



Summit Academy Schools Staff Manual

July 2004

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Remembering Why You Teach

"Three Letters From Teddy"

The following is the most requested, and probably the most moving piece I've run in the 5 years of Teachers Helping Teachers. It is one of the most powerful pieces that I've ever read. It reminds all of us of our power as teachers. I've often maintained, that the most important thing that elementary, and to a point, middle school teachers teach is self-esteem and self-concept. This submission only strengthens that conviction. With the year almost over, and all of us counting the days until vacation, it's good for all of us to read again, and to pass on to our teaching staffs. Dr. S. Mandel

Teddy's letter came today, and now that I've read it, I will place it in my cedar chest with the other things that are important in my life.

"I wanted you to be the first to know."

I smiled as I read the words he had written and my heart swelled with a pride that I had no right to feel.

I have not seen Teddy Stallard since he was a student in my 5th grade class, 15 years ago. It was early in my career, and I had only been teaching two years.

From the first day he stepped into my classroom, I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favorites in a class, but most especially are not supposed to show dislike for a child, any child.

Nevertheless, every year there are one or two children that one cannot help but be attached to, for teachers are human, and it is human nature to like bright, pretty, intelligent people, whether they are 10 years old or 25. And sometimes, not too often, fortunately, there will be one or two students to whom the teacher just can't seem to relate.

I had thought myself quite capable of handling my personal feelings along that line until Teddy walked into my life. There wasn't a child I particularly liked that year, but Teddy was most assuredly one I disliked.

He was dirty. Not just occasionally, but all the time. His hair hung low over his ears, and he actually had to hold it out of his eyes as he wrote his papers in class. (And this was before it was fashionable to do so!) Too, he had a peculiar odor about him which I could never identify.

His physical faults were many, and his intellect left a lot to be desired, also. By the end of the first week I knew he was hopelessly behind the others. Not only was he behind; he was just plain slow! I began to withdraw from him immediately.

Any teacher will tell you that it's more of a pleasure to teach a bright child. It is definitely more rewarding for one's ego. But any teacher worth her credentials can

For Miss Thompson -- From Teddy" it read.

The group was completely silent, and for the first time, I felt conspicuous, embarrassed because they all stood watching me unwrap that gift.

As I removed the last bit of masking tape, two items fell to my desk; a gaudy rhinestone bracelet with several stones missing and a small bottle of dime store cologne -- half empty.

I could hear the snickers and whispers, and I wasn't sure I could look at Teddy.

"Isn't this lovely?" I asked, placing the bracelet on my wrist. "Teddy, would you help me fasten it?"

He smiled shyly as he fixed the clasp, and I held up my wrist for all of them to admire.

There were a few hesitant "oohs and aahs", but as I dabbed the cologne behind my ears, all the little girls lined up for a dab behind their ears.

I continued to open the gifts until I reached the bottom of the pile. We ate our refreshments and the bell rang.

The children filed out with shouts of "See you next year!" and "Merry Christmas!" but Teddy waited at his desk.

When they had all left, he walked toward me, clutching his gift and books to his chest.

"You smell just like Mom," he said softly. "Her bracelet looks real pretty on you, too. I'm glad you liked it."

He left quickly. I locked the door, sat down at my desk, and wept, resolving to make up to Teddy what I had deliberately deprived him of -- a teacher who cared.

I stayed every afternoon with Teddy from the end of the Christmas holidays until the last day of school. Sometimes we worked together. Sometimes he worked alone while I drew up lesson plans or graded papers. Slowly but surely he caught up with the rest of the class. Gradually, there was a definite upward curve in his grades.

He did not have to repeat the fifth grade. In fact, his final averages were among the highest in the class, and although I knew he would be moving out of the state when school was out, I was not worried for him. Teddy had reached a level that would stand him in good stead the following year, no matter where he went. He enjoyed a measure of success, and as we were taught in our teacher training courses, "Success builds success."

I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox:

Dear Miss Thompson,

I just wanted you to be the first to know. I will be graduating second in my class next month.

Very truly yours,
Teddy Stallard

I sent him a card of congratulations and a small package, a pen and pencil gift set. I wondered what he would do after graduation.

Four years later, Teddy's second letter came:

Dear Miss Thompson,

I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I liked it.

Very truly yours,
Teddy Stallard

I send him a good pair of sterling silver monogrammed cuff links and a card, so proud of him I could burst!

And now today -- Teddy's third letter:

Dear Miss Thompson,

I wanted you to be the first to know. As of today, I am Theodore J. Stallard, M.D. How about that?

I'm going to be married in July, the 27th, to be exact. I wanted to ask if you could come and sit where Mom would sit if she were here. I'll have no family there as Dad died last year.

Very truly yours,
Teddy Stallard

I'm not sure what kind of gift one sends to a doctor on completion of medical school and state boards. Maybe I'll just wait and take a wedding gift, but my note can't wait:

Dear Ted,

Congratulations! You made it, and you did it yourself! In spite of those like me and not because of us, this day has come to you.

God bless you. I'll be at that wedding with bells on!

Elizabeth Silance Ballard
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Constitution

Summit Academy Constitution



Pre
that

Our Mission

To nurture and inspire our school community and facilitate quality educational opportunities in a safe learning environment

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nts. The
ITY.

Our Vision

Summit Academy Schools will be a place where collaboration, uniqueness and diversity are celebrated. Students are given the opportunity to enhance their growth through individual learning styles and abilities. As cohesive team members, Summit staff will become nurturing facilitators empowered with the knowledge and resources, which promote quality growth. We will strive to foster respect, personal responsibility, and confidence. Summit Academy will be filled with authentic experiences that will prepare students for the challenges of the future.

Sur stud	Character Developing the emotional, intellectual, and moral qualities that distinguish an individual.	g world, They are ety.
Throu 1	Excellence is an attitude and commitment to the highest standards. Relationships Positive and supportive interactions.	e learning, iance
ind	Empowerment To provide the choice, ability and opportunity to be successful.	onment.
Stu	Integrity Deliver on what we promise. Peace A feeling of comfort, belonging, and safety in the environment.	nd their
	Community Together Everyone Achieve More. Potential The inherent capacity of growth of the whole child	

ACCI
When school office immediately to enable proper assistance to be provided and to insure accurate record keeping. Teachers must complete student or staff accident reports (available in the office).

www.summitacademy.com

If possible, teachers are to accompany ill or injured students to the office of the health paraprofessional. The office will administer first aid and, if necessary, call the student's home.

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ADMITTANCE AND TRANSFER OF STUDENTS

When new students arrive, they should come to the office for a tour. Trained student guides will give them a tour of the building and then escort them to their room.

The Administrative Assistant will send out an "Add to your Class List" or "Remove from your Class List" to the individual teacher involved.

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ASSESSMENT PHILOSOPHY

Students move along a normal developmental continuum in learning to become independent readers, writers, and users of mathematics. Predictable milestones of growth and change occur in children during the first years of life in all areas of development – physical, emotional, and cognitive.

Each child is a unique person with and individual pattern and timing of growth. Individual personality, learning style, and family background contribute to this uniqueness. Both the curriculum and adults' interactions with children should be responsive to individual differences.

A child should be measured in terms of his/her success rather than failures in order to encourage continual learning. The child's learning is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. When these experiences match the child's developmental abilities, while also challenging the child's interest and understanding, learning will take place.

A child should be involved in his/her own evaluation process as an active participant in order to become a life-long learner.

The K-5 continuum serves as an assessment reporting system for our K-5 students, while Forth and Fifth Grade students transition into a letter grading system. Grades 6-12 receive a

graded card. Complete Checklists (k-5), Narrative reports and Student Portfolio Conferences are used to provide a comprehensive picture of individual learning and development. All students k-12 are developing portfolios to follow them through their educational career at Summit.

Teachers observe and record behaviors, and gather examples of student work throughout the year.

Summit students are required to take the MEAP test mid-year and IOWA tests yearly. Benchmark Assessment tests are given to assist us in evaluating how our students are achieving on our schools curriculum and also assists us in evaluating our teaching strategies.

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ATTENDANCE/ARRIVAL/STUDENT'S/STAFF

Teachers are expected to arrive at school, a minimum of a ½ hour before the students are allowed to enter the building, prepared to start the day. Please park in the area that the Building Administrator Designates.

If you are going to be absent, please notify your building Administrator. Please call as early as possible.

During the first week of a new school year, please remember to put every student that is absent on the absence list each day. This is the only way that the office will be able to determine “no-shows”. If a teacher does not report them as absent and the records are never requested, we could carry them all year as present. This would present problems with our record-keeping reported to the State Department.

Attendance is recorded in the school’s Winschool Database, which is ultimately the classroom teacher’s responsibility.

Please send any notes from parents (or copies of them) regarding absences or health, to the school office.

Students arriving late should sign-in and obtain a tardy pass at the front desk. Students leaving during the day must present a note from their parents in advance. All parents must sign-out their children at the front office. Students should wait by the front desk until their parent or guardian comes into the building. Parents should not be in the halls or waiting outside classrooms until school is officially dismissed. Staff should ask them to wait at the front office until dismissal time. If they go into the school before dismissal time, they are required to sign-in at the front desk and wear a school badge.

When the office is notified that individuals are not permitted to pick up students, the office will “red tag” the student’s locator and emergency cards and inform the teacher. If staff members know of other situations, they should notify the office.

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BEHAVIOR EXPECTATIONS FOR TEACHERS TO ASSIST STUDENT IN:

EXPECTED STUDENT BEHAVIOR

1. Walk
2. Treat others respectfully
3. Use indoor voices and appropriate language

4. Follow directions

HALLWAY

1. Have student's walk.
2. Help students keep hands, feet, and objects to themselves.
3. Have the students use quiet voices or no talking.
4. Assist the students show pride in your school by keeping hallways clean.

ASSEMBLY

1. Always walk to and from the assembly.
2. Have student's keep hands, feet, and objects to yourself.
3. Have students use quiet voices or no talking.
4. Appropriate behavior should be displayed at all times.

ARRIVAL & DISMISSAL

1. Teachers will assist during arrival and dismissal times

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BLOOD BORNE PATHOGENS

Summit Academy schools are consistently developing and implementing policies and procedures to safeguard the health and well-being of school employees and promote a safe work environment. To that end, the school has developed a Blood Borne Pathogens Compliance Manual and Exposure Control Plan to comply with OSHA's Blood Borne Pathogen Standard. This Standard has been specifically enacted to "reduce exposure to hepatitis B (HBV), human immunodeficiency virus (HIV) and other blood borne pathogens" to which employees may be exposed in their workplace. Please contact MJ Management for further information.

Use gloves when you come into contact with a student or co-worker's blood or body fluids.

If you do not have a supply of gloves, see the school office. Check the gloves you have to be sure they are still usable (i.e. without any holes).

Some suggestions from the office are:

1. If you have recess duty, take a pair of gloves out with you, tucked in your pocket.
2. Keep your gloves in a "baggy" out of the light and away from heat and in an easily accessible location.
3. If one of your students has a nose-bleed, encourage "self-management"—hand them a tissue and instruct them to pinch their nose and breathe through their mouth. Send them to the health office.

If you are exposed inadvertently to someone else's blood, (i.e. blood onto your non-intact skin or mucous membrane or a puncture wound with a sharp object contaminated with someone else's blood) contact the office immediately. There are special procedures and paperwork that must be completed for your protection.

Students riding home with someone other than parent/guardian (K-5)

Students requesting to ride home with someone other than their regular transportation person, must have their parents contact the school office and let them know who the person is. They may also send in a note as notification, but should verify that the note made it to the office.

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CHILD NEGLECT AND ABUSE PROCEDURE

- Child **abuse or neglect** is any recent act or failure to act:
 - Resulting in imminent risk of serious harm, death, serious physical or emotional harm, sexual abuse, or exploitation
 - Of a child (usually a person under the age of 18, but a younger age may be specified in cases not involving sexual abuse)
 - By a parent or caretaker who is responsible for the child's welfare

Sexual abuse is defined as:

- Employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or any simulation of such conduct for the purpose of producing any visual depiction of such conduct; or
 - rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.
- If any employee at Summit Academy knows or suspect Child Neglect or Abuse they will **consult with/report their suspicions to The Building Administrator** and Protective Services. The Building Administrator and staff member may work collaboratively with School Social Worker.

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CLASS PARTIES

Class parties for special functions are determined by each grade level/department. Parents are welcome and encouraged to participate.

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COMMUNICATION TO PARENTS

Teachers should frequently make contact with parents through newsletters, notes, phone calls and conferences to share positives and concerns with parents. . Special announcements may also be submitted for the Principal's Weekly Newsletter

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CONFERENCE SCHEDULE

After teachers meet to set up fall conference schedules, please give a copy of the schedule to the office, keeping in mind that the same schedule will be kept in the spring.

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CURRICULUM

Teachers are required to follow the Summit Academy Curriculum Benchmarks. Teachers are also required to assess their student's progress on the benchmarks through the benchmark tracking system.

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DISCIPLINE GUIDELINES

Please refer to the Code Of Conduct, information on Glaesser and Love and Logic.

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DUPLICATION/COPY MACHINE

If you need something copied, please utilize the copy machine by the office. Please see the School Administrative Assistance for instruction on copy machine, laminator and any other office equipment

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EMERGENCY CARDS

All students have an emergency information card located in the office.

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EMERGENCY PROCEDURES

Medical Emergency

1. The first person to arrive will evaluate the situation and start first aid.
2. The second person to arrive will call the office with the type of emergency and the location. If it is an obvious "911", state that to the office.

Please read the Safe Schools Manual Carefully

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END OF YEAR CHECKLIST

Please have all completed, before you leave for the summer. Thanks!

1. Inventory of classroom furniture and equipment
2. Attendance books/sheets completed and signed/turned into your office
3. Bundle portfolios
4. Box or cover all items and shelving units (may be covered with newspaper)
5. List maintenance items in room that need repair
6. Final report cards completed and CA-60 Files completed and verify Winschool Attendance totals.

Complete ordering for your classroom

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EXTRA-CURRICULAR ATTENDANCE

(K-5): Each teacher chooses an extra-curricular activity to sponsor. Such as: Yearbook, Newspaper, Intercession Coordinator, Computer Club, School Store, BSM coordinator, CCC

coordinator (Paratech), Foreign Language club, and any personal gifts and talents that you would like to share that would enrich or enhance the programs available at Summit Academy.

Other school related events (Open-House, Parent Information Night, Graduation, etc) will be scheduled and staff trainings. For the benefit of our students, all Teachers are required to attend.

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FACT MEETINGS

All Classroom teachers (K-12) will rotate as a team to share in the attendance of every FACT (Family Action Committee/Teams) meeting.

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FACILITY USAGE

Clear any use of our facilities with the Building Administrator.

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FIELD TRIPS

If you are planning a field trip, please inform the office and give them a copy of your letter which was sent home to parents. We receive many phone calls and need to know the appropriate information to give to parents. After you have contacted the head of transportation, Mark Griffin (located at High School) and set up buses, please fill out a Bus Transportation Information Form available in the office. Collect and consolidate your money as a grade level before turning it in to the office. Please remember to inform the office in advance so that medications can be prepared if needed.

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HARASSMENT (SEXUAL, RACIAL, RELIGIOUS)

It is the policy of the Summit Academy to strive for a learning environment that is free from sexual, racial, and religious harassment and violence. This policy will be enforced before, during and after school hours on all school property, including the school bus, school functions, and events held at other locations. Any action toward or by a student of this District to harass through conduct or communication of a sexual, racial, or religious nature or to inflict, threaten to inflict or attempt to inflict sexual, racial, or religious violence as defined herein shall be a violation of this policy. Sexual, racial, or religious violence is a physical act of aggression that includes a sexual act or purpose or a physical act or aggression based on a person's race, gender or religion.

In carrying out this policy, Summit Schools recognizes that sexual, racial, and religious harassment are subject to School District Equal Educational Opportunity policies and applicable state and federal laws. Sexual, racial, and religious violence is a criminal activity subject to civil penalties under Michigan Statutes. The School will act to investigate all complaints, either formal or informal, verbal or written, of sexual, racial, religious harassment/violence, and take appropriate action against any person who is found to have violated this policy.

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LAMINATING

A Laminator is available for use.

Please see the Administrative Assistant for directions. Please verify that the laminator is off when you are finished.

LUNCH

Lunch counts and student lunch money needs to be turned in to the office daily, within 30 minutes after the start of school.

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MAIL AND CORRESPONDENCE

U.S. and Inter-Office mail is delivered via our inter-office mail carrier (Ms. Colleen). We do not have an outside mailbox. Incoming and outgoing mail is picked up and delivered in the school office. A postage meter may be utilized for mail that you need to “mail” home to student’s homes.

Building Administrators, teachers and Paraprofessionals will receive regular communications in regards to school events and “happenings” via inter-school newsletters, discussion, memos and emails.

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MAINTENANCE OF BUILDING

1. Staples and pins will ruin the carpet, and the vacuum will not remove them. Sticky tack is also a real problem. It cannot be removed from the carpet. Students are not allowed to chew gum in school.
2. Close and lock windows and doors prior to leaving at the end of the day.
3. Refrain from using masking and/or scotch tape on windows and carpet or walls.
4. If there is a housekeeping problem in your classroom, please contact: (first) custodian, (second) principal.
5. At the end of the day, the teacher and students should be responsible for stacking chairs and picking up large pieces of material from the floor. The custodian will consult the teacher regarding any difficulties.
6. No soda is allowed in the classrooms.
7. Pets are not allowed in the school except when previously approved by the building Administrator

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MULTIAGE

Students in grades Kindergarten through Grade Five’s needs are met and growth obtained through MULTI-AGE groupings, which are called “Learning Families”.

Students are afforded the opportunity to develop at their own rate, tutor others, and interact with students of different ages. They will have opportunities to collaborate on areas of central study, yet still have smaller group time to work on various skill based areas.

Every Friday is a ½ day for the students. This is utilized as collaborative planning time for our staff. This will maintain a climate of continued professional growth and team teaching.

Mini clubs are formed where younger children are able to experience real life activities (like: cooking, drama, art, crafts, woodworking), while older students work on integrated projects.

Students excel academically through a collaborative partnership between the teachers, students, parents and community.

Technology is utilized to assist us in individualizing and enhancing instruction. All High School students are provided with the opportunity to utilize individual laptops at school and at home.

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NEW MATERIALS REQUESTS

New material and equipment may be requested with prior approval by the Building Administrator. A purchase order system has been set up for each building. You may acquire a Purchase Order Form from the Administrative Assistant, fill out the information and then submit it to the office for approval.

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NEWSLETTERS (MONTHLY)

Announcements are made monthly on a published newsletter by the principal. We encourage classroom teachers to create classroom newsletters.

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PERSONAL DATA INFORMATION

If your marital status changes or you have a change in phone number, address, etc., please notify the office so that we may change the information on your district file.

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PORTFOLIOS

The idea of the portfolio originated with artists, photographers, and models who collect in a folder, the work which best illustrates their abilities and progress. This idea is now being transferred to the classroom and used as an evaluative instrument. Portfolios are one of the most important assessment tools in a classroom.

When used properly, portfolios do not require and inordinate amount of teacher time or vast areas of storage space. In fact, to be most effective, portfolios need to be kept simple. A portfolio should contain only enough material to assess the growth and progress a student has achieved throughout the school years. It should not contain every piece of work the student has completed, but a sample of the BEST.

Maintaining portfolios should be a comfortable and manageable process for teachers. The key is to include the student in the process from the first day.

***See the following pages taken from “Everything you need to know to Evaluate a Whole Language Program” by Judith Cochran

A showcase Portfolio is a collection of work intended for public display and, therefore, should contain the best examples of a student’s work across the curriculum. This portfolio is shown to parents during a child-lead conference twice a year (November and April).

The portfolio is not the only student work the parent sees at this time. An anecdotal report from the team regarding students’ strengths and weaknesses is also given to parents.

Report Cards are given out 4 times a year. An anecdotal accompanies this report card.

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SCHOOL CLOSING

A fan out list of all staff members is created yearly. This list is utilized to call staff in case of school closing.

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SEVERE WEATHER DRILL PROCEDURES

In contrast to the fire drill procedure, where the fire buzzer is the signal and everyone leaves the building, the following procedure for severe weather drill applies:

1. The severe weather drill will be announced by the bell tone.
2. Each classroom has an assigned location.
3. All children are to be seated on the floor, in interior hallways and pull their knees forward toward the chest. Heads are to be covered by placing hands on head. Backs should face nearest exit, window or door. The “all clear” sign in a drill will be given by signal or announcement.

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SPECIAL EDUCATION AND CHILD STUDY TEAM

If you have a concern about a child’s behavior or academics/learning style, please refer them to the Child Study Team. If the behaviors persist, please contact your building administrator to have the child observed by the Special Education Staff. Training for our Special Education Procedures and Child Study Team Procedures will be provided for all staff members.

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STAFF MEETINGS

The Building Administrator will schedule weekly staff meetings, which all teachers need to attend.

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STAFF ABSENCES

If you know that you will be absent, please notify the office in advance and then it will not be necessary to call that morning. If you have not notified the office in advance, please remember to call the Building Administrator.

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STAFF WORKROOM/SUPPLY ROOM

The staff workroom should be off-limits to our students. Students are not allowed in the workroom or supply rooms unless accompanied by a teacher or staff member. If students are sent to the office for materials, the Administrative Assistant will help them. With younger students it is very helpful if the teacher sends down a sample of the item needed with the student.

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STUDENT CONCERNS: ACADEMIC/BEHAVIORS

All teachers will communicate concerns of behaviors, academics and attendance to parents and Building Administrator. If a student is failing, early communication is necessary to intervene.

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SUBSTITUTE TEACHERS/PLANS

When you are going to be absent, please make sure that you have lesson plans prepared for the substitute.

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TEACHER MAIL BOX

Please check your mailbox before and after school and during your lunch break. Staff are required to check their email daily.

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TECHNOLOGY ASSISTANCE

There is a Para technician available in each building. They will assist you with your email log-in, internet and computer needs. Training on these items will be provided to all staff.

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TELEPHONES

Students should use phones in their classroom, rather than make calls from the office area. This way the teachers can monitor the need, etc., for using the phone. This is not to be used for students to call and have parent's bring their homework, etc. We need to help the students become responsible. At the High School, a pay phone is available for use in-between classes, not during class time.

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TESTING STUDENTS

If you are testing students, please inform the office, so that they do not disturb your classroom.

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TRANSPORTING STUDENTS

Staff may not transport students. There is a bus that transports students between our Flat Rock locations and Sibley/Middlebelt locations.

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VOLUNTEERS

Volunteers are welcomed and appreciated at our school. Volunteers should sign in and pick up a name tag at the front desk. If you have new volunteers, give their names to the Administrative Assistant, and they will have name tags made for them.

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WITHDRAWAL OF STUDENTS

When the office withdraws a student, we will send out a notice to the classroom teacher and special departments. If you have that student, please send any record information you have to the office as soon as possible so that we may get the records to the new school.

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Code Of Conduct

		Disciplinary Action	
Violation	Definition	Minimum	Maximum
1 Possession of Dangerous Weapons in a weapon-free school zone. Commission of arson or rape	As defined by state and federal law	Expulsion	Expulsion
2 Striking a teacher, school employee or person permitted to be present	The act of physically striking a teacher, school employee or a person lawfully authorized by the building administration to be Present	1 day suspension Kind-5th 3 day suspension 6th-12th Grade	Referral to school board for expulsion
3 Truancy	Willful absence from school without the permission of parent/guardian	Parent/Guardian Conference	Referral to Juvenile Authorities
4 Use or possession of tobacco	The act of possessing or using tobacco	3 day suspension	Referral to Civil Authorities Recommendation for Expulsion
5 Possession/use of fireworks, explosives, matches, lighters or any other flammable materials or irritants	The act of possessing, using or threatening to use the preceding items, or other such items capable of causing bodily harm or physical Discomfort	1 day suspension	Referral to school board for expulsion Referral to Civil Authorities

6	False Fire Alarm	The act of initiating a fire alarm or a report warning of a fire or other emergency without just cause	1 day suspension kind-5th 5 day suspension 6th-12th Grade	Referral to school board for Expulsion Referral to Civil Authorities
7	Arson	The willful burning of or attempt to burn any property of Summit Academy and/or it's employees, student's or visitors	Referral for expulsion	Referral to school board for Expulsion
8	Possession, use or intent to use illegal or dangerous weapons not included in violation #1	The act of possessing, using or threatening to use any weapon or instrument capable of inflicting bodily harm, as stated in State or Federal statute, but not limited to it	1 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
9	Use, possession, or sale or under the influence of alcohol	The act of possessing, consuming, selling, or being under the influence of alcohol	3 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
10	Use, possession, sale or under the influence of illegal drugs or misuse of prescription or non-prescription drugs	The possession, use, sale or being under the influence of stimulating, depressing or behavior-altering substances (without a prescription) or the possession of drug-related paraphernalia	3 day suspension Refer to Civil Authorities	Referral to school board for Expulsion Refer to Civil Authorities
11	Vandalism	The act of willfully abusing, destroying, damaging or tampering with property of the school and/or it's employees, students or Visitors	1 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
12	Extortion	The act of verbally or by gesture threatening the well-being, health or safety of any person for money, services or items of value	Kind-5th: 1 day suspension 6th-12th: 3 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
13	Intimidation	The act of verbally or by gesture, drawing or writing, threatening the well being or health of another individual. Defaming another individual.	Kind-5th: 1 day suspension 6th-12th: 3 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
14	Stealing or possession of stolen property	The act of taking or acquiring the property of others without their consent	Kind-5th: Teacher Conference 6th-12th: 1 day suspension	Referral to school board for Expulsion Refer to Civil Authorities
15	Bomb Threat	The verbal or written act of threatening to place an explosive device or assisting such an act	10 day suspension Refer to Civil Authorities	Referral to school board for Expulsion Refer to Civil Authorities
16	Conduct detrimental to the normal and safe operation of school business	Any willful act which results in the disruption of the normal and safe operation of school business (including transportation	Teacher Conference	Referral to school board for Expulsion Referral to Civil Authorities

		to and from school sponsored activities)		
1 7	Beepers	Public Act 215, Section 1303 prohibits pupils from carrying electronic communication devices in school except for health or unusual reasons approved by the administration	1 day suspension	Referral to school board for Expulsion Referral to Civil Authorities
1 8	Cellular Phones	Prohibits students from carrying cellular Phones	1 day suspension	Referral to school board for Expulsion Referral to Civil Authorities
1 9	Insubordination	Disrespect, harassment, or the willful failure to comply with reasonable requests of authorized school personnel	Kind-5th: Conference 6th-12th: 1 day suspension	5 day suspension
2 0	Gross Insubordination	Gross disrespect, gross harassment or the willful failure to comply with reasonable requests of authorized school personnel	Kind-5th: 3 day suspension 6th-12th: 5 day suspension	Referral to school board for Expulsion
2 1	Profanity or Obscenity	The act of using profane or obscene Communication (i.e...written, oral, pictures, etc.)	Kind-3: Parent/Guardian Conference 4th-12th: 1 day suspension	10 day suspension
2 2	Disruption of the educational process	Any willful act or refusal to act that directly or indirectly results in the disruption of the normal educational process	1 day suspension	10 day suspension
2 3	Indecent behavior	Any willful act or refusal to act that directly or indirectly results in the disruption of the normal educational process	1 day suspension	Referral to school board for Expulsion Referral to Civil Authorities
2 4	Racial or ethnic slurs	To insult, call derogatory names or verbally abuse a person because of race or	kind-3rd: Parent/Guardian conference 4th-12th: 1 day suspension	Referral to school board for Expulsion
2 5	Fighting/Assault	An act involving hostile bodily contact and the intent to cause physical harm either individually or in a group	Kind-5th: Parent/Guardian Conference 6th-12th: 5 day suspension	Referral to school board Expulsion Referral to Civil Authorities
2 6	Disruptive physical behaviors, intentional or non-intentional	The act involving bodily contact	Teacher Conference	3 day suspension
2 7	Gambling	The act of betting money or other consideration on the outcome of a game, contest or other Event	Conference	Referral to school board for expulsion Referral to Civil Authorities
2 8	Persistent violation of school rules/code of conduct	The repeated violation of one or more school rules/code of conduct/school policy	3 day suspension	Referral to school board for expulsion

2 9	Dress code violation	Improper attire according to the dress code	Teacher conference Immediate compliance	1 day suspension
3 0	Sexual Harassment	Sexual Harassment is defined as any unwelcome sexual advances, request for sexual favors, or other physical or gender-based, intimidating activities	Kind-3rd: Conference 4th-12th: 1 day suspension	Referral to school board for Expulsion
3 1	Inappropriate behavior	Any behavior not described in violations 1-30 or any school policy, which the Administrator determines to be inappropriate	Administrative Conference	Referral to school board for expulsion
There are mandatory parent/administrative/student conferences when there is any suspension				

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**Summit Academy Schools
Dress Code
2002-03**

Pants MUST BE:

- **Dress Pants/Slacks** (twill, dockers, etc.)
- Colors and prints are acceptable
- No more than one size larger than waist
- No spandex or overalls
- Hemmed to ankle (cannot touch floor)
- Worn at waist
- Grades 6-12 NO Denim
- Grades K-5 No denim recommended. If selected, must be clean, in good repair (no patches, tatters or frays), and well fitting.

Shorts

- Not allowed Oct. 1-April 15
- Colors and prints are acceptable
- No more than one size larger than waist
- Walking shorts
- Hemmed and worn at waist
- Not shorter than 3 inches above the knee
- Non-denim material only

Shirts MUST BE DRESS SHIRTS

- Colors and prints (such as plaids, stripes, patterns, etc.) are acceptable

- Characters/ are not acceptable
- Dress shirts with or without collar
- Polos
- Turtlenecks
- Belt required if shirt is tucked and pants have loops for Grades 2-12
- No tank tops
- Tunics accepted untucked as long as they are no longer than fingertips

Sweaters and Cardigans

- If not collared, must be over collared shirt/blouse, dickie, or turtleneck
- Fleece dress sweaters and dress vests acceptable (NO fleece jackets or hooded shirts)

Dresses/Skirts/Skortis **MUST BE**

- Not shorter than 3 inches above knee

Shoes and Shoelaces

- Athletic shoes may be worn
- Shoelaces must be tied
- No open toed shoes or clogs

PE Days

- K-8 students must wear **solid colored** sweatpants, sweatshirts, or t-shirts
- High School students will have a locker room to change and must bring solid colored t-shirts, gym shoes, and gym shorts
- No flannel pajama bottoms

Not Acceptable

- Oversized clothing
- Spandex
- Sheer material
- Mesh material
- Hats, caps, bandanas
- Chains or chain wallets
- Sun glasses
- Camouflage
- Tank dresses
- Inappropriately fitting clothing
- Jackets worn during school
- Spiked or sharp jewelry
- Hoop earrings or body rings visible
- Cargo pants (or big “leg” pocket pants)
- Fleece hooded shirts or fleece jackets
- sweatshirt material
- Jersey shirts
- Anything that Administrator feels is taking away from the Learning Environment

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Summit Academy Schools K-8 Attendance Policy

The state's compulsory attendance law recognizes an educational value in regular attendance at school. Regular attendance contributes to the school's instructional goal of developing traits of punctuality, self-discipline and responsibility in students. Interaction between students and staff and involvement in the total school environment are critical components of the learning process and are generally dependent on the student's presence in school and in the classroom. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving high school.

To encourage our students to attend school the school board adopts the following policy:

1. Reporting Absences

The following are excused absences provided the parent or guardian calls the office between 7:30 a.m. and 3:00 p.m. the same day of the absence. Also acceptable is a call before 8:00 a.m. the day following the absence or a note signed by the parent or guardian turned into the office upon the student's initial return to school. *Failure to notify the school properly will result in an unexcused absence.* A doctor's verification may be required.

A. Illness, home confinement, hospitalization and funerals.

B. Medical or professional appointments which cannot be scheduled outside the school day must be verified with an appointment card or note from the doctor's office. If possible, this verification should be presented to the office prior to the appointment. Students having permission to leave the building during the school day must sign out and sign in at the office when leaving or returning to school.

C. Family related activities which require the presence of the children may be pre-excused by completing a pre excused absence form at least one week in advance so arrangements may be made for make-up work to be missed. (Parents are reminded that any absence from school may be detrimental to the student's progress. Therefore, parents are encouraged to use this provision for sound and pressing reasons only.)

D. Funerals involving members of the immediate family should be called into the office as soon as practical.

E. Approved school sponsored activities.

2. Suspensions

Suspensions will be treated as unexcused. Credit for work handed in after suspension is at the teachers discretion.

3. Extenuating Circumstances

Extenuating circumstances presented by the parent or guardian will be considered by the principal or designee for an excused absence. Documentation is required to be provided by parent/guardian for extended absences. This documentation will be placed on file by the Building Administrator.

4.. Unexcused Absences

Calls must be received by 3:00 p.m. the day of the absence or by 8:00 a.m. the next day or the absence is unexcused. (Also unexcused-instead of no phone call, no note received in the office upon the student's return.)

A. Skipping school will be considered as an unexcused absence.

B. Students who are truant from class or who leave school grounds during the school day without permission from the office will be considered unexcused for the entire day.

C. Suspensions relating to attendance will be treated as unexcused and accepting work due during that period is up to the discretion of the teacher.

5. Missed Work

All work missed due to an absence must be completed to the satisfaction of the teacher. It is the student's responsibility to contact each teacher to arrange for all work missed the day of return.

6. Truancy referral

Students of compulsory school age who develop acute attendance problems will be referred to the Juvenile Division of Probate Court for appropriate action.

Forms will be sent home to parents informing them of excessive tardies or absences. An additional contact will be made when 4 tardies occur, which result in an “absence” in a class.

After 5 absences in a semester, a letter will be sent home and parent contacted.

If a student receives 10 instances of absences in a class, the Building Administrator has the option of filing a JC01 form and Educational Neglect charges.

7. Attendance Limit

Full attendance is vital if our students are to receive maximum educational benefits. Each day in school is important academically and socially and once lost cannot be regained. Students with good attendance generally achieve higher grades and are better able to meet the challenges of our complex society.

A parent or guardian shall be entitled (upon request) to a hearing before the Building Administrator or his/her designee in the event there is any question regarding the application of the attendance policy to the student. Proper correction to the attendance record will be made in the event it is found the policy was improperly recorded. Any decision may be appealed through the due process procedure

TARDY POLICY

- 1. Prompt arrival to all classes is an expectation at Summit Academy Schools. Students are considered absent after 5 minutes, with the exception of the first period of the day when they are absent after 10 minutes. LEAVING SCHOOL BEFORE THE**

END OF THE SCHOOL DAY WILL BE MARKED AS TARDY OR ABSENCE, DEPENDING ON THE LENGTH OF TIME THE STUDENT MISSES. EXCESSIVE EARLY PICK-UPS WILL RESULT IN AN ABSENCE. CHRONIC EARLY PICK-UPS CAN RESULT IN THE FILING OF A JC01 FORM AND EDUCATIONAL NEGLECT CHARGES.

2. Consequences for excessive tardies

4th tardy.....in a semester, equals 1 absence for that class

Car problems or oversleeping are not acceptable excuses for tardiness.

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Summit Academy High School Attendance Policy

The state's compulsory attendance law recognizes an educational value in regular attendance at school. Regular attendance contributes to the school's instructional goal of developing traits of punctuality, self-discipline and responsibility in students. Interaction between students and staff and involvement in the total school environment are critical components of the learning process and are generally dependent on the student's presence in school and in the classroom. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving high school.

To encourage our students to attend school the school board adopts the following policy:

1. Reporting Absences

The following are excused absences provided the parent or guardian calls the office between 7:30 a.m. and 3:00 p.m. the same day of the absence. Also acceptable is a call before 8:00 a.m. the day following the absence or a note signed by the parent or guardian turned into the office upon the student's initial return to school. *Failure to notify the school properly will result in an unexcused absence.* A doctor's verification may be required.

A. Illness, home confinement, hospitalization and funerals.

B. Medical or professional appointments which cannot be scheduled outside the school day must be verified with an appointment card or note from the doctor's office. If possible, this verification should be presented to the office prior to the appointment. Students having permission to leave the building during the school day must sign out and sign in at the office when leaving or returning to school.

C. Family related activities which require the presence of the children may be pre excused by completing a pre excused absence form at least one week in advance so arrangements may be made for make-up work to be missed. (Parents are reminded that any absence from school may be detrimental to the student's progress. Therefore, parents are encouraged to use this provision for sound and pressing reasons only.)

D. Funerals involving members of the immediate family should be called into the office as soon as practical.

E. Approved school sponsored activities.

2. Suspensions

Suspensions will be treated as unexcused. Credit for work handed in after suspension is at the teachers discretion.

3. Extenuating Circumstances

Extenuating circumstances presented by the parent or guardian will be considered by the principal or designee for an excused absence. Documentation is required to be provided by parent/guardian for extended absences. This documentation will be placed on file by the Building Administrator.

4.. Unexcused Absences

Calls must be received by 3:00 p.m. the day of the absence or by 8:00 a.m. the next day or the absence is unexcused. (Also unexcused-instead of no phone call, no note received in the office upon the student's return.)

A. Skipping school will be considered as an unexcused absence.

B. Students who are truant from class or who leave school grounds during the school day without permission from the office will be considered unexcused for the entire day.

C. Suspensions relating to attendance will be treated as unexcused and all work due during a suspension period, can be accepted upon the discretion of the individual teacher.

5. Missed Work

All work missed due to an absence must be completed to the satisfaction of the teacher. It is the student's responsibility to contact each teacher to arrange for all work missed the day of return.

6. Truancy referral

Students of compulsory school age who develop acute attendance problems will be referred to the Juvenile Division of Probate Court for appropriate action.

Forms will be sent home to parents informing them of excessive tardies or absences. An additional contact will be made when 4 tardies occur, which result in an “absence” in a class.

After 6 absences in a semester, a letter will be sent home and parent contacted.

If a student receives 8 instances of absences in a class and loss of credit occurs, the Building Administrator has the option of filing a JC01 form and Educational Neglect charges.

7. Attendance Limit

Full attendance is vital if our students are to receive maximum educational benefits. Each day in school is important academically and socially and once lost cannot be regained. Students with good attendance generally achieve higher grades and are better able to meet the challenges of our complex society.

A parent or guardian shall be entitled (upon request) to a hearing before the high school principal or his/her designee in the event there is any question regarding the application of the attendance policy to the student. Proper correction to the attendance record will be made in the event it is found the policy was improperly recorded. Any decision may be appealed through the due process procedure. There will be detention time, which can be applied towards missed days. The student should see the High School Principal to look at the potential of making up absences.

TARDY POLICY

1. Prompt arrival to all classes is an expectation at Summit Academy High School. Students are considered absent after 5 minutes, with the exception of the first period of the day when they are absent after 10 minutes. Students not in the classroom at the designated time will be informed by the classroom teacher that they are tardy and asked to sign a pink tardy slip. If accompanied by a signed pass from a staff member, late students will not be considered tardy.

2. Consequences for excessive tardies

4th tardy.....in a semester, equals 1 absence for that class

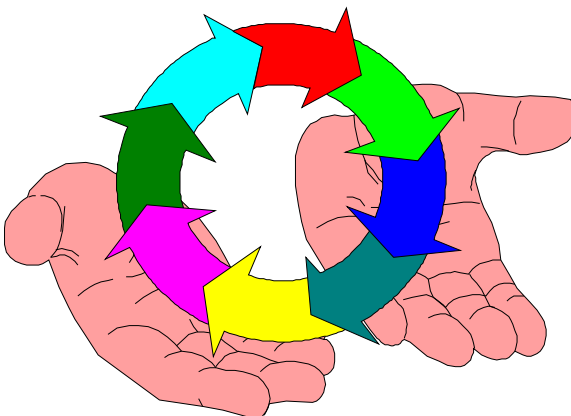
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Car problems or oversleeping are not acceptable excuses for tardiness.

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Children Learn What They Live

If a child lives with criticism,
He learns to condemn.
If a child lives with Hostility,
She learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
She learns to feel guilty.
If a child lives with Tolerance,
She learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
She learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
She learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and
friendship,
She learns to find love in the world.



Important Points to Consider

(taken from Dr. Glasser, *The Quality School Teacher*)

“Teachers need to manage and teach students, many of whom don’t even want to be in school, and none of whom will show much interest in what system of management you use or, initially, have much interest in helping you do anything.

Until your students can be convinced that something new and better for them is happening in your classroom, they will not seriously consider putting forth the effort it takes to do Quality Schoolwork. Some of your students have done good schoolwork, but for almost all students quality work is a completely new idea. They have never even thought of it much less done it. Initially they will see quality work as being too hard and most will resist. They will continue to resist until you teach them first what quality is and then that they can do Quality work.”

The most important way to get this message across to the students is to begin the school year with complete guidelines to the 5 Basic Needs.

Every Day Remember:

- Explain to your students the usefulness of what you ask them to do.
- Skills are what you use, information is what you know. A skill will be used for the rest of their lives.
- Use discussion, reading, and noncompulsory “talk it over with your family” homework assignments to acquaint them with the value of knowing what is good to know about our culture.
- To almost all students, it is self-evident that the basic skills of speaking, reading, writing, calculating, and problem solving are well worth learning.

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Jim Fay - “Love and Logic”

Children learn behavior and responsibility by taking ownership in their actions. The teacher becomes the facilitator when problems arise and should assist the child in solving problems.

Our school allows every child a time to recover after being sent away from the group. A recovery chair is located in every classroom and office for this purpose. Children in recovery are sent for a short period of time to think about what happened and to get themselves back into control to rejoin the classroom. A teacher will choose which recovery chair to send the child.

A Behavior form should be filled out for children going to recovery. The teacher sending the child to recovery should also be the teacher who follows up with a consequence if necessary. When needed a trip to the office for more severe incidents will occur.

Our school has established **Expectations for Student Behavior**. The basic rules of the school are RESPECT.

R-responsible
E- engaged in learning
S -uccessful
P- eaceful
E - nthusiastic
C-ommitted to Quality
T- eam Player

This should be posted in your classrooms. If a student is not following the expectations then a recovery area will be necessary.

RECOVERY: If a student needs time to get themselves together we suggest that you have an area in your classroom where the child can go for a few minutes until they feel they can rejoin the group. If the child needs to leave the classroom, that child should be escorted with a pass. This pass will let the other classroom know why the child is there:

If the child needs a different alternative, he/she can also go to the office for recovery. Students should also have the pass to come to the office and should also be escorted. During recovery time the child works through the problem independently. This isn't a time for classroom teachers or office staff to work through the problem with the child. The idea is not to give the child attention for the behavior.

Resources:

Teaching with Love and Logic
Attention Deficit Disorder
Students Speak
Parenting with Love and Logic

Calming the Chaos
Shaping Self Concepts
Teacher in Charge

Love and Logic Techniques To Utilize In Your Classroom

- 1) Guidelines
 - a. Locking-in sadness or empathy before delivering consequences
 - b. Setting limits with enforceable statements
 - c. Sharing control through lots of small choices
 - d. Building relationships with the One Sentence Intervention
 - e. Neutralizing arguing with the Brain Dead technique
 - f. The Anticipatory Consequence

g. Etc.

2. One-by-one, start experimenting with additional Love and Logic techniques.

3. Review page 11 of the Discipline With Love and Logic Resource Guide, entitled, “Testing Values Against the Four Basic Principles of Love and Logic.” Choose between four and six of these principles to guide your disciplinary decisions. Feel free to modify or add principles as long as each is consistent with Love and Logic.

4. Review the example of a Love and Logic classroom discipline plan developed by an actual teacher on the next page. Refer to this example to help yourself get started. Once you have a Love and Logic plan developed, give a copy to each parent. Ask them for their support in making your plan a success.

5. In your classroom, post a list of expectations, describing how you will run your classroom. When developing this list, be certain that you can actually enforce these expectations. In other words, avoid making threats you can-not back-up, such as “Keep your hands to yourself” or “Be quiet when I’m teaching.” Use what we term “Enforceable Statements” to set these Love and Logic limits and expectations in your classroom. See page 286 of Teaching With Love and Logic or page 56 of the Discipline With Love and Logic Resource Guide for examples of such Love and Logic statements.

6. **Do not warn students about specific consequences in advance!** Just indicate that you will respond to each problem in an individualized manner, depending **upon the unique situation.**

7. When making disciplinary decisions, ask yourself, “How is my proposed intervention consistent with the principles of discipline I have included in my plan and my posted list of expectations?” Encourage yourself to handle discipline problems on a case-by-case manner, focusing on the unique characteristics of each situation. given moment, delay the consequence, refer to your plan, and discuss possible solutions with other teachers, your administrators, the child’s parents, or others.

8. Your goal is to achieve consistency by basing each of your decisions on this same set of values or principles...rather than trying to treat every problem the same using a “cookbook” approach.

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AN EXAMPLE LOVE AND LOGIC CLASS-ROOM DISCIPLINE PLAN

**HERE ARE TWO EXAMPLES OF
LOVE AND LOGIC LISTS:**

Classroom Expectations (Example #1)

1. Feel free to do anything that does not cause a problem for anyone else.
2. I teach when there are no distractions or other problems.
3. I listen to students who raise their hand.
4. I listen to one person at a time.
5. Please treat me with the same respect I treat you.
6. If someone causes a problem, I will do something.
7. What I do will depend on what happened and what the person is willing to do to solve the problem.

Classroom Expectations (Example #2)

1. I allow students to remain in my classroom as long as they do not cause a problem for anyone else.
2. If they cause a problem, I will ask them to fix it.
3. If they can't or will not fix it, I will do something.
4. What I do will depend on the **unique situation.**

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**Summit Academy
My Problem Solving Form**

Name _____

Learning Family _____

Date _____

What was I doing? I was

What did you want to happen? I wanted

What need were you trying to meet? (inclusion / control / affection / competency)

What would be a better way to get what I want the next time? The next time I will

Student Signature _____

Teacher Signature _____

Other Signature as needed _____

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Summit Academy Problem Solving Contract

- A. Clearly define the problem:

B. What did you want to happen?

I wanted...

C. Create and list possible solutions for your problem

1. _____

2. _____

3. _____

D. Circle your solution from the above list which will best help you behave differently in this area.

E. Now that you have a selected solution, how will this solution help you?

F. How will your solution affect others?

G. How soon can you begin putting your solution into action?

What will it look like? _____

H. List some consequences if you decide not to handle this as you have agreed to do:

1. _____

2. _____

3. _____

4. _____

This agreement has been formulated for the purpose of helping me maintain acceptable behavior in and out of the classroom.

Student _____ Teacher

Date _____

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Summit Flat Rock k-5
(734) 379-6810

Summit Academy Schools

Summit North k-5
(734) 789-1428

Summit Middle School
(734) 955-1712

Summit High School
(734) 955-1730

Notice of Suspension

Date

The purpose of this letter is to notify you that your child, _____, is being suspended from school for _____ day(s). The suspension will be served on _____

Reason for suspension:

An attempt was made to contact parent/guardian at the following number: _____ at _____.

Before your child can return to class a meeting will be held on _____.

Your child may return to class on _____

If you have any questions pertaining to this matter, you may contact the school office.

Teacher Signature Date _____

Administrator Signature Date _____

Verification of suspension must be signed by a parent/guardian and returned to school before the student can return to class. I have read this statement and I understand the consequences of the action taken.

Parent Signature Date _____

Student Signature Date _____

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Checklist for Teachers

- I am doing a Peace Lesson every day.
- I am following the mapping given to me, and using:
BSM
Investigations
Phonic Soup

AIMS
Nystrom
Resources Available Through Outside Activity Books
Writing Workshop Information
Ideas From Other Workshops

- D.E.A.R. time is used for READING one-on-one with students or literacy groups.
- Club Friday Activities are planned with the children in mind and a meaningful learning experience.
- I am utilizing the JIM FAYE approach along with appropriate discipline. (i.e. rest & think).
- All of my children are on CCC 2 times a week.
- Beginning October a monthly report will be printed from CCC and handed into Principal mailbox.
- A copy of weekly newsletter is put in Principal mailbox.
- A representative from our team attends monthly FACT meeting.
- Weekly TEAM Meetings are recorded and a copy of notes given to Principal.
- Web Site is changed monthly.
- I am following the Greeter Schedule.
- I am Greeting Children at the door every morning.
- I have learning centers planned all day with Individual Group and Direct Instruction.
- I am a TRUE MULTI-AGE classroom.
- I am guiding my Parapro's daily.
- I update the calendar, check my mailbox, read my notes from the office, attend to routine attendance and dress code procedures.
- I follow through with requests made by Central Office and School Office.
- I follow through with discussions with the Principal when I am feeling overloaded, or need guidance. I do this with total honesty.
- My classroom maintains a quiet working voice.

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Absence letter

Dear Parent/Guardian of

It has come to my attention that _____ has had a large number of absences. He/She has missed _____ days of school. I am certain that you understand

our desire to cultivate a successful learning climate in the classroom. It is difficult for a student to succeed in school if he or she does not attend regularly. It is essential that students attend school on a consistent basis to ensure continuity of instruction.

When _____ is absent, he/she misses out on important instructional lessons where key concepts or skills are introduced. Many of our activities are hands-on and can't be sent home as homework. This puts your child at a disadvantage when returning to school because of gaps in learning and the need to play "catch-up" to lessons that have already been taught in class.

Parents have the most influence over their children. Everyone knows this to be true. What a parent believes or values is also important to the child in that family. If you value education and believe that it is important, so will your child. I am asking you to pay close attention to _____'s future by seeing that he/she is in school and on time each day. Your child's education is our number one priority. In order for us to do our very best for your child, she/he must be in school every day. We understand that absences occur because of illness, medial appointments, funerals, etc. However, we are concerned at the number of days _____ has missed.

It is important for the school and home to work together to insure success at school. We need your cooperation. Please help us to improve _____'s attendance. We hope that the rest of this year can be a rewarding and successful one for your child. Thank you for your support. If your child has over 15 absences please call the office to set up an appointment.

Thank you,

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Summit Academy **Discipline Referral Form**

Time _____ *Grade* _____ *Date* _____

Student _____ *Teacher* _____

Problem

Action Taken by teacher (check)

Conference with Student _____ Individual Parent Contract _____
Parent/ Student Conferences _____ Recovery _____

Notes

Recommended Action to be Taken (What would you like to see happen)

Administrator/ Student Conference _____ Call Parents _____
Student/ Teacher/ Administrator Conference _____ Suspension _____
Removal from Class _____ Teacher/ Parent Conference _____
Student / Parent / Teacher / Administrator Conference _____
Action Taken by Administration Office

Administrator Signature _____

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Behavioral Intervention Options

1. Each adult in the classroom should deal with the child.
2. Set up a safe quiet place to calm down.
3. one-on-one talk. Listen.
4. Let go of the ROPE
5. Weekly-BI weekly Positive Notes

6. Notebook every day sent home with parent response.
7. Mandatory parent meeting.
8. Ask parent to come and spend the day to observe.
9. Form page that child fills out and parent signs.
10. Behavioral Contract-student lead: goal rewards at home. Happy Face, Sad Face
11. Allow child to be an assistant
12. Child calls home immediately after behavior.
13. Everyone starts with an A. List behavior grade expectation with child using point system. Child needs to keep that A.
14. List of positive words, how can they apply at school
15. Sample of good choices that are acceptable posted in the room. role-play
16. Thankful Journal
17. Be Consistent
18. Emotions Game (see Katie Ginden)
19. 0- tolerance
20. Allow children to make a decision
21. Bring problem to group
22. Be a listener
23. Class meeting- Agenda box. Child leader, specific procedure, start with compliments
24. Children become the behavior mentors within the classroom
25. Children show other children the quiet sign to their friend
26. I-statements
27. Reinforce their individual positive efforts.
28. Send GOOD STUFF to the office
29. Give them a Hand (5 compliments)
30. Acknowledge baby steps

31. List positive negative chart (What I Like)
32. Do self discovery activities often
33. Parent response tell me about your child. (How does your child enjoy reading? What gives your child stress?)
34. Use the Code of Conduct as a tool

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Concern letter/grade

Summit Academy Schools

Dear Parents of _____

Your son/daughter is doing failing work in the _____ grade. This is because of

Retention is the recommendation for _____.

Please make an appointment to discuss placement for the next school year.

Sincerely,

Principal/Administrator

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Retention letter

Summit Academy Schools

Date: _____

Dear Parent of _____,

At this time, your child is not doing satisfactory work in the following subjects:

1. _____

2. _____

3. _____

There is a possibility that because of these deficiencies, we may recommend that your child be retained in _____ grade.

Please contact your child's teacher to arrange an appointment so that we may discuss this problem in greater detail.

Yours truly,

Principal/Administrator

*Parent signature _____
(please return a signed copy to the office or your child's teacher)

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Summit Academy Schools

Building _____

Student Name _____ **Date** _____

Grade _____ **DOB** _____

Age _____

1. Reading Ability _____

2. Math Ability _____

3. Core Courses
Language Arts _____ Science _____
Mathematics _____ Social Studies _____

4. Standardized Test Results:

Test- _____ Date- _____ Score- _____
Test- _____ Date- _____ Score- _____

5. Attendance Record (As of _____)
Days Absent- _____ Days present- _____ Times tardy- _____
Comments- _____

6. Work Study Habits _____

7. List any SPECIAL HELP that has been provided and/or recommended up to this point. (Chapter I, Article 3, tutoring, speech, etc.)

8. List dates and types of PARENTAL COMMUNICATIONS (personal, conferences, telephone and letter)

Date	Type of Communications
_____	_____
_____	_____
_____	_____

Has retention been recommended before? _____ If yes, when? _____.

Comments- _____

CLUSTER RECOMMENDATION

The teachers recommend that _____ be retained in grade _____ for the _____ school year.

Position

Signatures **(Parent, Teacher, etc.)** **Agree** **Disagree** **Date**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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The Workers

The workers are the learners. Make sure the students are the “workers” in your classroom, so that they learn. They should be the ones going home tired from working very hard....not the teacher. Utilize rubrics for assessment, let students know the skills they need to attain, goals and academic expectations. Utilize plans of action for your students, so they know exactly what they have to do, to reach their goals...AND LET THEM WORK!!!!!!!!!!!!!!!!!!!!

Questions from New-Hires

What type of insurance do we have?

American Medical Insurance (AMS)

Do I have to see certain doctors?

You need to see doctors listed in the AMS directory in order to qualify for certain co-pays.

Do we have dental?

Yes. With your dental coverage, through AMS, you may go to any dentist.

Do we have vision?

Yes. VSP coverage. You do not have a card for this coverage. However, it is a very comprehensive plan, and we can fax a copy of the coverage package to you upon your request.

Do I have to take insurance through MJ Management?

No. You may get the “cash-out” compensation for not electing to take our specified coverage.

Do we have a dress code?

At present, “professional casual” is in effect for all Summit Academy Schools. This would translate to keeping to the specific dress code that has been mandated for the student population.

Is there an employee hiring handbook?

Yes there is. You may obtain a copy of this by contacting MJ Management. You definitely want to have a copy of this resource.

Do I have to attend staff meetings?

Yes. There are, of course, exceptions to this, based on an emergency. You would have to meet with your building administrator to be excused from the meeting.

What is FACT?

FACT stands for Family Action Committee Teams. This would be a very close comparison to PTAs or PTOs at other districts. We have very heavy parent involvement here at Summit Schools.

Am I required to attend FACT meetings?

Yes. If you are unable to attend, you would need to meet with your building administrator to be excused.

Does this school have a “superintendent?”

No. We have a Program Director, Alison Cancilliari. Alison reports to the Board of Directors. There are two boards, one for Flat Rock, another for the North schools.

What are my hours?

At present, most administrators are allowing you to judge that for yourself, provided you are organized, have lesson plans, and are getting all things prepared for the students.

Do I have to attend my building’s staff development?

Yes. You need to also maintain a record of any/all staff development sessions. Also, any SB-CEUs you may be planning on.

Are all teachers with Summit Schools certified?

Yes.

What is a paraprofessional?

A paraprofessional is a team member in the classroom with the teacher(s). This person is there to assist in any way they can, to supervise enrichment activities as directed by the teacher(s). They may also be “one-on-one” with one of our special needs students.

Are parents allowed in my classroom?

Absolutely.

Do I need a time sheet/card?

No.

When are our paydays?

The 15th and 30th of each month.

Who can I call regarding payroll issues?

Jen Serbantez, 734.379.9795 or Brian Beaudrie at that same number.

Do I have to have my pay direct deposited?

Yes. Into a checking or savings account with the financial institution of your choice.

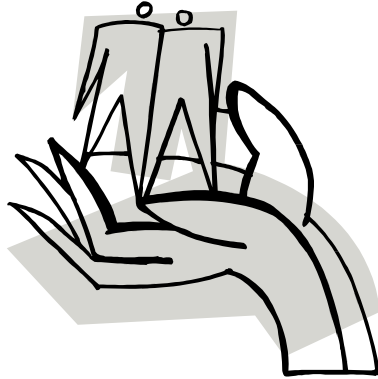
Do we have a specified number of “sick days”, what about “personal days?”

Yes. You may take no more than 8 “leave” days. This number includes all excused absences, whether sick/personal etc. You are compensated \$50/day for every day not taken. At this time, we believe you’ll receive this compensation at the end of the school year. Please call Jenny or Brian to verify.

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Summit Academy Schools
Teacher Mentor Program

Summit Academy Schools Mentor Teacher Program



4/01/02

A Description of the Program

Traditionally, the first year teacher's transition from a theory-based teacher training program to the classroom often requires an abrupt adjustment. Although this is an experience common to new teachers, the effects of this experience, particularly if they are negative, can be lasting. While many make the transition with ease, others are not so successful. Research indicates that negative experiences are the cause for many new talented teachers to leave the profession. Those who remain after the transition emerge with a wide range of attitudes and

beliefs. Some become strong, innovative professional educators who develop and practice those qualities that lend themselves to educational excellence and leadership. Others struggle for many years to make a successful adjustment to the constantly changing dynamics of the teaching profession.

Research confirms that a teacher's first year is usually the most critical. Research also confirms that it is this first year when teachers can feel the most isolated and vulnerable. Realization of this has been the basis for programs throughout the United States, which address the needs of these new teachers. One common factor in almost all these programs is a collegial support network of seasoned, nurturing professionals paired with first year teachers.

Experience has shown us that even with Summit's professional development activities available, our strong collegial support networks and our peer visitations, there is still a need to address the very special needs of our beginning teachers. It has been determined that the best method to accomplish this would be to provide new teachers with an assigned mentor teacher.

The development of the Summit Academy Schools Mentor Program is a logical outgrowth of all that we know and all that we believe about quality education--the nurturing of the individual towards life long learning and excellence, regardless of whether that individual is a student or a teacher.

Mentor eligibility criteria:

- a. have at least three (3) years teaching experience;
- b. have taught for Summit Academy Schools at least two (2) years;
- c. to be a mentor of an entry year teacher, have attended a one (1) day Mentoring Workshop
- d. agree to meet expectations for mentors as outlined in the current Mentoring Handbook.
- e. attend an orientation meeting and at least 3 other mentor meetings per year to discuss mentoring; and
- f. keep a journal/time log of mentoring activities that include a brief description of activities and the amount of time devoted to same.
- g. Mentor teachers shall not participate in the evaluation of the classroom teacher
- h. No mentor teacher shall be requested or directed to make any recommendation regarding the continued employment of the classroom teacher
- i. Mentors will be compensated.
- j. Mentor teachers will be provided two release days per year or the equivalent amount of release time to perform mentoring duties.
- k. The mentoring process shall be periodically evaluated through the District Site Mentoring Committee.
- l. A district lead mentor shall be appointed by the Program Director to coordinate the mentor program
- m. Entry year teachers shall be required to participate in the Mentor Teacher/Entry Year Program and agree to meet expectations for mentees as outlined in the current Mentoring Handbook.
- n. Have demonstrated exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts;
- o. Be willing to function in the mentor role on a continuous basis throughout the year;
- p. Attend an orientation meeting and at least four other meetings per year as scheduled by the lead mentor to discuss mentoring;

- q. Keep a journal/time log of mentoring activities, including a brief description and the time devoted to same;
- r. Follow the guidelines outlined in this Mentoring Handbook;

Mentor Teacher Program Goals

The Mentor Teacher Program has as its goals:

1. to identify new teachers in need of assistance;
2. to provide personal and professional support for new teachers;
3. to integrate new teachers into Summit Academy Schools, at all levels: grade level, department, building, and district;
4. to improve the ability of new teachers to teach students.
5. to support a peer assistance program;
6. to retain capable new teachers;

Expectations for Mentors

A mentor teacher will meet with his/her mentee on a regular ongoing basis in order to:

1. help the new teacher become familiar with the policies and procedures of the school and district.
2. provide personal support and function as a sounding board for new ideas;
3. encourage and facilitate access to other classrooms so that the new teacher can observe other teachers, and have several kinds of models;
4. share his/her own knowledge and resources about new material, unit planning, curriculum development, teaching methods, and student assessment;
5. assist the new teacher with classroom management and discipline;
6. help the new teacher understand the implications of student diversity for teaching and learning;
7. engage the new teacher in self-assessment and reflection on his/her own practice;
8. help the new teacher adapt new strategies for his/her own classrooms;

Selection Procedures for Mentor Teachers

- The matching of mentors and mentees is critical to the success of the Mentor Teacher/Entry year Program. Ideally, there will be a match between the mentor and mentee on the following considerations: building assignment; grade level and/or subject area; common planning periods and/or lunch period; classroom management and teaching philosophy.

Criteria that should be considered by Building Site Committees when selecting a Mentor Teacher include:

- demonstration of exemplary teaching skills and facility in working with others;
- a model professional in the areas of planning, classroom management, and professional development;
- a willingness and energetic drive to share expertise with others and skill in working with adults;
- active in local curriculum development and committee work;
- sensitivity to the views of others;
- good communication skills;

- accessibility for planning, coaching, and conferencing meetings;

Expectations for New Teachers

New teachers will:

1. arrange regular meetings with mentor teacher;
2. use this Mentoring Handbook to set agendas for your meeting;
3. record your questions and concerns, successes and challenges, in a journal for use as topics for discussions with your mentor;
4. schedule times for observation by the mentor teacher, as well as times in the mentor teacher's classroom and other teacher's classrooms. This may be done in coordination with Building Administrators. These shall be scheduled a minimum of 3 weeks in advance.
5. communicate with the mentor on an ongoing basis;
6. seek out the mentor when questions arise and let the mentor know how s/he can best help;
7. take part in the Mentor Teacher/Entry Year Program evaluation process.

Mentoring Calendar

August

Mentor Teacher contacts New Teacher as soon as possible and welcomes him/her to Summit Academy Schools.

Mentor Teacher works with New Teacher reviewing relevant graded courses of study, curriculum guides, and textbook teachers' guides, planning the instructional program, developing a system for classroom management, and setting up his/her classroom.

Mentor Teacher and New Teacher attend New Teacher Orientation Day. Part of the day should be spent going over the procedures checklist.

Establish a regular meeting time. The recommended frequency is at least once a week for the first month of school.

Mentor Teacher/New Teacher Communications:

- Overview of the school year
- Goals for the first semester
- General planning for the first quarter
- Lesson plans for the first week

Mentor Teachers should begin the journal/time log of mentoring activities. Be sure to include all meetings with mentee, observations, district mentor meetings, etc.

September

Attend orientation meeting with all district mentors and mentees.

New teacher should begin a journal, recording questions and concerns, successes and challenges, for use as topics for discussions with the mentor.

First observation for the New Teacher with the Mentor Teacher. The observation should be at least a half-day observation in two classrooms or full day in one classroom.

Mentor Teacher fills out the Professional Leave form at least five days in

advance of the observation date. Both a pre-observation and post-observation meeting are a necessary component of the procedure.

Mentor Teacher supports New Teacher writing Individual Professional Development Plan (IPDP), due by September 30.

Mentor Teacher outlines the variety of ways (formal and informal, verbal and nonverbal) in which student learning and attitudes can be evaluated and helps the New Teacher develop an assessment plan. Talk about procedures for evaluation record-keeping, e.g. grades, portfolios, etc., as well as preparing Interim Reports and Progress reports.

Discuss the first formal evaluation by the building administrator.

October

Second observation: New Teacher visits the Mentor Teacher's classroom so that the Mentor Teacher can model techniques. New Teacher fills out the Professional Leave form at least five days in advance of the observation date if coverage is required. The New Teacher's observations of the experienced teacher should be at least one half day or the equivalent if the new teacher chooses to observe different periods/subject areas on different days.

Talk about procedures for progress reports and discuss parent conference techniques.

Mentor Teachers attend first quarterly meeting for all mentors in district.

New Teachers attend a meeting scheduled for all teachers being mentored.

November

Develop second quarter general plans, an update on long-range plans, including a first semester overview.

Plan another observation. The observation should be at least a half-day observation in two classrooms or full day in one classroom.

Mentor Teacher fills out the Professional Leave form at least five days in advance of the observation date. Both a pre-observation and post-observation meeting are a necessary component of the procedure.

December

Continue to communicate informally on an ongoing basis as well as during scheduled weekly meetings.

Review how conferences went.

Mentor Teachers attend the second quarterly meeting for all mentors in the district.

Discuss end-of-semester procedures: exams, final grades, progress reports.

Set goals for second semester and develop general plans for the third quarter.

Discuss procedures for standardized testing.

February

Discuss second formal evaluation by the building administrator.

Plan another observation. The observation should be at least a half-day observation in two classrooms or full day in one classroom.

Mentor Teacher fills out the Professional Leave form at least five days in advance of the observation date. Both a pre-observation and post-observation meeting are a necessary component of the procedure.

Share literature, research readings, professional journals.

Mentors attend the third quarterly meeting for all mentors in the district.

Review techniques for successful parent conferences.

March

Develop general plans for the fourth quarter.

Take part in the Mentor Teacher/Entry Year Program evaluation process.

Discuss possibilities for professional development through summer course work.

Discuss budgeting procedures for upcoming year. Share catalogs for ordering instructional materials and equipment.

Mentor Teachers and New Teachers attend the final quarterly meeting to evaluate the Mentor Teacher/Entry Year Program.

May

Discuss end-of-semester procedures: exams, final grades, progress reports.

Discuss end-of-year procedures: cumulative records, student portfolios, summer storage, final checkout procedures, etc.

Begin evaluation of the year in terms of goals set in September, celebrating successes and identifying ongoing challenges. Time for reflection! Focus on current strengths and needs as well as what learning will be carried forward in plans for the upcoming year.

Mentor Teachers turn in completed journal/time log to Lead Mentor by the end of May.

June

Plan possible summer interactions.

Procedures Checklist

Building Community

Mentor Teacher has provided New Teacher:

- a tour of the building.
- information about community resources: public library, college library, etc.

School Policies, Procedures, and Routines

New Teacher is aware of:

- required Summit Academy Curriculum benchmarks and assessments
- pay dates.
- benefits: health insurance, etc.
- sick/personal leave policy and procedures including phone number for calling in sick.
- professional leave procedures for meetings, conferences, observations
- lesson plan procedures.
- location of materials/resources in the building.
- how to operate building technology: copy machines, telephones, computers, etc.
- building/district policies on student discipline.
- building policy on homework.
- safe schools procedures.
- how to respond to student illness or injury.
- daily procedures for attendance, lunch count, tardies.
- building/district grading policies, interim report and report card procedures.
- telephone call procedures.
- Child Study Team and special education information.
- location of records and forms.
- location of courses of study, curriculum guides, teachers' guides, textbooks.
- Who's who?

***Create Journals and mentoring logs

• Agree Disagree

- 4. The mentor/mentee match was a good match. 5 4 3 2 1
- 5. Routine schedules were easily rearranged to permit mentor/mentee meetings. 5 4 3 2 1
- 6. There was adequate time to meet with my partner. 5 4 3 2 1
- 7. The district provided adequate support. 5 4 3 2 1
- 8. Communication between administration and mentors and mentees was adequate. 5 4 3 2 1
- 9. Program administration handled mentor and mentee issues well. 5 4 3 2 1
- 10. District level mentor/mentee meetings were adequate. 5 4 3 2 1
- 11. The Mentor Program is a worthwhile endeavor. 5 4 3 2 1
(Mentors only)
- 12. The mentor training was adequate. 5 4 3 2 1
- 13. I would like to continue as a mentor. 5 4 3 2 1

Comments/Recommendations:

Discussion Log _____ Date _____

Situation I would like to discuss _____

I would like suggestions for _____

My “low” _____

My “high” _____

Hey, what about....

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PERFORMANCE
REVIEW

Name: _____ **Date:** _____

Environment

Areas of Focus	Expectations	Comments:	
Faces	Eager		
	Engaged		

Sounds	Frequent hum of activity and ideas being exchanged		
	Working voice levels (volume)		
Teacher's Voice	Respectful		
	genuine		
	warm		
Location of Teacher	Working with students		
	Working at Student Level		
Students' Reaction to Visitors	Welcoming; eager to explain or demonstrate what they are doing or to use visitor as a resource		
Teaching Technique			
Class Discussion	Students often address one another directly		

	Emphasis on thoughtful exploration of complicated issues		
	Students ask questions at least as often as the teacher		
Interaction with Students	Open ended questions are asked		
	Students are allowed to learn from mistakes (I.e. $5+5=9$ "How did you get that answer?")		
	Management of student work returned is understood by students as well as adults		
Communication toward Families	Time is provided for discussion with parents		
	Discipline follow through utilizing phone, notes, meetings are recorded on the appropriate forms, sent home and signed by parents.		
	Attendance at F.A.C.T. meetings, after school functions, availability before and after school.		

Communication with Team members	Weekly team meetings are held regularly and notes are taken.		
	Entire team knows what is scheduled for each day and what expectations are of teachers toward students		
	Entire team understands modifications specified at IEP or CST meetings		

Implementation of Philosophy

Areas of Focus	Expectations		
Lesson Plans- Individualized instruction	Plans are clear for variety levels of learning		
	Expectations differ for students depending on academic level		
	Written expectations are clear and include students evaluation		
	Inclusion students' modifications are implemented in such a way that the entire class benefits.		
	The continuum is evident in the planning of lessons.		

	Plans include creative techniques utilizing hands-on projects.		
	Integrated lessons are evident		
	Daily schedule provides a balance of time for curriculum		
Tasks	Different activities often take place simultaneously		
	Activities frequently completed by pairs or groups of students		
	Little to no "Ditto" work		
	Club Friday activities planned with students interest in mind, and provide Multiple Intelligence learning experiences		

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Who's Who?????????

Central Office 30100 Olmstead Rd. Bldg 2 Flat Rock, MI 48134

Alison Cancellari	Program Director Summit Academy Summit Academy North	1-734-379-9766 1-734-379-9786 Fax
Teresa Golba	Central Office Administrative Assistant	1-734-379-9766 1-734-379-9786 Fax
Kathy Sirls	Central Office SRSD and Office Assistant	1-734-379-9766 1-734-379-9786 Fax

Summit Academy K-5 30100 Olmstead Rd. Bldg. 1 Flat Rock, MI 48134

Ria Cole	Summit Academy Flat Rock (k-5) Administrator	1-734-379-6810 1-734-379-6745 Fax
Brenda Vandercook	Summit Academy Flat Rock (k-5) Administrator	1-734-379-6810 1-734-379-6745 Fax
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Sherry Chearhart	Summit Academy Flat Rock (k-5)	1-734-379-6810

Receptionist

1-734-379-6745 Fax

Summit Academy K-5 28697 Sibley Rd. Romulus, MI 48197

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1-734-379-9794 Fax

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