Education Plan
A. 2 Target Population

Tucson AIM Middle School will serve approximately 235 students in sixth through eighth grade. Tucson AIM's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in language arts, mathematics, science, and social science. The school will serve a diverse student population that reflects the Tucson student population.

The school will strive to represent the heterogeneity found in the population of Tucson, which draws its students from multiple districts and neighborhoods as well as varied ethnic backgrounds. According to the 2000 census (results for the 2010 census are not yet available), students enrolled in public schools in the Tucson area had the following race/ethnic background: 45.1% Hispanic, 43.3% white, 4.6% black, 2.3% Asian/Pacific Islander, and 4.5% American Indian. We expect a fairly similar ethnic make-up at Tucson AIM, with a predominantly minority student body.

The 2000 census found that 72.5% of Tucson's Hispanic and Asian households spoke a language other than English at home. This reinforces the need for rigorous English instruction, which is part of the education model we use in our Oakland schools and will use in Tucson. The emphasis on reading, writing, and speaking helps students whose native language is not English quickly gain strong skills in English.

In the Tucson metro area, the 2000 Census indicated a high poverty rate in primary schools. The category of "Education: Poverty Rate of School Where Average Primary School Student Attends by Race/Ethnicity," had the following data: 85.1% American Indians, 46.7% Asian/Pacific Islanders, 81.1% of Hispanics, 66.5% black, 43.3% white. We expect that Tucson AIM will serve a student body that likewise is classified predominantly as low-income.

The AIM schools in Oakland, California, serve a population that is mostly minority, low-income, and non-native English speakers. For example, on average in 2010, 99% of AIMS students were minorities; 91% were socio-economically disadvantaged; 86% were non-native English speakers.

Tucson AIM students will be provided with a foundation of knowledge and skills required of 21st century adults. They will have strong academic skills in language arts and mathematics and will be respectful, dependable citizens who are prepared to contribute to our capitalist society. With 90-120 minutes of language arts instruction per day and 90-120 minutes of math instruction daily, students educated with AIM outperform their peers, as evidenced in the extremely high test scores of American Indian Public Charter School, the highest performing secondary school in the state of California, and its sister schools. (See statistics in Educational Philosophy pages 1-2, 12).

For the first year of operation, Tucson AIM Middle School will serve approximately 90 sixth graders and 30 seventh graders. Eventually, as those students progress through the

next grade levels, the school will expand to serve grades 6-8, with about 235 students enrolled in year three.

The American Indian Model Schools benefits inner-city minority youth with its structure and high expectations. The self-contained classrooms, which are a crucial part of AIM, provide stability. Students get a sense of security and belonging when they are with the same teacher every day. They cannot easily slip through the cracks. The general nationwide trend is for elementary schools to score better on end-of-year standardized tests than middle schools and for middle schools to score better than high schools.

Part of that decline in academic performance, we believe, is due to the breakdown of structure in a student's daily schedule. Instead of receiving constant attention and developing a productive relationship with a teacher, as in the self-contained classroom model, students in middle and high schools generally rotate classes and teachers frequently throughout the day. Some students with internal motivation do well with class rotation. However, students who need a lot of structure and/or academic intervention often fall farther behind as their education becomes divvied up into eight classes and teachers a day. We choose the self-contained model because we see that our students thrive within it.

It is also our belief that high expectations yield high results and that low expectations yield low results. Our Oakland students meet our high academic and behavioral expectations and are enthusiastic when educators believe in them as achievers, not victims. We believe that poverty, skin color, and ethnicity have no determination over a students' success. All students in AIM schools are treated equally with a high-expectations, no-excuses ethos. Ours is a culture of achievement that is blind to color, creed, and class.

The school credo states:

<u>The Family</u>:
We are a family at Tucson AIM Middle School.

<u>The Goal</u>:
We are always working for academic and social excellence.

<u>The Faith</u>:
We will prosper by focusing and working toward our goals.

<u>The Journey</u>:
We will go forward, continue working, and remember we will always be part of the Tucson AIM family.

Our small class sizes with a 20:1 student to teacher ratio by the third year create a nurturing, stable environment that serves our demographic well. The classrooms and

overall smallness of the school create a family environment where no one feels like a stranger. Again, there are no cracks to slip through.

The extended school year (196 days) with mandatory summer school and the instructional emphasis on language arts (90-120 minutes each day) and math (90-120 minutes each day), as well as daily instruction in social studies and science ensures that students receive a solid foundation in the basics. The academic rigor of AIM schools allows our students to be competitive with and to academically outperform students of wealthier backgrounds.

Academically Low-Achieving Students

Overview

At Tucson AIM, low-achieving students are defined as those who perform below grade-level proficiency on Arizona's Instrument to Measure Standards (AIMS) exams and/or those who earn one or more grades of C- or lower per grading period.

Students designated as low achieving may or may not qualify for special education services (as discussed below).

Educational research suggests, and the past success of low-achieving students at AIPCS confirms, that low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum (Blakely, Chavis 2009).

Tucson AIM's small school atmosphere provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days), including mandatory summer school, will provide each student with a better opportunity for success in school.

Each Tucson AIM student will be enrolled in a rigorous curriculum and provided the necessary support to learn. Tucson AIM students who enroll below grade level in either English or mathematics will be immediately identified as low achieving, and a personalized learning plan will be created to determine what additional support is required to ensure the students' success by enhancing their skills in core academic subjects.

The following subheadings provide examples of the means by which Tucson AIM will serve its low-achieving students. These services are available to all Tucson AIM students.

Faculty Office Hours

For four hours each week, the student's classroom teachers hold office hours between 3:15 and 4:15 pm Monday-Thursday. Low-achieving students are encouraged—and often commit via their Personalized Learning Plan—to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments when appropriate.

Resource Instruction

Tucson AIM provides small-group resource instruction for students during physical education and after school. To ensure that all students receive adequate opportunity to participate in physical education, no student may miss more than two physical education classes in a given week to attend resource instruction. Our resource/special education instructor(s) is/are school employee(s). This enables better communication among the classroom teacher, student, family, and resource/special education instructor(s). The resource/special education instructor(s) provide(s) support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

Independent Learning

On days when students are not participating in faculty office hours or receiving small-group resource instruction, students may remain after school to complete their homework with the support of student study groups and an adult supervisor.

Faculty Discussions / Family Conferences / Written Progress Reports

During regularly scheduled faculty meetings, all grade-level teachers meet and discuss low-achieving students. The discussions focus on tracking progress, identifying areas of need, and effective strategies for working with the individuals.

All grade-level teachers meet with at-risk students and their families when necessary throughout the semester. The result of such meetings is a plan with consensus on how to support the individual student.

Written communication is also important in providing parents information about student progress. In addition to quarter and semester report cards, all students who are receiving a grade of C- or below in any class receive a progress report which outlines their performance in all classes. These progress reports are sent to parents every three weeks and ensure regular communication with families who may be unable to meet with teachers during regular school hours.

Summer Programs

Students attend mandatory summer programs, including Tucson AIM summer school, which allows new students to grow accustomed to the school culture and provides low-achieving students the opportunity to begin developing a strong academic foundation, even before the first day of the regular school year. (Please note that summer school will start at the end of Year One.) As appropriate, students are also required to attend summer programs that focus on improving math, English, and science skills. Starting in July of 2013, students will also be required to participate in a three-week Stanford Academic Institute of Learning (SAIL) math camp. All program costs are calculated in the regular school budget.

Academically High-Achieving Students

At Tucson AIM, academically high-achieving students are those who perform at a superior level on Arizona's Instrument to Measure Standards (AIMS) exams and/or those students who consistently earn "A" grades in a majority of their courses.

The curriculum at Tucson AIM is designed to challenge all students, including high-achieving students. Through professional development, Tucson AIM's teachers will receive specific training in recognizing gifted and talented students, understanding what differentiated instruction is, and applying differentiation in the classroom.

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, Tucson AIM will take additional steps to support high-achieving students. This will include providing access to novels and supplemental literature activities that are appropriate for each student's reading level. The school will also provide opportunities for advancement in mathematics in after-school, intensive math workshops. Tucson AIM will participate in the MathCounts advanced math program where participating students work in teams to solve complex math problems. They will also participate in an annual, nation-wide competition with students at other schools.

AIMS has partnered with Johns Hopkins University Center for Talented Youth (CTY), the Academic Talent Development Program at UC Berkeley, Stanford Academic Institute of Learning (SAIL), and other programs so that academically high-achieving students can take college courses at universities. Scholarships for socio-economically disadvantaged students pay for the costs related to the courses. We will seek to continue enrolling students in the Johns Hopkins CTY program and to form similar alliances with The University of Arizona, Pima Community College, and other institutions of higher learning in the greater Tucson area to provide Tucson AIM students with additional learning opportunities.

English Learners

Overview

Tucson AIM will meet all applicable legal requirements for English Language Learners as it pertains to annual notification of parents, student identification, placement, program

options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Tucson AIM will implement policies to assure proper placement, evaluation, and communication regarding ELL's and the rights of students and parents.

Home Language Survey

Tucson AIM will administer the home language survey upon a student's initial enrollment into Tucson AIM (on enrollment forms).

AZELLA Testing

If a student indicates that his/her home language is not English, Tucson AIM will attempt to track down previous test results on the Arizona English Language Learner Assessments (AZELLA). As applicable, students will be AZELLA tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. This thirty-day requirement applies to students who are entering an Arizona public school for the first time or for students who have not yet been AZELLA tested. All other students who have indicated a home language other than English will continue with annual AZELLA testing based upon the date last tested at the prior school of enrollment.

Tucson AIM will notify all parents of the school's responsibility for AZELLA testing and of AZELLA results within thirty days of receiving results from the publisher. The AZELLA shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, AZELLA.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Strategies for English Language Learner Instruction and Intervention

Academically, Tucson AIM will meet the needs of its ELL students through an inclusion model in which all students are instructed in English by classroom teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. In addition, like all students at Tucson

AIM, all English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English Language Learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Tucson AIM, we believe that holding ELL students to such high expectations will ensure that every student at our school is challenged to reach his or her highest potential.

In order to make sure that all English language learners have the ability to meet these expectations, teachers at Tucson AIM will understand how to use teaching methods that reinforce content and skills for ELL students, such as introducing vocabulary before the lesson, direct teaching of reading comprehension skills (i.e. when I come to a word I don't recognize…), teaching thinking skills that make learning a new concept easier, and using graphic organizers and other visual aids.

English Language Learners will be enrolled in regular classes and will receive supplementary instruction, such as tutoring with the resource teacher, to learn English. The goal is high-quality instructional programs and services for English Language Learners that will allow them to achieve the same challenging academic and graduation standards as native English-speaking students. Listening, speaking, reading, and writing skills will be assessed (at least formatively) daily. Tucson AIM's English Language Learners will be prepared with the skills in English and mathematics to meet state-approved standards.

Special Education

Overview

The following provisions govern the application of special education to Charter School students:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.

- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").

- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.

Tucson AIM agrees to implement a Student Study Team process, a regular education function which shall monitor and guide referrals for Section 504, and special education services to ensure that all Tucson AIM students with exceptional needs receive a free and appropriate education.

Section 504 of the Rehabilitation Act

Tucson AIM recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Tucson AIM. Any student who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Director/Principal and, as appropriate, shall include the parent/guardian, the student and other qualified persons knowledgeable about the student including the Resource/Special Education Teacher(s), the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to

ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff, including the Resource/Special Education Teacher(s).

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. Students who are deemed eligible for special education services will be offered services based on the results of the assessment for the student's needs and how those needs can best be met in the least restrictive environment. Tucson AIM will ensure that special education students have an opportunity to reach their maximum academic potential.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director/Principal and Resource/Special Education Teacher(s) will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Policies That Support the Target Population

The dress code (see below) helps to eliminate envy, while fostering a sense of equality among students. The dress code also creates a look and mentality of respect and academia.

Our strong attendance policy (see Rules and Regulations, the Student Contract, and Attendance Assessment below) ensures that students maximize their academic potential by being in school consistently. This also helps to keep them safe from the temptations and dangers of unsupervised truancy.

Students are accountable for their behavior at AIM schools. (See the Student Contract below). This imparts and reinforces to children the importance of personal responsibility, which is an important aspect of youth education.

Here are the Dress Code, Rules and Regulations, and Student Contract for Tucson AIM, which we believe will lead to success, self-respect, and equality for our students:

Tucson AIM Dress Code

All students must adhere to this dress code while on school campus.

Top:

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

Bottom:

1. Students must wear KHAKI pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.
6. Students cannot rubber band the bottom of their pants.

Sweaters/Sweatshirts:

1. All sweaters and sweatshirts must be plain white.
2. NO HOODS are allowed.
3. A collared white shirt must be VISIBLE underneath students' sweater or sweatshirt.

Jackets:

1. Only plain white jackets can be worn on campus.
2. NO HOODS are allowed.

Accessories/Make-up:

1. Coloration of hair and fake nails are not permitted.
2. No make-up, including lip gloss and nail polish, is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, headbands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. HOODS are never allowed. On rainy days, students may use an umbrella.

Shoes:

1. Students cannot wear colorful laces, flip flop/sandals, high heels, fur boots, or shoes that may be distracting.
2. Brightly colored shoes are not permitted.

If a student does not follow the dress code, the student will receive detention. Family members may be called and asked to bring the proper clothing to school or the school may provide clothing items needed to be in dress code. In cases where students are unable to adhere to this dress code due to economic hardships, alternatives will be taken by the director/teacher. Students who choose not to follow the dress code will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

Tucson AIM Rules and Regulations

Students must be present and on time every day. Although every effort will be made to consider hardship situations, five continual absences are likely to fail their classes. Students with five or more absences in a single semester may be retained.

Absences: If a student will be absent, parent/guardians are responsible for calling the school on the day of the absence before 8:30 a.m. Our phone number is _____. If no one is available, a message should be left. When the student returns, he/she must bring a written note explaining the absence/s. Parents are encouraged to pick up students' homework when they are absent. An absence is defined as missing two or more hours of school on a given day. All students who are absent are required to attend Saturday school to make up missed work.

Confiscated items: School staff has the right to confiscate prohibited items, including but not limited to electronic devices, jewelry, and weapons. All confiscated items will remain the property of the student or family, unless they are abandoned. Confiscated items will be held in a secure place by school staff and may be picked up on the last day of school or when the student transfers, whichever occurs first. Weapons or illegal items may be held indefinitely by the school or turned over to proper authorities where appropriate.

Detentions: Any student who refuses to attend after school detention will get an additional detention. Those who choose not to follow this rule will be subject to the school's disciplinary policies up to and including suspension and expulsion. The school will not meet to debate this policy.

Early Dismissal: A student cannot be dismissed early without written permission by a parent/guardian. The written note must explain the reason and give the name of the person who will pick up the student. If the student will be taking the bus, the parent must give permission for the student to ride the bus and release the school of any liability that may occur from the time they leave school to the time they arrive at their destination. The note must be given to the teacher

at the beginning of the school day. We encourage parents to make medical appointments in the afternoon to ensure students receive as much academic instruction as possible. Students will not be released unless a parent/guardian signs them out.

Saturday School: Tucson AIM may hold an instructional Saturday school to allow students to make up for work missed from absences during the week or to provide optional additional instructional time for students at the request of families or staff.

Summer School: Tucson AIM students must successfully complete mandatory summer school. The school has the ability to approve particular programs.

Tardies: If a student is tardy, a parent/guardian must write a note explaining the reason. A letter will be sent to the students' home if absences or tardies become a problem. Tardies result in after-school detention the next day to make up work and confer with teachers. Academic probation, grade failure and/or retention may result if a student misses excessive amounts of class time.

Tucson AIM Student Contract

These rules and regulations must be followed at Tucson AIM Middle School.

Respect Self:

1. Students must attend school each day on time. This includes summer school and may also include CTY or any other program required by the school.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. An absence is defined as missing two or more hours of school on a given day.
4. Student absences must be made up during Saturday School.
5. Students who are tardy five times during the semester must attend Saturday School.
6. Students who receive two detentions in one week must attend Saturday School.
7. An absence from Saturday School must be made up by attending two Saturday Schools.
8. Students will complete all homework and class work given by the teacher.
9. Students who are absent must submit their missing work and collect new homework on the day of their absence.
10. Students will not use drugs, alcohol, smoke, or chew gum.
11. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) from the time they leave home for school to the time they return home from school. If any of these items are visible or go off in their possession, they will be confiscated for the remainder of the school year. Cell phones are not permitted on campus.
12. Students must follow the school's dress code.
13. Students who receive a C- or lower in math or language arts may be retained.

Respect Others:

1. Students will not use foul language, put-downs, or fighting.
2. Students will raise their hands to be heard and will not interrupt.
3. Students will follow staff and teachers' directions.

Respect Facility:

1. Students must bring their own lunch. Parents **cannot** bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

Those who choose not to follow these rules will be subject to the school's disciplinary policies up to and including suspension and expulsion. **The school will not meet to debate these policies.**

Attendance Assessment:

Overview of Attendance Policy

All members of the AIM family should take pride in the AIM School's attendance record. Attendance rates for AIM students and staff far surpass district and state averages. AIM Schools believe that excellent employee attendance, student attendance, and class participation help to ensure the academic needs of students are met. AIM students and staff show up to school on time and work hard, every day.

High Expectations

AIM Schools set very high expectations in regard to student attendance. Students must attend school each day prepared, and on time, including all mandatory summer programs. Students who miss school for any reason must make up the missed instructional time in mandatory Saturday School. **Students who miss more than 10 days of school, <u>for any reason</u>, may be retained**. The Director/Principal will make final retention decisions regarding attendance.

Absences

Excused Absences

Excused absences will be any absences related to the following:

1. Personal illness – a doctor's note may be required for extended illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, chiropractic appointments
4. Attending the funeral service of an immediate family member
    a. 1 day for services performed in AZ

    b. No more than 3 days for services performed outside of AZ
5. Jury duty as required by law (18 years of age and older)
6. Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
7. Pupils in grades 7-12 who leave school to obtain confidential medical services

Unexcused Absence
An unexcused absence is any other absence for reasons not included in *"Excused Absences."*

Parents or guardians may request the site administrator to excuse an absence or tardy based on justifiable personal reasons. These requests will be considered on a case-by-case basis.

Make-up Work for Absent Students
On the day(s) a student is absent, the student will be responsible for making sure all homework due is turned in and all new assignments are obtained. Where an absence or tardy is unexcused, students will not be allowed to make up missed work for credit except in cases approved by the Director/Principal.

Saturday School
Any student who misses a substantial amount of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of "substantial amount" will be interpreted by the Director on a case-by-case basis, but will include any student who misses more than two hours of school (excused or unexcused). An absence from Saturday school will be made up by the student attending two Saturday schools. Attendance at Saturday school will not influence the number of absences noted on district attendance reports, perfect attendance counts, or report cards.

Attendance and Report Cards
Students who miss a minimum of two or more hours (excused or unexcused) of instructional time in a given day, for any reason, have not fulfilled all of their student responsibilities and will be marked as absent for the purposes of student report cards. Students who miss two or more hours of school on five or more days in a given semester may be retained.

Students neither present nor actively engaged in the learning activities at the start of class on a given school day are considered "tardy" unless otherwise classified as absent. Teachers will track tardiness and report totals on progress reports and report cards. Students who are tardy 5 or more times in a semester will attend Saturday School.