilities and diverse learning profiles. 2. Tier Two/Secondary (Strategic): Additional targeted academic and/or behavioral interventions and supports for groups of engineers who are not making adequate progress with Tier One/Universal supports alone. 3. Tier Three/Tertiary (Intensive): Intensive academic and/or behavioral interventions and supports for individual engineers based on response to interventions/supports at Tier 1 and Tier 2 levels.

SUPPLEMENTAL SUPPORT SERVICES

Enrichment

Enrichment is offered to a small group of engineers who are provided with differentiated instruction meant to meet their academic needs and push them to realize their full potential by being appropriately challenged. Universal screening for enrichment services takes place in the fall for engineers in 2nd grade, or those new to Future in grades 3-6 that meet the criteria. Factors include: assessment data, academic ability, leadership, creativity, and teacher observation. Enrichment meets as a small group twice a week to explore cross-curricular projects and concepts that further enhance the learning they do in class.

Math & Literacy Intervention

In pursuit of creating more equitable pathways and opportunities for our engineers, we work towards removing as many barriers to access as possible - we view early literacy and math skills as a critical foundation and a necessary component towards accessing a future of choice and opportunity.

Future offers additional support for engineers that require more focused instruction in math and literacy. Engineers are provided individualized support with our specialized team and instructed in small groups aimed to help them improve specific skills. The time and content delivered in the small group varies based on individual needs; these are also adjusted as engineers show growth, or a neutral to negative response to intervention.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a federal law that prohibits discrimination based on disability and requires public schools to make adjustments so that engineers with disabilities can learn and participate like engineers who do not have disabilities.To be eligible for services under Section 504, a engineer must have a physical or mental impairment that substantially limits one or more major life activities. A team decides if an engineer is eligible using a variety of evaluation data. The team should include a group of people with knowledge of the engineer, the placement, and the evaluation data. This often includes the engineer's guardian, the engineer (when appropriate), the engineer's teacher, the school counselor or social worker, and/or other school staff. If the engineer is found to be eligible, they are entitled to legal protections that will stay within them throughout primary education. They may also be entitled to an individual accommodation plan (504 plan). The plan explains how the engineer's needs will be met while at school and may include health services for the engineer during the school day if needed.

Individuals with Disabilities Education Act (IDEA)

Future offers a full continuum of classrooms and special education services to eligible students. Based on the Idaho Special Education Manual (2015), eligibility for special education is based on meeting specific criteria for one or more disabilities, evidence of the adverse impact the student's disability has on their education, and a need for specially designed instruction.

Future provides services in the least restrictive environment (LRE) appropriate for each engineer. Some engineers may require more specialized or intensive educational and/or behavioral services and supports throughout much or all of the school day.

Please reach out to our school principal and special education director should you have questions about our services and any processes involved.

Multilingual Services

Previously known as English Language Learning (ELL or EL). Multilingual services are given to qualifying engineers in one-on-one, small group or inclusive whole class settings. The services that the engineer receives are determined once the engineer has been assessed in oral, reading and writing proficiency. Frequency of services depends on each engineer's

individual language needs. Multilingual staff and engineers work on academic content and English language acquisition.

Future uses the WIDA ACCESS for Multilingual to monitor engineers' progress in their English Language Proficiency (ELP). A screener is used when an engineer identifies on the home language survey that their family speaks a second language at home. All incoming kindergarten engineers with an identified primary home language other than English, or as determined by evidence of limited English proficiency, are screened in the first 4-6 weeks of the school year. Engineers new to the district are screened within their first few weeks of enrollment. Engineers take the WIDA ACCESS for ELLs in January-March.

Social Services
Future Public School offers School Social Work and counseling services. These services may include brief and short-term individual sessions, small groups, or whole classroom lessons. Social work services aim to support areas such as emotional regulation, personal/social development, coping skills, and conflict resolution. If issues are encountered that require intervention beyond what is offered in the school setting, guardians will be notified and given community resources. The school social work program is not intended to be a substitute for psychological counseling, diagnosis or treatment of any condition, or medication.

BUILDING BRIDGES

Engineers for Equity
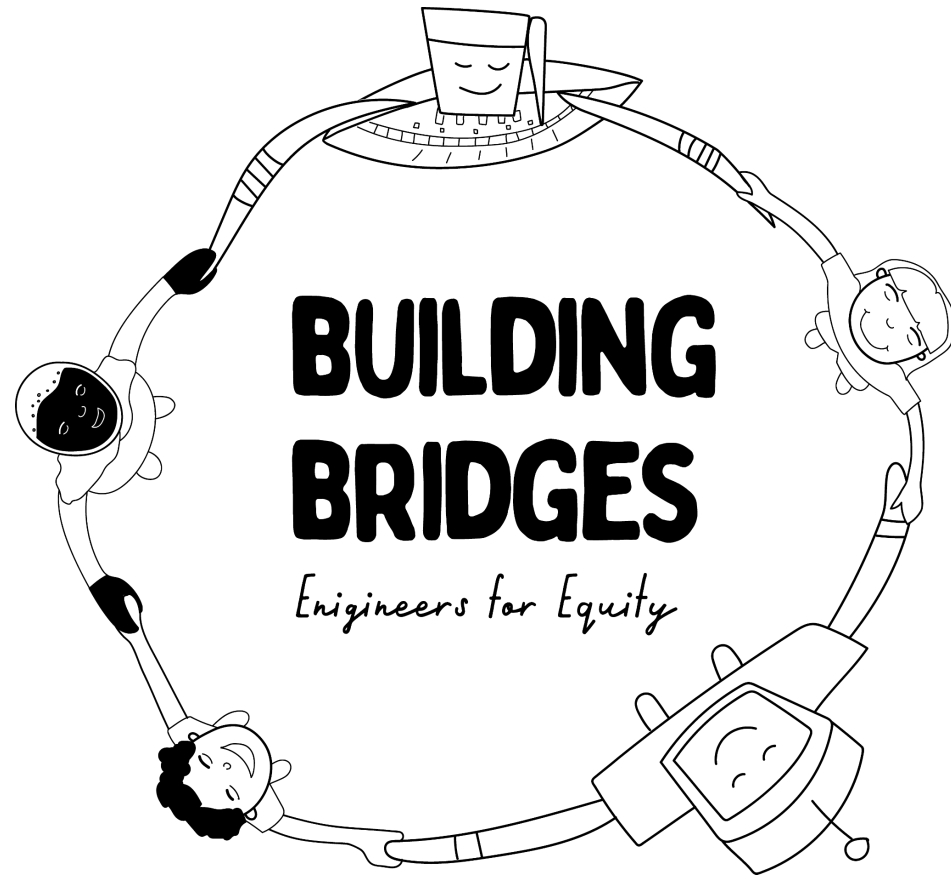
ENGINEER HONOR, BEHAVIOR, & DISCIPLINE

Engineer, Family, and Staff Honor Commitment

At Future Public School, we are committed to the academic and behavioral success of every engineer in our school community. We believe that academic excellence is the result of partnership, persistence, and a mutual commitment between the school, our engineer's families, and the child.

To ensure we are all equally committed, we ask that our staff members, caregivers, and engineers all agree to a Future Honor Commitment that is rooted in our school values. The Future Honor Commitment is distributed and signed annually.

Social-Emotional Learning (SEL)

SEL is an integral part of education and human development. SEL is the process through which young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. *(CASEL, 2020)*

At Future, we take the approach of being behavior and emotion "scientists," believing that behavior is how children communicate needs and that it is our job as educators to understand and support those needs. We utilize the RULER framework from the Yale Center for Emotional Intelligence to guide our work with both engineers and staff. The Appendix of the handbook includes a RULER skills overview for families.

Restorative Discipline Approach

We prioritize helping kids identify harm done and the impact it caused to others, followed by assisting them to find a way to "restore" or fix the harm done. This is based on restorative justice framework instead of a punitive or consequence based approach. We have found this positive framework to yield stronger critical thinking skills and create a stronger school community.

Affective Statements are the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others. Examples of affective statements include:

- I felt really proud of you when I heard...
- I feel really pleased and encouraged that...
- I want to thank you for your cooperation.
- I was disappointed when you…

Restorative questions are used to process an incident of wrongdoing or conflict. When a situation has occurred, the person/s who created the conflict takes time to answer questions that focus on the incident. This allows the person to think about how his/her actions impacted others and supports feelings of empathy, accountability, expression of feeling and thoughts, and problem solving. Restorative questions are also answered by those who were impacted by the incident to help them process their feelings and determine what they need to make things right.

- What happened, and what were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What about this has been hardest for you?
- What do you think you need to do to make things as right as possible?

Future's Positive Behavior Interventions and Supports (PBIS) and Behavior Matrix is a guide for all administrators to use when processing office discipline referrals.

Administrators may elect to provide additional interventions or assign a lesser consequence based on extenuating circumstances. In addition, administrators may assign a more exclusionary practice with approval from a level leader. The Behavior Matrix is used to ensure consistency and fairness when assigning interventions, support, and disciplinary consequences to engineers.

The Behavior Matrix list of offenses and responses can be found in the Appendix section of the Handbook. It is not an exhaustive list of offenses and responses. It is intended to serve as a guide and example to manage ranges of behaviors.

Academic Integrity
All engineers enrolled at Future are held to the same standards. Any dishonesty such as plagiarism, cheating, and/or providing false information may result in restorative action by the teacher or school principal. The following acts are considered dishonest and a violation of the academic integrity:
- Plagiarism using other people's work, ideas, or information without giving credit to the source.
- Cheating using unauthorized material including outside materials or study aides for work completion. Submitting assignments of projects through another engineer's password and username is considered cheating. Copying another person's work and using it as your own is considered cheating.
- Performing work or taking a test for another engineer.
- Submitting false information or made up data is considered misleading and dishonest.

RESPONSIBLE USE OF TECHNOLOGY

Future Public School provides engineers with access to various technology resources, including a wide range of educational resources through the Internet. These devices will help us to share, collaborate, and connect as we learn.

Online learning spaces and communication and collaboration tools should be treated as a classroom space, and language and behavior that is not appropriate in the physical classroom is not appropriate in online spaces. Engineers and families will be required to review and acknowledge the Technology & Internet Responsible use form annually. Families will be invoiced for any intentional damage to school devices.

Internet Access & Filtering
Future uses content filtering technology in compliance with the Children's Internet Protection Act (CIPA) on all school computers with Internet access to protect against unacceptable web content. However, because no web filtering technology is 100% safe, Future makes every effort to monitor online activity.
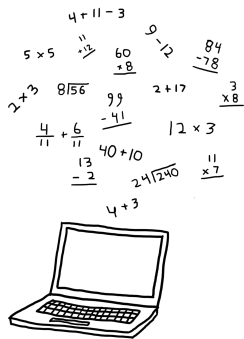
School Assigned Devices at Home
If a school device needs to be brought home for some reason, please monitor and support engineers to use it safely when they are away from school. Future Public School's on-campus internet safety filters do not all extend to home internet networks. Damage done to school devices can have a repair/replacement cost of $20-$350.

Personal Electronic Devices
Use of personal electronic devices during the school day is not permitted. Guardians should contact an administrative staff member if an engineer needs to be contacted during class times. Please do not text or call engineers during school hours.

Personal electronic devices are at an increased risk of being stolen, misplaced, or damaged, and Future is not responsible for any damage or theft of personal property. Engineers that have a need for a cell phone or device before or after school must check them in with their teacher or at the front office. Watches with capabilities such as texting, calling, or accessing media are not permitted and considered in the same category as cell phones.

HARASSMENT, INTIMIDATION OR BULLYING

Harassment, intimidation or bullying is inclusive of any gesture, electronic communication, or a written, verbal, physical, emotional or sexual act reasonably perceived to have the effect of any of the following:

- harming a engineer physically or emotionally or damaging a engineer's property, or placing an engineer in reasonable fear of personal harm or property damage.
- insulting or demeaning a engineer or group of engineers causing substantial disruption in, or substantial interference with, the orderly operation of the school.
- demonstrates motivation by any actual or perceived characteristic, such as race, color, religion, ancestry,national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristics.

Harassment	Intimidation	Bullying
Any insulting, abusive or dehumanizing statement or action which negatively impacts another person's (engineer or staff) emotional or mental well being. This could be in person or with technology (email, blogs, texting, social media, chat rooms, sexting, instant messaging, video voyeurism, etc).	Physical, verbal, written or electronic action which immediately creates fear of harm, without displaying weapons and without subjecting the victim to actual physical attack. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.).	Bullying is defined as an unwanted, aggressive, deliberate and repeated act with intention to hurt, insult or threaten another person in school, on school grounds, in school vehicles, or at school events. Bullying consists of an imbalance of power when the person doing the bullying has more physical, emotional, or social power than the target.

Assistance for Bullying

If you are being bullied, harassed, or intimidated:
- Tell someone you trust – a guardian, a teacher, counselor, or principal.
- Tell the engineer to stop a calm, clear voice.
- If speaking up seems too hard or not safe, walk away and stay away.
- Try to avoid situations where bullying is likely to happen until the situation can be properly addressed.

If you know someone who is being bullied, harassed, or intimidated:
- Tell someone you trust – a parent/guardian, a teacher, counselor, or principal.
- Don't encourage the bully by laughing or joining in. Engaging in these behaviors or any online activities intended to harm (physically or emotionally) another person will result in disciplinary action. In some cases, cyberbullying may be considered a crime.
- Encourage the bullied engineer to talk to someone they trust about what happened.

Types of Bullying		
Physical aggression was once the gold standard of bullying--the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviors that involve physical aggression.	Verbal aggression is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.	Relational aggression is a form of bullying in which children use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumor spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.

How can I help my child understand what bullying is and isn't?

When someone says or does something unintentionally hurtful and they do it once, that's RUDE. Rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.	**When someone says or does something intentionally hurtful and they do it once, that's MEAN.** The main distinction between "rude" and "mean" behavior is intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.	**When someone says or does something intentionally hurtful and they keep doing it-even when you tell them to stop or show them that you're upset-that's BULLYING.** Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop. Bullying may be physical, verbal, relational or carried out via technology.

Adopted from Trudy Ludwigs teachings and San Diego Global Vision Academy Student Handbook. Trudy Ludwig is the author of The Secret's Out On Bullying

Cyberbullying
Cyberbullying is bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, or false, content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Multiple incidents of harassment and/or intimidation can be considered bullying. If bullying and/or cyberbullying that occurs outside of school disrupts the educational environment, Future Public School has the authority to intervene to provide intervention and/or consequences.

Assistance for Cyberbullying
Many of the warning signs that cyberbullying is occurring happen around a child's use of their device. Some of the warning signs that a child may be involved in cyberbullying are:
-   Noticeable increases or decreases in device use, including texting.
-   A child exhibits emotional responses (laughter, anger, upset) to what is happening on their device.
-   A child hides their screen or device when others are near, and avoids discussion about what they are doing on their device.
-   Social media accounts are shut down or new ones appear.
-   A child starts to avoid social situations, even those that were enjoyed in the past.
-   A child becomes withdrawn or depressed, or loses interest in people and activities.

As families, teachers and school staff there are things we can do to combat cyberbullying.

Notice	Recognize if there has been a change in mood or behavior and explore what the cause might be. Try to determine if these changes happen around a child's use of their digital devices.
Talk & Listen	Be clear that your intention is to look out for their wellbeing, and that you want to have an open dialogue. Listen to their concerns and express your perspective. Ask questions to learn what is happening, how it started, and who is involved.
Document	Keep a record of what is happening and where. Take screenshots of harmful posts or content if possible. Most laws and policies note that bullying is a repeated behavior, so records help to document it.
Report	Most social media platforms have clear policies and reporting processes. You can contact app or social media platforms to report offensive content and have it removed. If a child has received physical threats, or if a potential crime or illegal behavior is occurring, report it to the police.
Support	Peers, mentors, and trusted adults can sometimes intervene publicly to positively influence a situation where negative or hurtful content posts about a child. Public Intervention can include posting positive comments about the person targeted with bullying to try to shift the conversation in a positive direction. It can also help to reach out to the child who is bullying and the target of the bullying to express your concern. If possible, try to determine if more professional support is needed for those involved, such as speaking with a guidance counselor or mental health professional.
Privacy	Set clear expectations about digital behavior and online reputation. Encourage the child to keep personal information private on the internet.
Unplug	Establish rules about the amount of time that a child can spend online or on their devices. Spend time with the child and encourage other extra-curricular activities and hobbies.

Title IX Protection Against Sexual Harassment

Title IX requires schools to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

If you believe you or your engineer is being sexually harassed:
-    Tell someone you trust – a guardian, a teacher, counselor, or other school employee.
-    File a formal Title IX complaint to the Title IX Coordinator.

To learn more about the process Future takes when receiving Title IX sexual harassment reports, please refer to the Title IX Grievance Process or contact the Title IX Coordinator.

Title IX Coordinator: Lauren Tassos // lauren@futurepublicschool.org | 208-854-3923

Resources & Disclaimers

DISCLAIMER

The school has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal laws and regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

NON-DISCRIMINATORY STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.),

should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. This institution is an equal opportunity provider.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This handbook has been inspired and adapted from Charleston County School District Parent Manual & Student Code of Conduct.

Appendixes

APPENDIX A - ENGINEER AND CAREGIVER HONOR COMMITMENT

FUTURE HONOR COMMITMENT
At Future Public School, we are committed to the academic and behavioral success of every engineer in our school community. We believe that academic excellence is the result of partnership, persistence, and a mutual commitment between the school, our engineer's families, and the child. To ensure we are all equally committed, we ask that our staff members, caregivers, and engineers all agree to a Future Honor Commitment.

CAREGIVER HONOR COMMITMENT
Timeliness & Attendance
- I have reviewed the Caregiver Handbook.
- I will make sure my child(ren) arrive at Future every day, on time.
- I will message the Front Office as soon as possible (by 10 AM) regarding any tardies or absences, as well provide a doctor's note as needed.
- I will make arrangements to schedule as many non-critical appointments as possible outside of school hours (breaks, before or after school).
- I will make arrangements to schedule extended vacations outside of regular school days.
- I understand that per Board Policy, my child(ren) may be unenrolled for excessive absences and/or tardies.

Academic Support
- I will always help my child in the best way I know how.
- I will read with, or to, my child(ren) at least 20 minutes a day. Research shows that when children see adults in their home reading for pleasure, they are more likely to be engaged and joyful readers themselves.
- I will attend conferences and meetings as needed to partner with Future for my child's academic and behavioral success.
- I will do my best to attend school community events that work with our family's schedule.

Communication & Partnership
- I will return all messages and calls from Future and my child's teacher within 24-48 hours.
- If I need to attend a conference or meeting regarding my child's education or behavior, I will be there.
- I will regularly check ParentSquare for school and classroom updates, and make sure other caregivers (i.e. grandparents, etc.) are signed up to receive messages.

Uniforms
- I will send my child to school every day in a Future uniform (Future long or short-sleeved top or sweatshirt or dress).
- All outerwear, including long-sleeve shirts or sweatshirts, must be Future uniform, except for jackets and coats worn during outside play.
- I understand I will need to bring required uniform items to my child at school, if needed.

Honor Rules
-   I understand that Future has high behavioral expectations, and I will make sure that my child knows school wide honor expectations.
-   I understand that my child must follow these rules to protect the safety and learning environment of all individuals.
-   I understand that my child may lose privileges or have other disciplinary consequences if the learning environment is disrupted or unsafe for other children.
-   I will support Future in its efforts to enforce high standards for behavior and citizenship.

I understand that I am not required to sign this Honor Commitment as a term of my child's admission to Future, but I do so voluntarily because I believe my child's education at Future is a partnership between parents and educators – in pursuit of creating the best possible future and education for my child.

ENGINEER HONOR COMMITMENT
My Best Effort
-   I will always try my best to reflect our school values of Honor, Joy, Bravery, Wonder, and Craftsmanship.
-   I understand that I am an ambassador of Future Public School, both in my school and in my community.
-   I understand that I have permission to feel complex feelings, and will give space and support for others' needs, too.

Honor
-   I will show honor to myself, my peers, our campus, and our staff by meeting our shared expectations of respect, responsibility, and safety.
-   If I harm someone or something else in our community, I will be part of finding a solution and repairing the harm.
-   I will wear my Future uniform every day and know that I am an ambassador of Future.

-   I will show honor to our community by being a good steward of our campus and always cleaning up after myself, and leaving spaces better than I found them.

Bravery & Joy
-   I will try new and hard things as a learner and engineer at Future.
-   I will be a good friend and will help make sure Future is a place where everyone can laugh, smile, and feel safe as a learner and human.

Wonder
-   I will ask questions to help grow my mind and when I am unsure of something.
-   I will participate and collaborate with my class, my peers, and our school community as I grow as a learner.
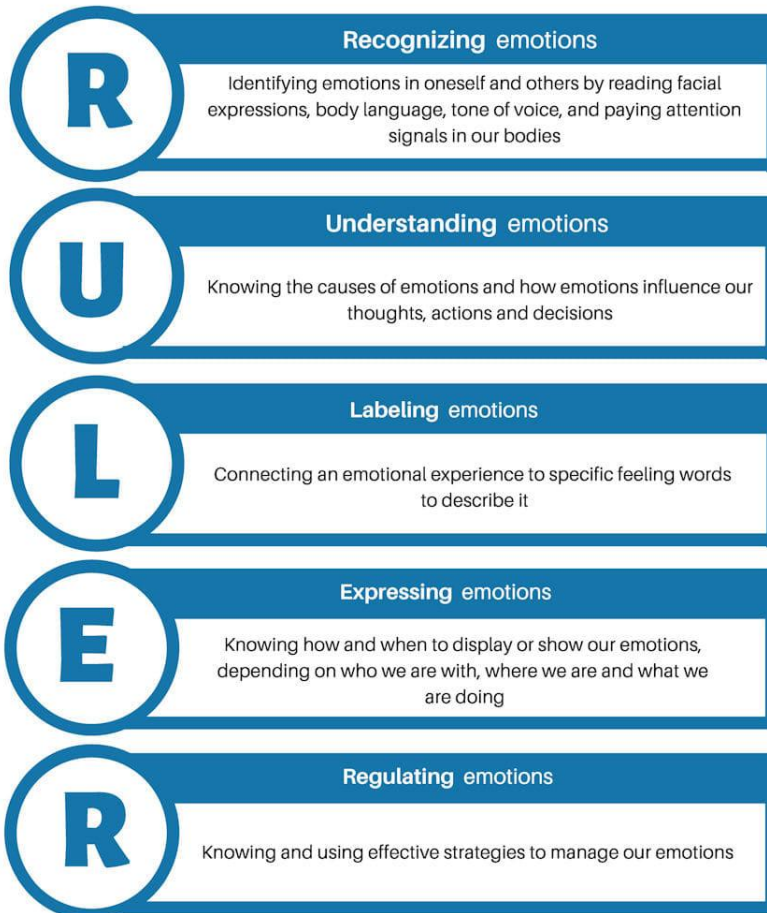
Craftsmanship
-   I understand that my goal at Future is to grow my mind and heart as a learner. I will work hard to learn new things, and will persist to do my very best work.
-   I will read by myself, with, or to someone else at least 20 minutes every night.

APPENDIX B - RULER FAMILY RESOURCES

RULER Skills Overview for Families
RULER is an acronym for the five key skills of emotional intelligence.

R — **Recognizing** emotions
Identifying emotions in oneself and others by reading facial expressions, body language, tone of voice, and paying attention signals in our bodies

U — **Understanding** emotions
Knowing the causes of emotions and how emotions influence our thoughts, actions and decisions

L — **Labeling** emotions
Connecting an emotional experience to specific feeling words to describe it

E — **Expressing** emotions
Knowing how and when to display or show our emotions, depending on who we are with, where we are and what we are doing

R — **Regulating** emotions
Knowing and using effective strategies to manage our emotions

RULER — Yale *Center for Emotional Intelligence*

RULER Tools Overview for Families
RULER uses four tools to teach and practice the skills of emotional intelligence.

The Charter
- The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our school or class.
- Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

The Mood Meter
- The Mood Meter helps build awareness of emotions in ourselves and others, expands our emotion vocabulary, and helps us manage our emotions.
- It shows how emotions have two dimensions, the degree of pleasantness of our thoughts and the energy in our bodies.

The Meta-Moment
- The Meta-Moment teaches us how to extend the time between feeling emotionally triggered and our reaction.
- Instead of being reactive, the Meta-Moment helps us pause, think of our *best selves,* and choose helpful ways to respond.

The Blueprint
- The Blueprint provides a series of questions as a guide for reflecting on our thoughts and emotions during conflict.
- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

RULER — Yale *Center for Emotional Intelligence*

APPENDIX C - BEHAVIOR MATRIX

Teacher Managed Behaviors

Behaviors which adversely affect an engineer's educational progress, and/or the learning environment and safety of others are Teacher Managed infractions and are handled in the classroom by the teachers - they are not processed through a formal referral for disciplinary actions from administration. However, these infractions are tracked by the teacher and may be communicated home to families. Cases of multiple or chronic offenses may require administrative guidance, assistance, and referral for interventions.

Consequences, Accountability, & Restoration	
Teacher may provide more clarification of expectations	Teacher may reach out to guardians for support in reiterating expectations
Teacher may modify parameters of the activity	Teacher may hold a guardian teacher conference to reinforce appropriate behaviors
Teacher may adjust and control proximities and location of student	Teacher may provide and alternate work location
Teacher may hold a restorative conversation	Teacher may confiscate items
Teacher may provide a verbal warning or hold a one on one conference with the student	Teacher may request the student write and deliver a letter of apology
Teacher may provide a written warning	Teacher may restrict student privileges
Teacher may change student seating	Teacher may provide student with a peer buddy
Teacher may provide a problem solving worksheet to assist in reflection and process of incident	Teacher may provide student with a peer tutor
Teacher may instruct student to provide written or verbal reflection	Teacher may implement class exclusion

Infraction	Definition
Cheating	Providing, receiving, or viewing answers to assignments, quizzes, or tests; accessing academic materials without permission
Dishonesty	Failure to knowingly tell the truth; also includes obtaining petty objects without permission like food and school supplies
Dress Code Violation	Noncompliance with the District and/or school dress code
Excessive Noise	Any loud sound that is unnecessary or interferes with the learning environment or activity; senseless shouting or outcry
Failure to Complete Work	The act of not completing assigned written, oral, or physical work
Hall Pass Violation	To be in a hallway without written permission; to alter or change a hall pass from its original intent
Horseplay	Rough play or pranks that disrupts the learning environment
Inappropriate Affection	Actions or gestures of conducting oneself in a disruptive or disrespectful manner to include tone, attitude, and body language that is negative or abrasive towards another student or adult - this also includes not following classroom rules and expectations
Inappropriate Behavior	Actions or gestures of conducting oneself in a disruptive or disrespectful manner to include tone, attitude, and body language that is negative or abrasive towards another student or adult
Inappropriate Language	Words that are not demeaning or not directed to another student or adult
Inappropriate Materials	Related to the possession or viewing of items considered to be unsuitable for school or school related activities
Littering	Purposely leaving trash to cause a nuisance or health concern
Running	Running in the classroom, hallway, cafeteria, or any other area inside the school (not including gym or PE)
Tardy	Arriving late to school or class (multiple tardies will result in Level 1 referral)
Throwing Objects	To propel or cast in any way anything that is visible or tangible
Violation of Class Rules	Intentional behavior that interferes with the standard operating procedures of the classroom and school environment wherever the class is located

Level 1 // Behavioral Misconduct

Behavioral Misconduct is defined as activities that impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of activities disturb the classroom or school. Behavioral Misconduct provisions also apply to engineer conduct on school bus transportation vehicles and during school-sponsored activities.

Consequences, Accountability, & Restoration	
All interventions from Teacher Managed Referrals	
Admin may contact guardians	Admin may confiscate items until the end of the school year or an extended amount of time
Admin may request student seek mentorship	Admin may assign community service within the school such as cafeteria/school work/yard detail
Admin may assign peer mediation	Admin may provide a referral to the school guidance counselor or social worker
Admin may assign a social skills or behavior group	Admin may assign administrative detention
Admin may hold a conference with the student to problem solve	Admin may remove student from class
Admin may present an attendance contract for student and guardians to sign	Admin may change student class schedule
Admin may hold a conference with the guardian	Admin may restrict extracurricular activities
Admin may confiscate items until the end of the school year or an extended amount of time	Admin may require restitution
Admin may assign community service within the school such as cafeteria/school work/yard detail	Admin may require a truancy intervention

Infraction	Definition
Bite/Pinch/Spit (K - 2nd Grade)	To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth.
Computer Violation Non-criminal (Pre-K - 2nd Grade)	Willfully damaging or defacing school district technology tools (iPad, Chromebooks, Smart Boards, etc.).
Contraband	Related to the possession or viewing of items considered to be unsuitable for school or school related activities (magazines, materials to promote discriminatory practices/speech, chemicals, dice, lighters, etc.).
Cutting Activity	Failure to attend or complete an assigned school activity or event.
Cutting Class (3rd - 5th Grade)	Failure to attend or complete scheduled class.
Detention Violation	Failure to serve a period of time during recess, lunch, before or after the school day as a consequence for a behavior infraction.
Disrespect	Language or actions that are discriminatory (i.e. specific to race, religion, ethnicity, gender, disability, sexual orientation), demeaning, and/or insulting towards an adult, guest, staff member or another student including but not limited to any verbal, written, or electronic communication.without.profanity
Disrupting Class	Behavior that interferes with instruction, learning, and a safe and orderly environment which includes, but not limited to, chronic talking, teasing, being out of the seat/not sitting in the assigned seat, rude noises, etc.
Failure to Comply with Disciplinary Actions	The act of not completing a consequence or sanction assigned by a teacher or multiple teacher managed offenses.
Forgery	Purposely signing another person's name or altering, copying, or imitation of something, without authority or right, with the intent to deceive or defraud by passing the copy or thing altered or imitated as that which is original or genuine; or the selling, buying, or possession of an altered, copied, or imitated thing with the intent to deceive or defraud.
Leaving Class	Departing from class without permission before the class period is complete.

Obscene Gesture	An offensive expression of an idea, opinion, or emotion through gesture, comments, or writing. A movement or position of the hand, arm, body, head, or face that is expressive of an offensive idea, opinion, and emotion.
Off Limits	Wandering on school premises in an area that is off limits to students or when there is no particular reason to be there.
Profanity (toward student/peer)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward another peer.
Property Misuse	Minor damage or defacement of property belonging to the school or others .
Stealing	To steal or possess property without the permission of the owner under $100.
Truant	A student between the ages of 6 and 16 who has accumulated absences in violation of the schools policy during the current school year.
Unauthorized Device	Failure to adhere to the authorized time of use outlined in the school's electronic device policy. This includes possession of an item at unauthorized times; including, but not limited to, laser pointer, camera, cell phone, tablets, drones, smart watches, etc.
Violation of Medication Policy	Prescription or nonprescription drugs found on a student's person without proper documentation

Level 2 // Disruptive Conduct

Disruptive Conduct is defined as activities that are directed against people or property or which the consequences tend to endanger the health or safety of oneself or others in the school. Disruptive Conduct provisions also apply to engineer conduct on school bus transportation vehicles and during school-sponsored activities.

Consequences, Accountability, & Restoration	
All interventions from TM and Level 1 Referrals	
Admin may request guardians shadow during school hours	Admin may provide a referral to an internal behavior intervention team
Admin may provide a referral to the school guidance counselor or social worker	Admin may provide a referral to outside agency
Admin may present a probation contract for student and guardians to sign	Admin may assign truancy intervention
Admin may require conditional suspension	Admin may assign sexual harassment intervention
Admin may require out of school suspension	Admin may assign substance use intervention
Admin may request a consultation for MTSS	Admin may assign bullying intervention
Admin may assign an abbreviated day	Admin may provide a referral for alternative school placement
Admin may restrict activities and class schedules	Admin may conduct a threat assessment with third party intervention
Admin may revoke privileges to participate in school events (ceremonies, festivals, field trips, etc)	Admin may contact law enforcement to conduct a home visit

Infraction	Definition
Aiding Others	A person who assists in or supports the commission of an offense and who usually has knowledge before or after the fact. This includes, but is not limited to: inciting a fight, impeding school officials from reaching a fight, recording a fight, and posting videos of a fight on a social media site.
Alcohol/Liquor	Violation of laws prohibiting sale, purchase, barter, transportation, possession, distribution, consumption, or being under the influence of alcoholic beverages.
Bite/Pinch/Spit (3rd-5th Grade)	To cut, wound, or tear with the teeth; to constrict or squeeze painfully; to eject saliva from the mouth at another person.
Bribery	Offering, giving, receiving, or soliciting of money or other items of value to sway the judgment or action of a person.
Computer Violation Non-criminal (3rd - 5th grade)	Willfully damaging or defacing school technology tools (iPad, Chromebooks, etc.)
Confrontation/Altercation	An exchange of words between students resulting in conflict; a heated or angry dispute; a noisy argument or controversy.
Contract Violation (3rd - 5th Grade)	Non-compliance with a written school agreement
Cutting School	Failure to attend or complete a school day
Drug Usage	The use of any chemical compound or material which is categorically not permitted on school grounds or at school related activities such as prescription or non-prescription medication; being under the influence of unauthorized legal or any illegal substances.
Fighting	Mutual participation in an incident involving physical violence where there is no major injury.
Fire Alarm	In the absence of an emergency, to activate or set off a fire signal indicating the presence of a fire emergency.
Fireworks	Possession and/or detonation of an explosive pyrotechnic device that makes a display of light or noise on school property but does not cause harm to others.

Fraud/Counterfeit	Deceiving another in order to damage him/her; usually, to obtain property or services from him or her unjustly.
Gambling	Betting on a game of chance or an activity where money is exchanged.
Harassment	Any insulting, abusive or dehumanizing statement or action which negatively impacts another person's (student or staff) emotional or mental well being. This could be in person or with technology (email, blogs, texting, social media, chat rooms, sexting, instant messaging, video voyeurism, etc).
Hit/Kick/Push (toward adults)	To deal a blow to, come into contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm toward an adult.
Hit/Kick/Push (toward student/peer)	To deal a blow to, come into contact with, to trip, or strike; to strike with foot or feet; to push, apply pressure with the intent to cause harm toward a student/peer.
Indecent Exposure	The deliberate exposure in public of one's genitalia or private area(s) of one's body.
Leaving School	Departing from campus without permission before the school day is complete.
Major Disruption	Behavior that interrupts the learning environment for a specific period of time in a confined area (includes throwing furniture and destroying classroom).
Pornography	Possession, manufacturing, or distribution of sexually explicit/obscene material.
Probation Violation (School Probation Only)	A direct violation of a School Probation contract administered through a hearing.
Profanity (toward adult)	Abusive, vulgar, or irreverent language, swearing, cursing, foul speech, or speech that shows disrespect or dishonor toward an adult.
Inappropriate Physical Contact	Touching another person in an unsuitable or improper manner for the location, setting, or activity.
Refusal to Obey/Defiant	Refusing to follow a request or a specific direction/instruction of an adult, posted sign/notice, or campus safety procedure through disobedience, defiance, unruliness, or noncompliance.

Sexting	Creating, possessing, or sharing nude, partially nude, or other sexually explicit or suggestive images, videos, or visual representations using non-digital means (e.g., printed materials) or electronic communication, including but not limited to texting, emailing, or posting on social media platforms. These acts are prohibited whether or not the subjects of the images, videos, or visual representations consent to their being created, possessed, or shared.
Stolen Property	Having in possession goods obtained by larceny, by stealing, by robbing, by theft; something unlawfully taken from its rightful owner (Less than $2000 in damages. Greater than $2000 moves to Level 3 offense-larceny/theft).
Tobacco	Possession and/or use of cigarettes, cigars, and/or other tobacco products; possession and/or use of smokeless tobacco products, electronic cigarettes, and vaporizers.
Trespassing	Being on school property or at a school sponsored event without permission, including while on suspension or after expulsion; entry of a structure without intent to commit a serious crime or theft.
Urination	Willfully urinating on school property or another student's property (shoes, floor, walls, bus, etc.).
Vandalism	Willfully or maliciously destroying, damaging, or defacing real or personal property. (Less than $500 in damages is Level 2. Greater than $500 moves to Level 3 offense.).
Misc weapons	Weapons that do not inflict injury such as: toy guns, toy cap guns, toy pellet guns, and bullets.