



School Handbook and Calendar

2023 - 2024

Mission Statement

Mill Springs Academy is a values-based educational community dedicated to the academic, physical and social growth of those students who have not realized their full potential in traditional classroom settings.

“...if a student can’t learn the way we teach ...
we should teach the way a student can learn.”

--Tweetie L. Moore, Founder

Mill Springs Academy is an equal opportunity employer and educational institution. The School does not discriminate in the admission or hiring of qualified individuals on the basis of age, race, color, gender, sexual orientation, veteran status, (dis)ability, national or ethnic origin, or any other protected status in accordance with applicable federal, state, and local laws. This policy also applies to admissions, access, financial aid, educational policies, and other school administered student and employee programs and activities.

This publication is solely for communication of school related matters by and among members of the school community - students, parents and faculty. Its use for any other purpose is improper and unauthorized.



Welcome to the 2023-2024 School Year

This handbook provides information to help you navigate through the school year. Inside you will find: the school calendar, policies, uniform guidelines, each school's Community Structure, and contact information for your Parent Volunteer Association among other things. If you ever have any questions about the details, your best resource for answers will be either your student's advisor or your principal. They will be your student's guide to Success in School. But if we can help in any way, please don't hesitate to reach out.

Have a terrific year!

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2023-2024 Board of Trustees

Bruce Clayton – Chairperson

Christian Bateson

Andy Bayman

Jennifer Campbell

Joane Goodroe

Bill Harper

Bill Moultrie, MSA 1987

Georgia Ojanuga

Debbie Orr, Head of School

Cliff Robinson

Robert Slayden, MD

Ex-Officio

Cheri Harwood, Executive Assistant to the Head of School

Nadia Robinson, Director of Finance

Kristin Walpole, Director of Advancement

Accreditation/Credentials

Mill Springs Academy holds dual accreditation with the Southern Association of Independent Schools (SAIS) and Cognia.

Mill Springs Academy is a member of the following organizations:

- National Association of Independent Schools (NAIS)
- Southern Association of Independent Schools (SAIS)
- Cognia
- Georgia Association of Independent Schools (GISA)
- Atlanta Area Association of Independent Schools (AAAIS)
- Association for Supervision and Curriculum Development (ASCD)
- Atlanta Athletic Conference (AAC)
- International Dyslexia Association (IDA)
- Georgia Association of Private Schools for Exceptional Children (GAPSEC)
- Learning Disabilities Association of Georgia (LDAG)
- Children and Adults with Attention Deficit Hyperactivity Disorder (ChADD)

Staff and Faculty

ADMINISTRATION

HEAD OF SCHOOL	ADVANCEMENT	OPERATIONS
Debbie Orr	Kristin Walpole, Director	William Turner, Director
Cheri Harwood, Executive Asst	Julie Colbert, Dir of Annual Giving	Ann Hartin, School Nurse
Eartha Guerra, Director of Curriculum	Emily Koehl, Director of MarComm	Cooper Neff, Maintenance
Laurie Jones, Lower School Principal		Roberto Tijerina, Maintenance
Kitty Costello, Middle School Principal	INSTRUCTIONAL TECHNOLOGY	Jackie Hamilton, Head Custodian
Elke Silva, Upper School Principal	Brittany Emge, Director	Kenneth Cooper, Custodian
Taniah Jones, Dean of Students	Kyle Miller, Network & Systems Engr	Dale Haase, Custodian
Leslie Stevens, Dean of CommArts	Zach Skinner, Device Support Spec	David Wash, Custodian
RECEPTION	FINANCE	ENROLLMENT
Charlotte Sumner, Lower	Nadia Robinson, Director	Katie Thompson, Director of Outreach
Jody Ray/Paula Shapiro, Middle	Patsy Beckwith, Director of HR	Jenn Slaker, Director of Enrollment
	Pat Cooke, Business Manager	

FACULTY

LOWER SCHOOL

GRADES K-5

Alison Capps	Amy Lampert	Kaylee Simmons	E4 Support Team
Ansley Carter	Ginger Landers		Indie Bowman, SLP
Emily Conter	Carissa Nelson	Janet Ford, Art	Danya Maloon, Counselor
Heidi Cook	Carolyn Petrosian	Kate McElliott, Music	Melanie Sugar, ABA
Jodi Easter-Smith	Kristen Rocko	Maritza Silva, Phys Ed	

MIDDLE SCHOOL

GRADES 6-8

Sylvia Cutchin	Michael Thompson	Tia Roper, Band
Jeff Frantal	Tarrah Zomer	Maritza Silva, PE
Kris Hawksworth		Brenda Smith, Art
Sophia Lord	Janet Ford, Art	E4 Support Team
Daniel Mines	Kate McElliott, Music	Burke Addison, Counselor
Kate Norris	Mayuri Mulji, Yoga	Jill Cox, Speech/Lang

UPPER SCHOOL

GRADES 9-12

Marlena Alvarado	Karen Kaiser	Brad Smallwood, AD	Matt Orred, Auxiliary
Emma Alvarez	Shilpee Kathuria	Angela White	Tia Roper, Band
Courtney Breban	Chas & Jojo MacNeill		Brenda Smith, Art
Caila Bush	Winnie Mukami		
Gage Clark	Jim Norris	John Hanrahan, PE	
Kevin Findell	Judy Norris	Lisa Imsand, Registrar	E4 Support Team
Maria Gonzalez	Vaidehi Rallapalli	Sarah McKnight, Career	Amy Driver, SLP
Kellie Hurtsellers	Kathryn Ricker	Mayuri Mulji, Yoga	Debbie James, Counselor

Parent Volunteer Association (PVA)

PVA Purpose Statement: Mill Springs Academy's Parent Volunteer Association works to support the MSA mission while enhancing the school experience for families by providing avenues for active volunteer participation, organizing activities that foster community spirit and supporting MSA's philanthropic initiatives and priorities.

While MSA is located in the Alpharetta/Milton area, our students come from more than 50 different ZIP codes in and around Metro Atlanta! So the Mill Springs Academy PVA is the best way to connect with other MSA families. The PVA provides opportunities to socialize, as well as provide support and resources for your family.

The PVA consists of parent volunteers who commit their time and effort to improving the educational and social experience of our students. One of our main goals is to create a sense of community through the following PVA sponsored events and initiatives:

- Community campus events
- Off-campus social outings for students, parents, and families
- Chick-fil-A Mondays
- PVA Used Uniform Store
- Teacher Appreciation

All families of current MSA students are automatically members of the PVA. So please join your fellow parents by signing up to volunteer to support your MSA Community!

Feel free to contact any of the PVA parent volunteers on the Contact List to the right. We are here to help! Also please visit the Parent Volunteer Association on the website at www.millsprings.org/PVA or email us at millspringspva@millsprings.org.



PVA Executive Board

Co-Chair	Connie Bateson	connie.petersen@gmail.com
Co-Chair	Eileen O'Farrell	eileenofarrell@yahoo.com
Treasurer	Laurie Bridges	lauriesbridges@yahoo.com
Secretary	Kemi Ojanuga	kojanuga@yahoo.com

PVA Initiatives

Beautification Chair	Heather Velloff	hvelloff@hotmail.com
Booster Committee	Ann Wells	annwells6187@gmail.com
Chick-fil-A Lunch Coordinators	Kemi Ojanuga Cindy Bundy Jason Binder Eileen O'Farrell	kojanuga@yahoo.com mbundy@mindspring.com jason@jasonbinder.com eileenofarrell@yahoo.com
Teacher Appreciation Coordinator	Lexi Boyd	lexiboyd@yahoo.com
Used Uniform Store Coordinator	Julia Sparks	juliasparks@att.net
Volunteer Hours Opportunity Coordinator	Anne Phillips	annehock@gmail.com

New Family Welcome Committee

Lower School	Alli Bird	Allibird87@gmail.com
Middle School	Jennifer Blake	jenniferbbake@gmail.com
CommArts Community	Nancy Lesser	nhlesser@gmail.com
Upper School	Lori Mashburn	mashburn5@hotmail.com

School Representatives (supports principals with various activities during the year, including school parties)

Lower School	Emily McClellen	emcmcclellen@gmail.com
Middle School	Elkin Taylor Jill Cox Lita Stephenson	elkintaylor@gmail.com jicox@millsprings.org lita4874@yahoo.com
CommArts Community	Julie Snelling	julie.snelling@mindspring.com
Upper School	Beth Stafford	bethgstafford@gmail.com

Mill Springs Academy Learner Profile

MISSION

Mill Springs Academy is a values-based educational community dedicated to the academic, physical, and social growth of those students who have not realized their full potential in traditional classroom settings.

CORE VALUES

- *Courteous* – We value relationships that are based on attentive communication. We expect all members of the community practice open, honest communication and do so in a mannerly, respectful, and supportive way.
- *Considerate* – We value relationships that enhance the importance and dignity of all. We want all students, teachers, and parents to be aware and considerate of one another's differences. Through words, actions and expectations, the community acknowledges and accepts all members.
- *Cooperative* – We value a community that is collaborative and responsive to the needs of its members as citizens of the world. The collective group of students, teachers, and parents respond/react to individuals and groups with a shared interest in determining the best course of action to meet academic, social, emotional, and/or physical needs.

LEARNER GOALS

Mill Springs Academy learners strive to be:

- Complex and creative thinkers, who explore their own curiosity and use creativity in all forms of expression. Thinkers who can listen, reason, reflect, make decisions, innovate, and solve problems, and can organize, support, and defend their solutions.
- Independent, self-directed learners, who can advocate for themselves, set and prioritize goals, monitor, reflect, and evaluate progress, use information resources and emerging technologies, and adapt to change by developing strategies to deal with the unexpected.
- Effective and creative communicators who use a variety of skills and methods to express concepts and ideas.
- Informed and responsible citizens who can contribute to their community, their country and our dynamic world.
- Collaborative workers who can demonstrate cooperation and leadership within groups to accomplish a common goal.
- Quality producers whose work reflects high standards of excellence, originality, efficacy, and individuality.
- Community members who are responsible, positive, and productive participants in their communities. Our Community Structure exists to help our students discover their academic, as well as social and emotional strengths and challenges, support academic achievement, and promote independence, personal responsibility and community involvement.

Program Description

Mill Springs Academy bases instructional strategies on Academic Plans (AP) developed for each student by our multidisciplinary staff. Levels of instruction are generated from psych-educational evaluations, previous school records, diagnostic skills assessment, observations, communication with other professionals involved with the student, and our continuing experiences with the student. Mill Springs Academy is committed to a comprehensive multifaceted program designed to meet the needs of your student.

Mill Springs Academy provides a carefully structured environment within a warm, supportive atmosphere. Our structural approach is an environment that involves our Community Structure, daily values groups, individualized contracts, and Life Space Interview (LSI) techniques. Conferences with parents are scheduled throughout the semester and others are based on the immediate needs of the student as defined by the student, family, or school.

Our Community Structure is a school-wide, reality-based structure that clearly defines the responsibilities and privileges associated with each level of responsibility. The system allows the student to make fully informed choices resulting in privileges or consequences. It allows staff members to function as facilitators. Community meetings are led by the Principal/Dean of each learning community and involves both staff and peer feedback.

The Community monitors the interactions of its members and enforces the Community Structure while academic expectations and interventions are individualized. Interactive expectations are the same for all students - to respect oneself and all others of the community. When students accomplish this major goal with the help of the MSA Community, they will have acquired sound social problem-solving skills, as well as joy and self-satisfaction in their interactions with others.

SCHOOL COMMUNITIES

Lower School – grades K-5
Middle School – grades 6-8

Upper School – grades 9-12
Communication Arts Community – grades 6-12

We allow some flexibility for transitioning within each school community based on the student's specific needs.

Principals/Deans serve as liaisons between our program and other professionals involved with the student and their parents. Principals/Deans manage all aspects of their School and report to the Head of School.

ATHLETIC PROGRAMS

Athletic Programs at Mill Springs Academy have the goal of assisting students in establishing a healthy lifestyle and developing an interest in at least one activity that will provide life-long positive experiences. Currently some of our team sport offerings for 5th through 12th graders include cross country, volleyball, flag football, soccer, lacrosse, golf, swimming, tennis, wrestling, varsity baseball, track, cheer, and varsity girls and boys basketball.

TECHNOLOGY FOR LEARNING

Mill Springs Academy was the first school in the area to develop a 1:1 laptop program, back in 1997! Today, students use school-issued Lenovo laptops and Chromebooks to support and enhance their learning. Using various software and cloud-based programs, students and staff have access to the technology they need to collaborate, innovate, and create. Students have access to many assistive technology programs that support

learning, such as text-to-speech, dictation, magnification, and audiobooks. We offer digital textbooks, and teachers use technology to supplement and expand on what a traditional textbook can offer. Using Google Workspace for Education, FACTS, and more, students can access assignments, view grades, and collaborate with their teachers and peers in a seamless way. We strive to create a purposeful relationship between our students and the technology they use, fostering skills they will need to succeed in and out of the classroom.

GOOGLE CLASSROOM

Students and teachers use Google Classroom to facilitate learning in a collaborative environment. Students can access learning resources, find and complete assignments, take quizzes, see calendar events, have group discussions, and more. Parents can be added as “Guardians” to student’s Google Classroom classes to receive reports about incomplete and upcoming assignments and announcements. To receive Guardian updates to your email from Google Classroom, please contact your student’s teacher.

It is important to note that Google Classroom will be used for eLearning purposes during extended weather or health-related emergencies. That way, if Mill Springs Academy’s campus is closed, or a student cannot be at school for a period, learning can continue. School closings will be communicated via Parent Alert and through email communications.

SUMMER PROGRAMS

Our summer programs vary from year to year. This past year we offered a few sport camps (volleyball, soccer, basketball) which were for students in grades 5-12. Our sport camps are specific skill development opportunities during the summer, which are led in conjunction with an MSA Coach or other athletic professionals. Basketball, soccer, strength and conditioning, wrestling, lacrosse, volleyball, cheer, baseball, and tennis camps have all been offered in the past. All summer programs are open to everyone, regardless of whether or not they are Mill Springs Academy students.

We also partnered with Therapy & Learning Center of GA and Renaissance Learning to offer an Accelerated Learning Summer Program (ALSP). The program is designed to provide targeted and individual instruction in these key areas: language development, decoding, reading comprehension, writing, mathematics, and social skills. These sessions provided students the opportunity to close their learning/achievement gaps. A part of this program was also a social skills camp for all students in grades K-12. ALSP is staffed by qualified and experienced educators, including speech and language pathologists, licensed family therapists, reading teachers, special education teachers, ELA teachers, and math teachers.

FACTS FAMILY PORTAL

FACTS School Information System is our school's information database. FACTS Family Portal is how you and your student access this database. **FACTS Family Portal** is a private and secure portal allowing parents and students to view information specific to their family, while protecting their children's information from others. You will find grades, attendance, student directory and when the time is appropriate re-enrollment are all in FACTS Family Portal, all you need is an Internet-capable computer. There are two ways to access the easy-to-use FACTS:

1. Go to <https://factsmgt.com>
 - Click "Family Log In" and select FACTS Family Portal, you will be taken to the log in screen.
- OR
2. Go to the Mill Springs Academy website at www.millsprings.org
 - Click on "Quicklinks" at the top right of the page.
 - Select FACTS Family Portal. You will be taken to the log in screen.

At the log in screen:

- Enter District Code (MS-GA)
- Enter the email address you provided to the school as your contact email.
- Enter your password
- Ensure PARENT is selected and click the green "LOG IN" button.

If you don't have an account already, at the log in screen click on "CREATE NEW FAMILY PORTAL ACCOUNT"

- Enter your email address that you provided to the school as your contact e-mail. Then click the "CREATE ACCOUNT" button. You will receive an e-mail containing your password within 3 minutes to the e-mail address you entered and *previously provided* the school as your contact e-mail.

Students will log in the same way but will use their school issued e-mail address and ensure that STUDENT is selected before hitting the "LOG IN" button.

Directory - You can obtain student contact information directly out of the FACTS Family Portal.

Within FACTS select "School" from the menu on the left-hand side of the screen. Next select "Directory" from the list. You will see the list of students populate in the large window on the right. Now you can:

- Sort - click on the gray headers or use the filter fields,
- Search - using the Search Bar above the large window of names,
- View - click on any student and their details appear in the bottom half of the window, including a picture if we have one.

If you click on the "Staff" tab, you will find contact information, including direct dial numbers, for staff and faculty. It gives you the ability to search, sort, and view in the same ways above.

Attendance, Dismissal & Transportation Policies

Arrival and Departure Times - Students should arrive at 8:00am. If your student will arrive before 8:00am, please see your Principal to make special arrangements. DO NOT DROP STUDENTS OFF before 8:00am unless prior arrangements have been made. Dismissal/Carpool time is 3:15pm. Buses will leave campus at 3:15pm.

Absences - Parents are requested to email attendance@millsprings.org between **8:00-8:20am** to notify Mill Springs Academy that their student will not be in school that day. Every effort should be made to have them in school each day. Personal illness or serious illness in the student's immediate family will be excused absences. If a student must be absent more than 2 days, make up work should be arranged. When students are excused for family trips, etc. all work that would be missed should be made up, submitted and feedback **received BEFORE the student leaves** for the excused trip. Please make arrangements with your student's Principal/Dean or Advisor a week ahead of time.

Bus Transportation - Four (4) bus routes are available. If your student rides the bus, please arrive at least 10 minutes before the times listed on the Transportation Schedule (times listed are departure times). When a student is unable to meet or maintain the responsibilities necessary to ride the school bus, the Principal/Dean will determine if the privilege will be suspended. This may be an inconvenience to the family, which we regret. Families should be prepared to arrange for transportation if the student is unable to meet or maintain the responsibilities necessary for these privileges. For students who need to ride the bus occasionally, a \$20/ride fee is charged. Please call the Business Officer to pay the fee. Notify your student's Principal/Dean as early as possible to ensure your student gets on the bus. Questions regarding bus transportation should be directed to your Principal/Dean.

Carpool - Please follow the established carpool procedures. Do NOT pass vehicles and/or buses that are in the carpool line, this creates a dangerous situation.

Student Drivers - Students and their parents must adhere to our Student Driving Contract. All drivers are supervised by their Principal and/or Dean. If your student has driving privileges and they drive other students, all students involved in that carpool must have written permission from their parents. For carpool purposes this is a one-time note unless arrangements change. If you are contemplating a student carpool, please discuss it with the Upper School Principal.

RideShare Services – If your student will be utilizing any type of rideshare service (i.e.: Uber, Lyft, etc.) Parents must notify attendance@millsprings.org advising of frequency and/or date and time. An administrator will verify the driver upon arrival. It is requested that either a student or parent email attendance@millsprings.org upon arrival at the destination.

Change in Transportation - If your student is going home with another student or if they will be picked up by someone other than the usual driver, please send a written note to your Principal, by **NOON** the day of the change. We will not allow a student to go in another car without written permission from the custodial parent(s) or guardian.

Dismissal/Late Arrival During the School Day - Try to schedule appointments with doctors and dentists at some time other than school hours whenever possible. If you must take your student out of school, send a note with the student the morning of the day they are to be excused stating the time you will arrive at school. You must check at your school's reception to pick up your student.

Early Release - Note there are Early Release days on the calendar. Unless otherwise noted, Dismissal/Carpool on early release days will be at 12:15pm. The buses will depart campus at approximately 12:30pm.

Emergency School Closing - In case severe weather forces us to close the school, such notices will be given via Parent Alert messages to your cellphone and email, on the school's website and social media pages, and the following TV stations: *WSB-TV Channel 2, FOX 5 Atlanta, WXIA-TV Channel 11 Alive, and CBS 46 WGCL-TV Atlanta.*

If for some reason there is a delayed opening of school, the bus service will be delayed similarly.

Financial Policies

Field Trip & Camp Billing Policy – In order for a student to participate, all field trips and/or summer camps must be paid in full before the activity, unless the family has worked out alternative arrangements with the Business Office. You will be billed 15 days prior to the activity via FACTS.

Financial Aid - The application deadline for financial aid is January 1st prior to the fall term for which you are applying. Financial Aid applications must be submitted online via FACTS. All students who are enrolled for the upcoming school year and have a Financial Aid application submitted by January 1st will be considered for financial aid.

Refunds - The school has many expenses of a continuing nature, such as faculty salaries and plant maintenance. To plan and maintain these services over the entire year, it is essential that the annual income from these fees be ensured. For this reason, it is understood that students are enrolled for the entire year. Therefore, no reduction or remission of fees can be allowed by the school for absence or withdrawal. Obligation to pay the fees for the academic year is unconditional and no portion of fees paid or outstanding will be refunded or canceled. If enrollment is canceled after August 1, the parent/guardian financially responsible for the student will be obligated to pay full program fees.

Exceptions to the above policy are as follows:

- In the case of a transfer or move from the metro area, provided written notice is received prior to August 1 of the school term, payment made after the initial deposit for enrollment will be refunded.
- In the case of dismissal of a student by Mill Springs Academy fees will be prorated as set forth by the Board of Trustees and laid out in your contract:
 1. If a student is dismissed before September 30, 50% of the total tuition will be refunded.
 2. If a student is dismissed before December 16, 25% of the total tuition will be refunded.
 3. If a student is dismissed after December 16, there will be no refund.
- Medical and/or travel obligations will be processed on a case-by-case basis.
- No tuition reconciliation will be processed until the MSA Technology Department verifies all technology devices issued to the student have been returned. Devices must be returned five (5) business days after notification of the withdrawal/separation. If the student's device is owned by the family, the device must be removed from the Mill Springs domain under the direction of the Technology Department, and therefore, will need to be brought to campus within five (5) business days of notification of withdrawal/separation.
- Grades/credits will not be given, nor permanent records released, until the student's bills with the Business Office have been settled.

- No student will be considered as an applicant for graduation until all his indebtedness to the school has been settled with the Business Office.
- Failure to adhere to the payment schedule will result in dismissal of the student and initiation of collection for any unpaid fees, the parents and/or guardian shall pay an additional amount equal to fifteen (15%) percent of the total unpaid fees as attorney fees. Past due accounts accrue at an interest rate of 1% per month.

Level S and 1:1 Supervision - At any time, a student may require maximum, short-term supervision and support. This may happen because of a Levels issue or recommended at any time by the Principal, Dean, and/or Head of School, for academic reasons or by student request. The cost is \$160.00 per day to arrange for 1:1 supervision. The cost is at the student and/or parents' expense. Level S students who successfully complete 1:1 within the 5-day period return to their communities on Level C. A student who is unsuccessful in a 1:1 supervision experience may need a more structured environment and may be asked to leave the program.

General Policies

Conferences - Conferences are scheduled regularly each semester and/or when requested by a parent, student, advisor, teacher, Principal, or Dean. Please don't hesitate to call your student's advisor or Principal/Dean if a conference is needed. We welcome the opportunity to resolve problems as they arise.

Lunches - Chick-fil-A Day is sponsored by our PVA most Mondays. A catered lunch menu is provided for lunch options Tuesday through Friday. There are monthly Booster Pizza Fridays for which pizza can be ordered in advance via the Booster Club. Any student who forgets their lunch can eat whatever friends wish to share. Please do not bring your student's lunch to school.

Cellphone Policy – All MSA classrooms will be cellphone free zones. Cellphones MUST be turned in to Advisors every morning. They may be retrieved by students at the end of each school day. Any phone found in class will be confiscated and securely held until the end of the school day, at which time it can be collected by the student. Multiple infractions of the policy will result in the phone being held until a parent can come to campus to pick it up. The Dean of Students reserves the right to revoke phone privileges completely for students in violation of this policy. The intent is to support students in their academic success by removing a major temptation and distraction and thus promoting better focus in class and face-to-face social interactions.

Report Cards– Report cards come out at the end of the semester. To find them, log in to FACTS Family Portal, choosing "Student" then "Report Card". Please contact the Registrar (jimsand@millsprings.org) if you have difficulty accessing your report card.

Friday Reports (Grades K-5 only) – Friday Reports are comprised of the student's cumulative grade as of Friday afternoon and a personalized comment from the teacher for each class. Friday Reports are accessed in the same manner as report cards: A link to the report is e-mailed on Friday afternoons and they are also available on FACTS Family Portal under *Student/Report Card*. The reports remain online until the following Wednesday morning, and then are archived on the school server.

Honor Roll Criteria (Grades 6-12)

- Gold Mustang - a student who obtains all A's in a semester is a Gold Mustang.
- Silver Mustang - a student who obtains all A's and B's, must have at least one "A" in a core class, is a Silver Mustang.

Presidential Awards and MSA Medallions for Outstanding Citizenship, Academic Excellence and Most Improved are awarded at the end of the school year on Honors Day for all grades.

Medication - During the school day, all medications (over the counter and prescribed) will be administered by the school nurse or a member of the school staff. All medication must be delivered in a pharmacy or manufacturer's labeled container. The prescription bottle must bear the original pharmacy label with the child's name, prescription number, medication name, date filled, physician's name, and directions for administration. If your child needs an EpiPen or an inhaler, they must be labeled in the same manner. For the school nurse to administer any prescribed medication, you must have a doctor's signed *Authorization for Prescription Medication Form* on file. All medication should be given to the school nurse by the parent or other responsible adult, such as the bus driver or carpool driver.

As required by state law, all students must have an up-to-date *Immunization Certificate (GA Form 3231)* or a notarized *Religious Exemption (GA Form 2208)* on file prior to the first day of school.

Professional Development Days – There are NO CLASSES on Professional Development Days. Please note these days on the school calendar and make any necessary arrangements.

Release Forms - Release forms for all the professionals involved with your student must be signed before they may begin our program, and then annually thereafter.

Internet Safety and Acceptable Use Policy - This policy is signed by all members of the MSA community - students (all grades), faculty, administration, and parents/guardians. It indicates the accepted use of technology, including devices like laptops and Chromebooks, both in and away from school. Violation of this policy is considered an issue of trust and will be handled by the students' Honor Council (grades 6-12) and Principal. This policy can be reviewed on page 20, parents sign it as a part of the enrollment contract.

Policy Regarding Substance Use/Abuse – All students in grades 6-12 review and sign the Policy Regarding Substance Use/Abuse with their advisory. The health and well-being of our students is important to their success and academic, social, and character development. This policy can be reviewed on page 22, parents sign it as a part of the enrollment contract.

Uniform Policy

Mill Springs Academy believes that reasonable regulation of school attire can further important educational interests including:

- Reducing/Minimizing distraction, disruption and loss of self-esteem caused by teasing, competition over clothing, or inappropriate uniform items.
- Providing an environment where students can focus more on learning
- Creating a greater sense of community amongst the students
- Preparing students for the future roles in the professional workplace
- Creating an atmosphere reflecting seriousness of purpose about education
- Presenting a more positive image to the community.

We expect students to dress in a way that promotes positive student morale, school spirit and is demonstrative of the high personal standards we expect from our students. We all must learn to dress appropriately for whatever the occasion, as part of our social development. We want our students to learn to use good judgment in matters of dress. School is considered a student's primary occupation or work; dressing in an appropriate, clean, and neat manner signals to self and others that school is a place where a seriousness of purpose can be found. Therefore, torn clothing, extreme attire, short skirts, and sloppy clothing are considered inappropriate for work or school. **Uniform clothing should fit the student. Large shirts, short skirts and baggy pants are not allowed.** The uniform should also be clean, neat, and in good repair. This uniform or dress code applies to the entire school day and all school functions unless otherwise specified. This policy is one we think is in keeping with our high expectations of conduct and quality performance.

Game Day or Spirit Day – Students are allowed to wear team wear (i.e.: wrestling hoodie, team uniform) to school ONLY on game days or spirit wear days.

The Dean of Students has the final say on any questions of dress and we expect parents and students to heed the advice of the Principal or Dean. If a student is unable to dress appropriately, parents will be expected to bring a change of clothes to the school. Repeated refusal to follow the uniform policy is a Levels issue.

UNIFORMS MUST BE PURCHASED AT THE UNIFORM SUPPLIERS LISTED BELOW OR THE MSA “GENTLY USED” UNIFORM STORE ON CAMPUS.

Uniforms should be the correct size. No oversize uniforms. Slacks should be appropriately hemmed and fitted. Skirt hem bottom must be no shorter than top of the knee.

UNIFORM SUPPLIER CONTACT INFORMATION

<i>Educational Outfitters</i>	<i>Flynn O'Hara</i>	<i>Lands' End School Uniforms</i>	<i>Uniform Source</i>
Atlanta.educationaloutfitters.com/find-my-school/mill-springs-academy/	https://flynnohara.com/shop/mill-springs-academy-ga056/	www.landsend.com/uniforms	www.uniform-source.com
5290 Roswell Road-Ste T Sandy Springs, GA 30342	6311 Roswell Road Sandy Springs, GA 30328	MSA School Code: 900031055	2141 Cobb Parkway NW Kennesaw, GA 30152
770-702-0837	404-260-7584	800-963-4816	770-919-9967

PE UNIFORMS: Optional for both boys and girls; however, if student wants to wear a PE uniform, it is available through the MSA Booster Club on the school website.

COATS, GLOVES, HEADGEAR: Coats and gloves are to be worn outside in times of inclement weather. **Non-uniform coats, any hat or hood are only allowed to be worn outdoors.**

SHIRT TUCKING: Oxford shirts should always be tucked in. Polo shirts can be tucked or untucked.

JEWELRY: Jewelry should be modest and in good taste. Students who participate in sports should not wear jewelry on practice/game days. Earrings should be of a reasonable size and not more than two pairs. For safety, do not wear jewelry with spikes or replica weapons.

HAIRSTYLE AND FACIAL HAIR: Clean, neatly trimmed and modestly styled. The Dean or Principal may request haircuts/trims if a hairstyle falls outside of what appears well-groomed and appropriate for school.

OUT OF UNIFORM DAYS: Out of uniform days are a privilege, please dress appropriately. No holes in clothing, nothing skin-tight, skirts/shorts should minimally reach the bottom of fingertips, no spaghetti straps, no political/drug/alcohol statements. If wearing leggings, shirt must reach your fingertips.

GRADES K – 8 UNIFORM LIST

Skirt	Plaid skirt (Style #134, color #80) Khaki or navy skirt (Style #143) Long khaki skirt (Style #1442) (all with embroidered MSA logo and bottom of hem is no shorter than top of knee)
Shirts	White or blue, short or long sleeve oxford cloth shirt with embroidered MSA logo White, navy, hunter green short or long sleeve knit shirt with embroidered MSA logo White or hunter green turtlenecks Mustang dri-fit white polo sold by Booster Club
Undershirt	Short sleeve, solid white only
Shorts	Poly/cotton shorts in navy or khaki pleated or flat with embroidered MSA logo (bottom of hem is no shorter than top of knee)
Slacks	Navy or khaki Poly/cotton slacks pleated, flat, or fashion fit with embroidered MSA logo
Skorts	Poly/cotton double wrap style in navy or khaki with embroidered MSA logo (bottom of hem is no shorter than top of knee)
Sweater/Vest	Solid hunter green or navy, Crew or V-neck, cardigan or pullover with embroidered MSA logo
Sweatshirt	Solid hunter green or navy with embroidered MSA logo Solid hooded hunter green or navy with embroidered MSA logo Solid hooded with Mustang logo sold by MSA Booster Club/Fine Arts
Jacket	Hunter green or navy Fleece with embroidered MSA logo Hunter green Nylon jacket (Ripstop, Survivor) with embroidered MSA logo
Belt	Navy or khaki stretch belt Brown or black leather or braided belt
Shoes	Running and tennis shoes, docksiders, loafers, oxfords are all appropriate. Open-toed sandals and flip-flop type footwear are not acceptable. No more than ½” heel for all footwear.
Hair Accessories	Plaid headband (style #80) Scrunchie, or bow on barrette

GRADES 9 – 12 UNIFORM LIST

Skirt	Plaid skirt (Style #134, color #80) Khaki or navy skirt with embroidered MSA logo (Style #143) (bottom of hem is no shorter than top of knee) Long khaki skirt with embroidered MSA logo (Style #1442)
Shirts	White or blue, short or long sleeve, oxford cloth shirt with embroidered MSA logo White, navy, hunter green short sleeve or long sleeve knit shirt with embroidered MSA logo White or hunter green turtlenecks; Mustang dri-fit white polo sold by Booster Club
Undershirt	Short sleeve, solid white only
Shorts	Poly/cotton shorts in navy or khaki with embroidered MSA logo, (pleated or flat), (bottom of hem is no shorter than top of knee)
Slacks	Poly/cotton slacks in navy or khaki with embroidered MSA logo, (pleated, flat or fashion fit)
Skorts	Poly/cotton double wrap style in navy or khaki with embroidered MSA logo, (bottom of hem is no shorter than top of knee)
Sweater/Vest	Crew or V-neck, cardigan or pullover, solid hunter green or navy, with embroidered MSA logo
Sweatshirt	Solid hunter green or navy with embroidered MSA logo Solid hooded hunter green or navy with embroidered MSA logo Solid hooded with Mustang logo sold by MSA Booster Club/Fine Arts
Jacket	Fleece in hunter green or navy with embroidered MSA logo Nylon jacket (Ripstop, Survivor) in hunter green with embroidered MSA logo;
Belt	Navy or khaki stretch belt Leather or braided belt in brown or black
Shoes	Running and tennis shoes, docksiders, loafers, oxfords are all appropriate. Open-toed sandals, Crocs, and flip-flop type footwear are not acceptable.
Hair Accessories	Plaid headband (style #80) Scrunchie or bow on barrette

Internet Safety & Acceptable Use Policy

Grades K-12

This is provided here for information purposes; *it is signed by the parent/guardian annually as a part of the enrollment contract* and reviewed with students at the start of each school year.

Overview

The purpose of internet access at Mill Springs Academy is to make available resources and information that are not provided within the walls of the school. The internet gives students access to electronic resources that will not only foster a love of learning and reading but also assist in fully educating each student by supporting the school's curriculum. The ability to access the internet is also crucial in affording students the opportunity to become effective and critical users of those electronic information sources.

Terms and Conditions for Use of Electronic Devices and Network Resources

- **Authorized Users:** Students of MSA who complete, sign, and return the appropriate Technology Policy are authorized users of MSA technology resources. All MSA students, parents, or legal guardians shall receive this agreement, and upon its return to the school, authorization shall be granted. The school system will maintain an accurate record of authorized users.
- **Electronic Mail:** The MSA email system is maintained and controlled by the Technology Department. MSA will provide email accounts to employees and students for use in fulfilling their respective duties and work, and as an educational tool. Email is not private and may be monitored by MSA network administrators. Unauthorized access to email accounts by any student or employee is prohibited. Users shall be held personally liable and responsible for the content of any electronic message they create. All of MSA's expectations relating to student and staff behavior extend to email communications. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

Use of the MSA Network

The use of MSA computers and network resources requires the user to abide by the accepted rules of network etiquette and MSA community expectations. MSA reserves the right to judge and act upon questionable user activity on a case-by-case basis. All users must abide by rules of network etiquette, which include but are not limited to the following:

- Internet use at MSA is only for school-related research and class assignments.
- Use of the internet, electronic mail, social media, or any other digital format for harassing, bullying, embarrassing, or harming another person is forbidden.
- Circumventing the school firewall and content filtering system or using internet proxy software is not allowed.
- Searching, using, downloading, or storing inappropriate information (pornographic, vulgar, gambling, militant/extremist, etc.) on a device or any other electronic storage medium is forbidden.
- Downloading non-school related music or video files through the school network, including using peer-to-peer networking software or any torrent medium on the MSA Network, is prohibited.
- The use of electronic media devices (e.g. cellphones, tablets, etc.) while in school is forbidden unless approved by a teacher.
- The use of IM (electronic communication) or social networks (Facebook, etc.) during school hours is prohibited.

- Do not reveal personal information such as your home address or telephone number to anyone not personally known to you. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer network or internet without your parent’s permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the internet in a secluded place or in a private setting.

Internet Filter and Firewall

Mill Springs Academy employs internet filters on its network to help block and filter internet access to harmful and/or inappropriate online content. MSA will take all reasonable precautions to restrict access to undesirable materials on the internet. Access of materials that may not be of educational or mission value in the context of the school or office setting is restricted. Additionally, all network activity is monitored, and logs may be reviewed by network administrators periodically during normal system maintenance. Unfortunately, due to the dynamic nature and exploding growth of the internet, not all undesirable material can be immediately or effectively blocked by MSA’s internet blocking tools. On a global network, it is impossible to control all materials, and an advanced net user may well be able to access controversial information. Users are expected to understand that it is their responsibility to use the internet appropriately, and students, parents, and MSA employees must work together to ensure the internet is being used in a safe and appropriate manner. Students or employees who have gained access to or have knowledge of another user’s access to undesirable internet materials must report this incident to their teacher, Principal, or supervisor. Parents and teachers who are aware of inappropriate sites should report the sites to the Technology Department; the offensive sites will be restricted immediately.

Supervision and Monitoring

Mill Springs Academy teachers, administration, and Technology Department endeavor to closely supervise and monitor student use of technology tools and devices, especially when accessing the internet. MSA reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice, any and all usage of the computer network and internet access, and any and all information transmitted or received in connection with such usage. All such information shall be and remain the property of MSA, and no user shall have any expectation of privacy regarding such materials.

Confidentiality of Student Work and Information

Student work may occasionally be published on the school’s web pages. This will be done only with the permission of the student(s) involved. Personally identifiable information concerning students may not be disclosed or used in any way on the internet without the permission of a parent or guardian. Users should never give out private or confidential information about themselves or others on the internet, particularly credit card numbers and Social Security numbers.

Personal and School Devices

If the Head of School has reason to believe that evidence of a rule violation may be found on a student’s phone, computer, or other electronic device, the student must provide his/her device and password(s). If any evidence is uncovered during the search, or if the student does not comply, the student will be subject to disciplinary action.

Education

Mill Springs Academy is committed to providing training of staff, presentations for parents, and instruction for students on current internet safety and proper usage.

Substance Use/Abuse Policy

Grades 6-12

This is provided here for information purposes; *it is signed by the parent/guardian annually as a part of the enrollment contract* and reviewed with students at the start of each school year.

Mill Springs Academy promotes each student's academic, social, and character development. We encourage the maintenance of a healthy lifestyle and a sense of responsibility. By enrolling students in grades 6-12, parents accept the enforcement of this policy.

PROHIBITED SUBSTANCES: Alcohol, street drugs, and prescription drugs not prescribed to that student, prescription drugs that are prescribed for the student, but not handled according to the Student Handbook Policy on Medication, and over the counter drugs/products known to be abused by young people (including, but not limited to, synthetic drugs, tobacco products, vaporizers, sedatives, opioids, etc.).

Use of prohibited substances is against school policy and poses a health risk to the student and to our community.

1. **SEARCH:** Parent/Guardian and student acknowledge that the school administration may search a student, his/her belongings, computer, email, the content of other electronic or digital media in a student's possession, and his/her vehicle (where applicable) should a student exhibit behavior that leads a staff member, Principal, or Head of School to suspect that the student has used a prohibited substance or is in possession of a prohibited substance or suspected of distributing such a substance. Mill Springs Academy retains an independent company to conduct periodic canine campus-wide sweeps for prohibited substances and explosives.
2. **DRUG SCREEN:** Parent/Guardian and student acknowledge that the school nurse may collect a urine specimen for a drug screen at the parents' expense should a staff member, Principal, or Head of School feel that the student is exhibiting behaviors that indicate he/she may have used a prohibited substance. We will notify the student's parent/guardian when a urine specimen is collected. A positive drug screen requires a parent conference with the Principal and Head of School where the options of placement on Level S, expulsion, random screens, evaluation, and optional placement in a treatment program may be discussed. Each case will be dealt with individually by the Head of School and Principal.
3. **POSSESSION OF PROHIBITED SUBSTANCES:** (see definition above) The Milton Police Department will be called. Parents will be notified as soon as possible.

VIOLATION OF SUBSTANCE USE/ABUSE POLICY: A parent conference will be required following admitted use or a positive screen. At the required parent conference, options of expulsion, random screens, evaluation, and optional placement in a treatment program may be discussed. Each case will be dealt with individually by the Head of School and Principal.

My parent(s)/guardian(s) and I have read and understand the above stated policies. We agree to abide by these policies and those in the Mill Springs Academy Handbook in accordance with the Head of School and Staff at Mill Springs Academy.

Community Structure/Levels System

The Mill Springs Academy Community Structure/Levels System helps guide students in becoming responsible, positive, and productive citizens of their communities. Students and faculty share in the decision-making processes as they build a community and culture in which they work toward goals and learn to trust and to care for each other. The Community Structure/Levels System helps students discover their strengths and challenges, supports academic achievement, and promotes independence, personal responsibility, and community involvement.

To follow you will find a Community Structure/Levels System for each of the following (in this order):

- Grades K – 5
- Grades 6 – 8
- Grades 9 – 12

NOTES:



COMMUNITY STRUCTURE/LEVELS SYSTEM

GRADES K – 5

Lower School

2023 - 2024

ADMINISTRATION

Debbie Orr, MEd – Head of School

Laurie Jones, BS – Principal of Lower School

Charlotte Sumner – Receptionist

FACULTY

Alison Capps, BA – Language Arts, Math, Social Studies

Ansley Carter, MAT – Phonics, Reading, Language Arts, Math, Science

Emily Conter, MS – Language Arts, Math, Science

Heidi Cook, BA – Kindergarten Support Teacher, Mindfulness/Values

Jodi Easter-Smith, BS – Language Arts, Math, Science

Amy Lampert, MAT – Language Arts, Math, Social Studies

Ginger Landers, MA – Phonics, Reading, Social Studies

Carissa Nelson, MEd – Phonics, Reading, Science

Carolyn Petrosian, BS – Phonics, Reading, Social Studies

Kristen Rocko, MEd – Phonics, Reading, Science

Kaylee Simmons, MAT – Phonics, Reading, Language Arts, Math, Social Studies

Janet Ford, MA – Art

Kate McElliott, MEd – Music and Theater

Maritza Silva – Physical Education

Indie Bowman, CCC-SLP – Speech and Language Pathologist

Danya Maloon, LMSW – Counselor

Melanie Sugar, ABA – Applied Behavior Specialist

COMMUNITY ORGANIZATION AND STRUCTURE

THE COMMUNITY: Your Community consists of the students, teachers, and the Principal of grades K-5.

LEVELS SYSTEM: The Levels System is a structure that defines a student's progress, privileges, responsibilities, and expectations. In Lower School there are four Levels: L, R, C and S. Community meetings are held weekly on Friday. Only the students and faculty of a particular school vote in Community meetings, however, feedback is welcomed by other staff members when necessary.

COMMUNITY MEETING: A Community meeting is a meeting of the Community in which students receive feedback. These meetings are held on a routine basis or scheduled as needed. All students are required to attend these meetings. In a Community meeting, students receive supportive feedback from their peers, teachers and other staff. All feedback, positive and constructive, must be respectful and specific. All members of the Community are expected to respect the confidentiality of others in the group.

LSI: The Life Space Interview, a component of the MSA social curriculum, is when a teacher, staff member, or the Principal meets with and interviews the students who are involved in a conflict. By meeting with the students the issue is processed and resolved. (LSI concept attributed to Fritz Redl).

GOAL SETTING/EVALUATION: Each student will set his/her social and academic goals for the coming week with the help and feedback of the homeroom teacher and classmates. Each goal should be specific, realistic, and measurable. A new goal will be set after the current goal is successfully maintained for three consecutive weeks.

COMMUNICATION/FEEDBACK: Weekly Feedback Reports are available to parents via email communication every Friday. A feedback sheet with Breaks/Fab Friday earned will also be in the students Friday Folder. The feedback sheet is to be signed and returned on Monday of each week. Parents are invited to comment via a note, e-mail, or phone call.

POINT SHEETS/OTHER CONTRACTS: Level R and C students use a point sheet for organization and social skills feedback. Any Level R student who earns 97% of their points for 5 consecutive weeks on their point sheet may request to not carry a point sheet. Unless recommended by the teachers, Level L's do not have to carry a point sheet. Other kinds of individual contracts (i.e., Attendance Contract) between the student and the Principal or a teacher will be designed and used as needed.

COMMUNITY EXPECTATIONS

A trusting, safe, and comfortable environment is critical for a healthy community. The following expectations and structure apply to all Community members:

1. Please refer to the **Internet Safety and Acceptable Use Policy** that you and your parents signed regarding the appropriate use of technology.
2. **School attendance** is taken every morning. If a student is ill or has a valid reason for not attending school, parents must email attendance@millsprings.org before 8:00am. The parent will need to provide a written excuse upon return. If we don't receive notification from a parent, we call or email the parents as soon as possible.

If you are tardy, please report to the Principal immediately upon arrival. To be excused for tardiness, you must bring a note from your parents or have parents call the Principal, with an explanation that is acceptable to the Principal. Excessive unexcused tardiness may result in a Levels issue. All riders of late arriving buses are excused.

Attending school daily is the responsibility of the student. If a student needs to be absent for reasons other than illness or emergency, parents must contact the Principal and the student's teachers well in advance of the intended absence in order to have the absence approved. Students who are excused are expected to be current in their work. Advanced preparations will be made to complete the assigned work prior to the absence or preparations will be made for the student to complete assignments while they are away from school.

Attendance is required for students at all scheduled parent/student events. Parents are notified in the financial contract with MSA what events they are expected to attend.

3. **Appropriate language is expected.** Students who use inappropriate language toward others may be assigned cleaning tasks by their Principal. **Inappropriate language used repeatedly is an invasion of the emotional space of others.**
4. Prescribed medications or "over the counter" medications must be given to the school nurse in the properly labeled prescription bottle. Prescription bottles must be clearly labeled with the date, your name, physician's name, name of medication and dosage. The nurse will administer medication (including over the counter meds) as prescribed. The school nurse has Tylenol, antihistamines, and decongestants that she may give at her discretion based upon your medical records and releases. Please let your Principal know if there is a problem with meds or any nursing procedure. The nurse and the Principal must be notified of all changes in medication given in and out of school.
5. **Phone calls** - Parents may call the school (770-360-1336) and leave a message for a student. Students may make only teacher-approved phone calls. Students may not use the phone to make evening or weekend plans. All student cell phones must be turned off during school hours and phones must remain in book bags or in student's locker.

6. **Electronic media** (i.e. Nintendo DS's, iPads, iPods, and similar equipment) are not appropriate for use during school. Unless given permission by a teacher, all such electronic devices must be turned off during school hours and must remain in the student's book bag.
7. **Lunch** - Students are responsible for bringing their lunches or parents may use our catering service. We suggest that students prepare their own lunches. The Community as a whole is responsible for cleanliness and neatness of the dining area. Should a student forget his/her lunch, the homeroom teacher or the Principal will see that he/she is provided for from the school supplies and whatever friends may wish to share. It is not necessary for the student to make other arrangements.
8. **Self Time-Out** ("Selfie") may be used on an individual basis to take a break from class and/or problem-solve. Students are expected to appropriately ask permission from a staff member for a "Time Out". **Good Choice Passes** are available in every classroom to help the student make the "good choice" to leave class if needed. When a student takes a **Good Choice Pass**, they will go to Laurie's office to discuss his/her reasons for needing a time out. If the issue is of great concern, the Principal will call a parent right away. The student will continue to earn applicable points in time out, either self or teacher-directed, if the student is handling the time out appropriately.

STUDY HALL/ASSIGNMENT POLICY

During Study Hall time (2:30 – 2:45 p.m. for car riders, 2:30 – 3:00 p.m. for bus riders) spelling is assigned Monday through Wednesday with a weekly spelling evaluation on Thursday. The student will have the opportunity to study again and re-take the spelling test Friday if they do not pass the test on Thursday. The student is also responsible for reading each night and recording their minutes to go toward their monthly 400 Minute Reading calendar.

NOTE to parents and students: Assignment questions can be communicated by e-mail.

- If a student needs to be absent for reasons other than illness or emergency, parents must contact the Principal and the student's teachers well in advance of the intended absence in order to have the absence approved. Students who are excused are expected to be current in their work. Advanced preparations will be made to complete the assigned work prior to the absence or preparations will be made for the student to complete assignments while they are away from school.

THE MSA COMMUNITY STRUCTURE/LEVELS SYSTEM

The Community Structure/Levels System is a school-wide, reality-based structure that clearly defines the responsibilities and privileges associated with a student's actions. It allows faculty and staff to function in the role of facilitator. The weekly Community Meetings are led by the Principal and/or Facilitator (faculty member appointed by the Principal), to incorporate peer and faculty feedback.

Level L: Leadership

Level R: Role Model, Responsible, and Respectful

Level C: Courteous, Considerate and Cooperative to all; all new students enter MSA on Level C

Level S: Support, Structure and Supervision Level – result of irresponsible choices/actions requiring more supervision and structure (**Grades 3-5 only**)

1:1 Program: The 1:1 program may be implemented for a student struggling academically or behaviorally.

OF SPECIAL NOTE:

The Mill Springs Academy Community Structure/Levels System is operated on the principle that privileges are earned by students assuming ever-increasing responsibilities and that no student is entitled to a higher Level privilege unless he/she successfully meets the prescribed responsibilities associated with those privileges. When a student is unable to meet or maintain the responsibilities necessary to ride the school bus, the Principal and the Head of School will determine if the privilege of riding the bus will be lost. This may be an inconvenience to the family, which we regret. **Families should be prepared to make arrangements for transportation in the event that the student is unable to ride the bus.**

Progress through the Levels System

A student may progress through the Levels System in the following way: By meeting all his/her responsibilities, earning social goals, and adhering to Community structure with a positive and cooperative attitude, demonstrating to the Community that he/she is capable of assuming the responsibilities of that Level.

To move up a Level, a student is expected to demonstrate responsibility for his/her choices. To accomplish this, he/she must participate in his/her school activities, attend school regularly, meet academic requirements, arrange conferences with the Principal and other teachers when experiencing difficulties, and be willing to accept help or feedback from others.

Any student wanting to request a Level change, must first request to have feedback from the community in a Friday Community Meeting. The student needs to let their homeroom teacher and the Principal know that they would like to receive feedback. The student must then write and submit a letter to the Principal **by noon on Thursday** identifying his/her accomplishments and responsibilities as defined by the Level requested. The student will read the request at the Friday Community Meeting and teachers and students will give feedback regarding the student's progress. All teachers and students on Levels L, R, and C will vote. The Principal or facilitator does not vote unless there is a tie. The Principal or facilitator will announce the Level earned.

A loss of Level may occur as a result of any infringement of the Community Structure: lying, cheating, stealing, threatening another student or a staff member, failing point sheets, bringing dangerous objects to school, excessive use of inappropriate language or exhibiting reoccurring, inappropriate behaviors, physically destructive or abusive (physical or emotional) behavior, physical aggression toward others or excessive, unexcused tardiness. Any Level R or C student who fails to pass 3 consecutive point sheets or 6 point sheets in a semester may be considered for a loss of Level.

FEEDBACK GUIDELINES:

Feedback is to be constructive and respectful; not accusatory, judgmental, and unorganized. Feedback needs to be relevant and not overly generalized.

The role of the facilitator is to set clear feedback guidelines for to students and teachers. The facilitator will actively manage the feedback process to ensure quality feedback.

- Feedback should be relevant and specific, observational, factual, and non-judgmental.
- If a student has no additional experience or observations to share, he/she should pass on giving feedback.
- Students need to include positive feedback along with constructive feedback to peers.

The responsibilities, privileges, and requirements for each of the three Levels are as follows:

LEVEL C – Courteous, Considerate and Cooperative

New students enter MSA on Level C

RESPONSIBILITIES:

- Demonstrate a **consistent** courteous, considerate, and cooperative attitude
- Learn Community Structure
- Participate in Community Meetings
- Ask for help when clarification of rules, structure, or procedure is needed
- Meet daily and weekly criteria for passing Level C point sheets
- Give feedback in Community Meetings
- Participation in Friday activities is contingent upon accomplishing all social and academic goals for the week
- Stay current with the academic requirements each semester. The student's inability to meet the academic requirements will be discussed with the student, the Principal and teachers. This may result in further individualization of the student's academic program
- Participate in monthly 400 Minute Reading program

PRIVILEGES:

- Participate in field trips off campus
- Opportunity to request Level R after consistently passing 6 weekly point sheets, and demonstrating the ability to meet other Level R responsibilities

LEVEL R – Role Model, Responsible and Respectful

Minimum time for returning and new students: 6 weeks (on C) to request Level R;
6 weeks (on R) to request Level L

RESPONSIBILITIES:

- Demonstrate **consistent** role model, responsible and respectful attitude
- Demonstrate a **consistent** positive and cooperative attitude toward teachers and peers
- Represent the school positively and appropriately when off campus
- Adhere to Community structure
- Demonstrate leadership ability
- Participate in Community Meetings in a way that will be a positive example to others.
- Assume responsibilities resulting from absence from school or a class
- Participation in any special Friday activity is contingent upon meeting goals and staying current with his/her academic assignments.
- The student needs to stay current with their academic requirements each semester to maintain Level R. The student's inability to meet this requirement will be discussed with the student, the Principal and teacher. This may result in further individualization of the student's academic program.
- Level R students must participate in the 400 Minute Reading program to set a good example for other students. A second missed month in one school year is an **automatic support to another Level by 1 Level** (Level R to Level C).
- The deadline for applying for Level R is at the end of April.

PRIVILEGES:

- Opportunity to be an aide to teachers and peers within Lower School
- Opportunity to participate in teacher supervised off-campus lunch
- Opportunity to participate in special Level R field trips (one per semester)
- Opportunity to request not to carry a point sheet after 5 weeks of earning 97% of points

LEVEL L – Leadership Role

Minimum time: 6 weeks on Level R to request Level L

*Level L students who are moving from one MSA School to another MSA School will transfer as a Level R and may request Level L after 6 weeks.

RESPONSIBILITIES:

- Demonstrate leadership and citizenship to the entire Mill Springs Academy Community. Leadership is the active, positive involvement and participation in the program with demonstration of initiative, commitment, and positive support of the program.
- Represent the school positively and appropriately when off campus.
- Follow your community rules and structure at all times.
- Exhibit a consistent positive, cooperative, and helpful attitude to other students, teachers, and visitors to Mill Springs Academy.
- Set a positive example for students in other MSA schools; assume responsibility for assisting other students in the Community.
- Positively participate in all Community Meetings. Exhibit honesty, fairness, and leadership in these groups.
- Set a good example for other Community members at recess, lunch, in classes, and in activities at all times.
- Exercise good judgment, fairness, honesty, and good communication with teachers and peers.
- Unless recommended by a teacher, Level L students have the option to not carry a point sheet.
- The student needs to stay current with the academic and social requirements to maintain Level L. The student's inability to meet this requirement will be discussed with the student, Principal, and teachers. This may result in further individualization of the student's academic program or social program.
- Level L students must participate in the 400 Minute Reading program to set a good example for other students. A second missed month in one school year is an automatic support to another Level by 1 Level (Level L to Level R).

PRIVILEGES:

- Opportunity to be an aide anywhere you may be needed in Lower School
- Opportunity to participate in supervised off-campus lunch
- Opportunity to eat lunch in special designated areas
- Opportunity for 1 out of uniform day the first Wednesday of each month
- Unless recommended by a teacher, Level L students have the option to not carry a point sheet
- Opportunity to participate in special Level L/R field trips (one per semester)

LEVEL S – Support, Structure, and Supervision

Level S is a result of irresponsible actions that alienate the student from the community. Level S is viewed as an opportunity for renewal and recommitment to the community with the support of the entire MSA Community.

Minimum time: Three (3) school days – maximum five (5) days. Students are expected to earn Level C within the required time by meeting the Level S requirements. If Level C is not earned at the next scheduled Community meeting, a parent conference is required with the Principal and Head of School.

STUDENTS MOVE TO LEVEL S BY:

- Being supported in a Community Meeting
- Serious infringement of Community rules and structure leading to an automatic loss of Level to S.
- An Administrative Support to Level S may occur at the discretion of the Principal and/or Head of School, or your Principal and another school Principal.

RESPONSIBILITIES:

- Write a Level S letter to the Community that describes the situation that earned Level S and also includes problem-solving strategies to help avoid recurrence of the same situation
- Meet with the Principal to discuss the responsibilities of Level S and to review the Level S letter
- Exhibit an active and honest effort to earn Level C
- Exhibit a courteous, considerate, and cooperative attitude with teachers and peers
- Meet with the Head of School to discuss letter; letter must be approved by the Principal and Head of School before presenting to community
- Pass weekly point sheet
- Participate in Community meetings

EXPECTATIONS:

- Because of supervision, a student on Level S may or may not ride the bus
- Must remain in the building at all times except for classes scheduled in other campus buildings
- Teacher supervision at all times
- May not attend field trips or off-campus activities
- Must eat lunch with Principal or with person designated by Principal
- Does not vote in Community meetings, however, attendance and participation are required
- May not participate in activities on Friday (Fab Friday weekly party)
- The second time that the student earns Level S, the student will be considered on probation. A conference with the Headmaster and the Principal must be scheduled, and a follow-up letter will be written to summarize what was discussed in the meeting.
- A student who ends the school year on Level S, returns to school in the fall as a Level C and may be on a Chaperone Card.
- A student earning Level S for the third time may be asked to leave MSA.

1:1 Supervision

At any time, a student may require maximum, short-term supervision and support. Recommended at any time by the Principal, for academic reasons or by student request. The cost is a minimum of \$160.00 per day for 1:1 supervision. The cost is at the student and/or parent's expense. 1:1 can be used for the student to have a break from the community or the community to have a break from the student. 1:1 can be used to catch up on academic work.

A student may be on probation at MSA. Hopefully, with 1:1 support, the student can rejoin the Community. If not, we may assist the family in finding a more appropriate school setting.

Chaperone Card

Chaperone Card may be used to provide the student with extra Support, Structure, and Supervision.

When a student earns Chaperone Card, it means that the student has not made a responsible choice and must be with a staff member at all times. A decision to place a student on Chaperone Card is made by the Principal with teacher feedback on a daily basis. If the student does not exhibit the necessary responsible behavior to move off chaperone card, they will be placed on 1:1 Supervision.

Summary

It is our goal that the structure and feedback students receive from peers and staff will equip them with the necessary "Life Skills" that they will use in all future work and /or personal relationships.

NOTES:



COMMUNITY STRUCTURE/LEVELS SYSTEM

GRADES 6 – 8

Middle School and Communication Arts Community

2023 - 2024

ADMINISTRATION

Debbie Orr, MEd – Head of School

Kitty Costello, MSW – Principal of Middle School

Leslie Stevens, MS – Dean of Communication Arts Community

Taniah Jones, MSL – Dean of Students

COMMUNITY ORGANIZATION

COMMUNITY ORGANIZATION: Your Community consists of the students, teachers, and the Principal of the Middle School. The Community meets regularly to discuss Community issues. The Community Structure defines a student's progress, privileges, responsibilities, and expectations. There are four Levels: L, R, C and S. **The letters that represent the various Levels of responsibility and privilege are not related to academic grades.** Only the students and faculty of a particular school vote in Community and Levels meetings, however, feedback from other staff members is welcome. A student who wishes to give feedback in another Community should coordinate with their Principal. A Community meeting is convened when the Community processes Community business. These meetings are held on a regular basis or scheduled as needed. **All** students are required to attend these meetings. All feedback, positive and constructive, must be respectful and specific. Community Meetings are where students may progress through the Community Structure with feedback and a vote from Community members. Community members will state why he/she supports or disagrees with the advancement in Level. Members of the Community are expected to **respect the confidentiality** of the group. Mini-Levels meetings (smaller groups or Advisory groups meeting together) may be held as needed.

POINT SHEETS/OTHER CONTRACTS: Students use a point sheet for organization and social skills feedback. At the beginning of the year Level L and R students will carry a point sheet for two (2) weeks to get acclimated. Level C and S students will carry a point sheet through the year. Any Level R student who earns at least 97% on their point sheet for five consecutive weeks, may choose to not carry a point sheet. Unless recommended by the faculty, Level L students do not have to carry a point sheet. Other kinds of individual contracts (i.e., Attendance Contract) between the student and the Principal or a faculty member will be designed and used as needed.

GOAL SETTING/EVALUATION: Each student will set his/her social or academic goal with guidance/help from the Advisor for the coming week during the Advisory period on Friday morning. Each goal should be **SMART** - **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-bound. Goals may be shared within the student’s Advisory group who should help support and review a student’s weekly goal.

VOLUNTEER HOURS: Volunteer Hours are defined as completing a designated job/service for someone without being paid. *All students* are encouraged to complete volunteer projects. Level L students must complete 30 hours per semester (60 hours per school year) and Level R students complete 20 hours per semester (40 hours per school year). Hours may be earned on or off campus. Students are encouraged to have long-range projects approved by their Principal/Dean. Twenty (20) Volunteer Hours for Level L and ten (10) for Level R need to be completed prior to applying for advancement. Volunteer hours must be turned in each semester by the date indicated on the school calendar in order to maintain Level L or R. Students not completing volunteer hours are not following Level guidelines and the student will lose his/her Level.

	Hours needed to Apply for Advancement to this Level	Per Semester Hours	Per School Year Hours
Level L	20 hours	30 hours	60 hours
Level R	10 hours	20 hours	40 hours
Level C		10 hours	20 hours

BEHAVIORAL EXPECTATIONS

A trusting, safe, comfortable environment is critical for a healthy Community. The following expectations and structure apply to all Community members:

1. Please refer to the Internet Safety and Acceptable Use Policy you and your parents signed.
2. School attendance is taken every morning in Advisory at 8:15am. If you are ill or have a valid reason for not attending school, your parent must email attendance@millsprings.org before 8:00am. Please bring a written excuse from a parent to the Principal when you return. If we don't receive notification from a parent, we call the parents as soon as possible.

If your student is tardy, please sign your student in at the podium outside the Principal's office and send your student to his/her scheduled class. To be excused for tardiness, parents must come inside and sign the student in. Excessive unexcused tardiness may become a Levels issue. All riders of late-arriving buses are excused.

Attending school daily is the responsibility of the student. If a student needs to be absent for reasons other than illness or emergency, the student/parents must contact the Principal a week in advance of the intended absence in order to have the absence approved. Students who are excused are expected to be current in their work and to have made advance preparations to complete the assigned work prior to the absence and per their syllabi.

3. Taking or "borrowing" the property of others without asking permission damages trust in the Community. Cheating and/or lying are not acceptable in the Community. These Honors offenses will be addressed with the Teacher, Advisor, and/or Principal.
4. Damaging property is unlawful and disrespectful. The Principal will determine consequences, including restitution, either monetary or labor. Property damage may become a Community and/or Levels issue should the Community or the Principal so recommend.
5. Appropriate language is expected on campus and at MSA functions. Behavior that is disruptive to classes and school activities is not acceptable. Students who use abusive/inappropriate language and/or gestures toward others may be assigned cleaning tasks by the Dean and/or Principal.
Inappropriate language (including racial and homophobic slurs) used repeatedly is an invasion of the emotional space of others. In this case, the Principal/Dean may set other consequences. The parents of the involved student may be requested to meet with their Principal/Dean. The Community may also address the matter.
6. Physical behavior such as touching someone aggressively, shoving, or "horseplay" of any sort is unacceptable. The Community, or Principal may set consequences. Such behavior is an invasion of the physical and emotional space of others and may be dangerous to the entire community.
7. Sexual contact between students is unacceptable and illegal, and it will be dealt with decisively by the Principal and Head of School.
8. Safety is important. Any dangerous items should be left at home, or they will be confiscated. Parents will be notified and asked to come pick up the dangerous item from the Principal.
9. Gambling or betting is not allowed.
10. Prescribed medications or "over the counter" preparations must be given to the school nurse in properly labeled bottles. Prescription bottles must be clearly labeled with the date, student name, physician's name, name of medication, and dosage. The nurse will dispense medication (including over the counter meds) as prescribed. The school nurse has Tylenol, Tums, antihistamine, and

decongestants that she may dispense at her discretion based upon the student's medical records and releases. Please let your Principal know if there is a problem with meds or any nursing procedure.

*If your student takes medication in the morning, it is a good idea to provide the nurse with at least one dose in the event the student does not take the medication at home in the morning as prescribed.

Parents must notify the school nurse of all changes to medications (including out of school meds).

11. Phone calls – If a parent needs to get in touch with their student, please call the Principal at 678-893-7812. For time sensitive messages, parents should email their student directly and copy the Advisor and Principal. Please do not call or text your student's cellphone during the school day. Please call and/or email the Principal if your student calls or texts you from their cellphone during the school day. We will get back in touch with you as soon as possible.
12. Cellphone Policy – All MSA classrooms will be cellphone free zones. Cellphones MUST be turned in to Advisors every morning. They may be retrieved by students at the end of each school day. Any phone found in class will be confiscated and securely held until the end of the school day, at which time it can be collected by the student. *If you arrive late to school, the receptionist will gather your phone and get it to your advisory.* Multiple infractions of the policy will result in the phone being held until a parent can come to campus to pick it up. The Dean of Students reserves the right to revoke phone privileges completely for students in violation of this policy. The intent is to support students in their academic success by removing a major temptation and distraction and thus promoting better focus in class and face-to-face social interactions.
13. Students are responsible for bringing their lunches, or parents may use the catering service. We suggest students prepare their own lunches. Should a student forget his/her lunch, the Principal will see he/she is provided for from the school supplies or the extra meal from the caterer. It is not necessary for the student to make other arrangements. The Community as a whole is responsible for cleanliness and neatness of the dining area. Students are expected to eat their own food. Sharing food or eating other student's food is not acceptable.
14. A distressed/stressed student should take a Good Choice Pass, which is located at the front of every classroom, in order to regain self-control and problem-solve. Students are expected to notify their teacher when they take a Good Choice Pass. Afterward, the student may discuss his/her reasons with the Principal. If he/she needs to see a counselor, the Principal will schedule an appointment. In case of emergency, the Principal will call right away. Teachers may suggest a student take a Good Choice Pass as a preemptive measure to a Teacher directed Time Out. Students should follow the teacher suggestion as to avoid further escalation of the issue. In the event a Teacher tells a student to take a Time Out, we expect the student to cooperate and exit the classroom to sit in the chairs across from the Principal's Office. Students who are out of the classroom with a Good Choice Pass or Teacher directed Time Out for more than 15 minutes total per day will be required to make up equivalent time after regular school hours unless their time is waived by the Principal. After the 2nd "Time Out" in any class, the student will stay out of that class for the remainder of that class and make up the time before (if available) or after school. The student will continue to earn applicable points when a Good Choice Pass or Time Out is handled appropriately.
15. No rideshare services (Uber, Lyft, Taxi) allowed (even with waiver or parent permission) for any student in grades K-6.

HOMEWORK/ASSIGNMENT POLICY

Homework is a review of what has been taught that day in class or to preview and to prepare for reading assignments.

Homework assignments are to be completed and presented on time according to your homework agenda and as described on FACTS Family Portal. If you do not understand an assignment or its due date, please ask your teacher. Ask for clarification when you first receive the assignment. Homework assignments should be attempted on the night they are assigned. If the student does not understand the assignment, he/she should meet with the teacher on the off day of class for clarification and/or help. **Seek help the day before the assignment is due, not on the day it is due.**

- If a student must be absent more than 2 days, make-up work should be arranged prior to absence. When students are excused for family trips, etc., all work that would be missed should be completed, submitted BEFORE the student leaves for the excused trip. Please contact your Principal a week ahead to make the appropriate arrangements.
- Faculty are available the following times:
 - ✓ Mornings before school (8:00-8:15am)
 - ✓ During breaks
 - ✓ During his/her planning time (at faculty discretion)
 - ✓ After school (3:25-4:00pm)
 - ✓ The student, the teacher, and the Principal may make special appointments.
- Opportunities such as after-school tutorial or 1:1 may be scheduled during the school year in order to assist students in their efforts toward academic success.
- Any student may choose to schedule an after-school tutorial whenever he/she feels it is necessary or might be beneficial.

HOMEWORK IS ASSIGNED BY THE TEACHER FOR SEVERAL REASONS:

- To provide additional drill on specific academic skills.
- To encourage independent activity
- To provide the opportunity for students to work on long term projects such as book reports, research papers or science projects.

HOMEWORK POLICY:

- In grades 6-8, students will not have a lot of homework if they use their time wisely during the school day. Homework may result from a student not completing an assignment during class. Teachers may assign homework on a regular basis. Homework is a review of what has been taught that day in class, or to preview and prepare for reading assignments.
- Students are expected to spend about an hour per night on homework assignments. This will vary greatly from class to class and day to day. **If a student says he/she has no homework, he/she should read for 30 minutes.**

MAKE-UP WORK:

- Students are expected to make-up work for excused absences and are responsible for obtaining and completing make-up assignments for each class missed.
- If absence is planned, student should get assignments prior to absence.

IT IS THE TEACHER'S RESPONSIBILITY TO:

- Give clear assignments with specific objectives.
- Provide the necessary background work so that the student can complete the assignment independently.
- Assure that assignments can be completed by the student within a reasonable time.
- Provide a schedule for the completion of various components of a long-term assignment.
- Teach the study skills needed for effective independent work such as reading for different purposes, outlining, notetaking, research skills, and test-taking skills.

IT IS THE STUDENT'S RESPONSIBILITY TO:

- Keep a schedule of when various assignments are due. (Utilize the Google Classroom Calendar.)
- Decide with parents on a regular, personal place and time for doing homework and stick to this.
- Take home all necessary materials for completing assignments
- Work on assignments in an organized manner.
- Ask for help from parent when needed to clarify specific items.
- Arrange with parents to transport him/her to resource sites when necessary.
- Complete assignments as neatly and fully as possible.
- Turn in completed assignments on time.
- Arrange to confer with teacher, before due date, if assignments are too difficult or too long. Arrange 1:1 time with teacher as needed for help.

IT IS THE PARENT’S RESPONSIBILITY TO:

- Take student to buy materials needed for school and for organizing homework. It is helpful for students to keep their materials in their locker and/or book bag. Things are more apt to be where they are supposed to be.
- Provide a private, quiet, well-lighted place to study. Background music may be helpful for some students as it blocks out other distractions. However, loud music with distracting lyrics is not appropriate.
- Help students decide on a time to study and arrange family schedule so it does not interfere with this. Best times are usually right after school and right after dinner if dinner is not late.
- Provide resource materials such as a dictionary, thesaurus, atlas, and where possible, encyclopedia.
- Be available for help if student is stuck, i.e., help him or her find information or understand what he or she is being asked to do. **Rule of Thumb: 15 minutes of parent help is enough.**
- Take the student to the library or other resources as needed.
- Encourage student to ask teachers for help when assignments are too difficult or when student is confused. Sixth graders will begin to have homework 2nd semester to prepare them for 7th grade. Do not do the homework for the student! The teacher needs to know what the student is able to do independently.
- Discuss with the student what he or she is learning in school. Get excited about this! Ask your student about what he or she is learning. Do not take “nothing” for an answer. Let your student “teach” you about what he/she is learning. Ask specific questions.

THE MSA COMMUNITY STRUCTURE/LEVELS SYSTEM

The Community Structure is a school-wide, reality-based structure that clearly defines the responsibilities and privileges associated with a student's actions. It allows the student to make fully informed choices and to assume responsibility for those choices. It allows faculty and staff to function in the role of Facilitator. The weekly Community Meetings are led by the Principal and/or facilitator (faculty member appointed by the Principal), and incorporate peer and faculty feedback. Advancement by the student to the following Levels are determined by the Community.

- **Level L:** Leadership
- **Level R:** Role Model, Responsible, and Respectful
- **Level C:** Courteous, Considerate and Cooperative to all; all new students enter MSA on Level C
- **Level S:** Support, Structure, and Supervision

LSI – Resolution/Closure Process

The Life Space Interview (LSI), a component of the MSA social curriculum, is when a teacher, staff member, or the Principal meets with and interviews 2 students who are engaged in conflict, and by processing the issue, move in a timely fashion, to conflict resolution by taking ownership for their part in the conflict (LSI concept attributed to Fritz Redl).

LEVEL S – Support, Structure, and Supervision

Level S may occur as a result of any infringement of the Community Structure: lying, cheating, stealing, threatening another student or a staff member, failing point sheets repeatedly, bringing dangerous objects to school, excessive use of inappropriate language, or exhibiting reoccurring, inappropriate behaviors, physically destructive or abusive (physical or emotional) behavior, physical aggression toward others or excessive, unexcused tardiness.

Level S is a result of irresponsible actions that disrupt the Community. This process is viewed as an opportunity for renewal and recommitment to the Community with the support of the entire Community. Level S becomes an option when a student receives strong feedback in a Community meeting, or the student exhibits inappropriate behavior.

The Principal and the student's Advisor, with input from the faculty, will determine if the support, structure, and supervision of Level S is required. If so, the student will be assigned to a Level S Teacher who will work with the student to help process the concerns of the Community. The student, along with the Level S Teacher, will present a letter to the Principal and the Head of School describing the behaviors that earned Level S. The letter will also outline the problem-solving strategies the student will utilize going forward to avoid reoccurrence of the behaviors. The Principal must approve the letter. The Principal and the student's Advisor,

with input from the faculty, will determine if the student has exhibited an active and honest effort to return to Level C and rejoin the Community. If so, the student, as a Level C, will present his/her letter to the Community at the next Community Meeting. If Level C is not earned, a parent conference is required. A student may also self-drop to Level S, which still (requires feedback in a Levels Meeting).

Level S responsibilities: Level S is for a minimum of 3 days, maximum of 5 days; the student will submit his/her letter no earlier than the second day.

- Exhibit an active and honest effort to earn Level C and consistently demonstrate a courteous, considerate, and cooperative attitude with staff and peers while earning 90% or higher on their point sheet during their time on Level S.
- Faculty supervision at all times in immediate proximity.
- May not attend field trips of off-campus activities.
- May participate in competitive activities at the coach's/sponsor's discretion; must attend games and practices if on a team.
- Does not vote in Levels Meetings, however, attendance and participation are required.
- Upon returning to the community, student will read the letter they wrote.

Level S expectations:

- The second time that the student earns Level S, the student will be considered on probation. Parents will receive a copy of the Levels change letter and a conference with the Principal must be scheduled. A follow-up letter will be written to summarize what was discussed in the meeting.
- A student who ends the school year on Level S will return to school in the fall as a Level C and may be placed on Chaperone Card.
- A student earning Level S for the third time may be asked to leave MSA.

1:1 Program

At any time, a student may require short-term supervision, support, and structure. This may happen because of a Levels issue or recommended at any time by the Principal for academic reasons or by student request. The minimum cost is \$160.00 per day for 1:1 supervision. The cost is at the student and/or parent's expense. 1:1 status is assigned in situations when the student immediately needs maximum structure, supervision, and support for academic recovery or when a student needs to be isolated from the Community because of their disruptive effect on the Community.

1:1 is for 3 days and then student returns to community on Level S for two days. During this time, they will write a letter and read it when returning to the community.

A Level S student who successfully completes 1:1 within the five-day period returns to the Community on Level C. A student who is unsuccessful in a 1:1 supervision experience may need a more structured environment and may be asked to leave the program.

Chaperone Card

For any student, as necessary:

When a student earns a Chaperone Card, it means that the student has not behaved responsibly/appropriately and must always be in an employee's immediate proximity. The decision to place a student on Chaperone Card is made by the Principal with faculty feedback given on a daily basis. When a student is on a Chaperone Card, the student will carry a point sheet with the card. Additional structure may be required if the student does not exhibit the necessary responsible behavior to move off Chaperone Card. We hope that with the additional support, a student may retain their current Level and not move to Level S.

Progress through the Levels System

A student may progress through the Levels System in the following way: by meeting all his/her responsibilities, earning social goals, and adhering to Community Structure with a positive and cooperative attitude, demonstrating to the Community that he/she is capable of assuming the responsibilities of that Level. To move up a Level, a student is expected to demonstrate responsibility for his/her choices. To accomplish this, he/she must participate in his/her School activities, work on the volunteer hours requirement, attend school regularly, meet academic requirements, arrange conferences with the Principal or other staff when experiencing difficulties, and be willing to accept help or feedback from others.

The procedure for moving up a Level:

1. Ask for desired Level specific feedback in Advisory.
2. Request desired Level specific feedback at Friday Community Meeting through your Advisor and Principal.
3. Students requesting a change to Level R should complete ten (10) volunteer hours before they ask the Community to support them to Level R; those wishing to move up to Level L should complete twenty (20) volunteer hours before they ask the Community to support them to Level L. Students requesting a Levels change after spring break should have all community service hours completed before they ask the Community to support them to the higher Level.
4. Write and submit a formal request (letter) by 8:15am on Thursday morning. Identify your accomplishments and responsibilities as defined by the Level requested. Mention what you did for volunteer hours. Discuss any constructive feedback you received in Advisory or Community feedback and what you've done to improve in these areas.
5. Read the request at the Levels Meeting. Faculty and students give feedback regarding the student's progress.
6. All staff members and students on Levels L, R, and C vote in the Levels meeting. The Principal or Facilitator does not vote unless there is a tie. Staff votes are weighted by dividing the number of students present by the number of faculty present (except the Facilitator). The result is the value of each faculty vote. The Principal or Facilitator announces the Level earned.

The procedure for loss of Level: (From Level L to Level R or Level R to Level C)

A loss of Level may occur as a result of any infringement of the Community structure: lying, cheating, stealing, threatening another student or a staff member, failing point sheets repeatedly, bringing dangerous objects to school, excessive use of inappropriate language or exhibiting reoccurring, inappropriate behaviors, physically destructive or abusive (physical or emotional) behavior, physical aggression toward others or excessive, unexcused tardiness. Any Level R or C student who fails to pass 3 consecutive point sheets or 6 point sheets in a semester may be considered for a loss of Level. A student may also lose his/her Level for not fulfilling Level responsibilities or following Level guidelines.

1. Although a student may request to self-drop, feedback is still required from the Community.
2. The Principal, Advisor, and another faculty member may together meet and assign a lower Level to any student not meeting the expectations of appropriate behavior or consistently not following the guidelines outlined in this document.

FEEDBACK GUIDELINES: How to Give Good Feedback

Feedback is to be relevant, timely, specific, and not overly-generalized. Feedback should be respectful; it should not be accusatory, judgmental, or disorganized. The role of the Facilitator is to set clear feedback guidelines for students and teachers. The Facilitator will actively manage the feedback process to ensure quality feedback.

- Feedback should always start with a positive comment or observation. If there is also constructive feedback, it should follow the positive comment.
- Feedback should be relevant and specific, observational, factual, and non-judgmental.
- After hearing others give feedback, if a student has no additional experience or observations to share, he/she should pass on giving feedback by saying, "It's already been said by _____."

Examples of better feedback:

- "When I saw you (specific behavior/action), I thought/felt/observed/understood....."
- "On Tuesday in Math class you kept talking when our teacher was going over the lesson, even after she asked you to stop. It was very distracting, and it made it hard for me to concentrate. I was getting really frustrated, and I did not think you were showing respect to the teacher."
- "I really appreciate it when you ask me to sit with you at lunch. It makes me feel welcome and appreciated, and I value the friendship we have."

Examples of inappropriate feedback:

- "I heard that you..."
- "You were so annoying when you were being crazy in Science class..."
- "You are a good friend." (Without giving specific observations or rationale for why/how he/she is a good friend)

LEVEL C – CITIZENSHIP LEVEL – *Courteous, Considerate, and Cooperative*

New students enter MSA on Level C.

RESPONSIBILITIES:

- Exhibit a consistent courteous, considerate, and cooperative attitude
- Learn Community Structure and become a consistently good citizen of your Community
- Participate in Values, Community and Levels meetings
- Ask for help when clarification of rules, structure, or procedure is needed
- Carry a point sheet and meet daily criteria for passing weekly Level C point sheets
- Give feedback and justify vote in Levels Meetings
- Stay current with academic requirements as defined in your agenda and Google Classroom. The student's inability to meet the academic requirements will be discussed with the student, Principal, and faculty and may result in further individualization of the student's academic program
- Ten (10) volunteer hours are required for Level C. Failure to complete the required volunteer hours will result in having to write a letter to the community.

PRIVILEGES:

- Opportunity to request Level R after passing six consecutive point sheets, and demonstrating the ability to meet other Level R responsibilities
- Participate in day field trips
- Participate in sports games/matches/meets.

LEVEL R – ROLE MODEL LEVEL – *Role Model, Responsible, and Respectful*

Minimum time: Six (6) weeks on Level C to request Level R, twenty (20) volunteer hours are required for Level R. Ten (10) volunteer hours must be completed prior to asking for Level R support.

RESPONSIBILITIES:

- Exhibit consistent role model, responsible, and respectful attitude
- Represent the school positively and appropriately when off campus
- Complete 20 volunteer hours per semester to remain on Level R. Failure to complete volunteer hours will result in a loss of Level.
- Actively participate in Community/Levels Meetings by being a feedback role-model
- Assume responsibilities resulting in an absence from school or a class
- Stay current with academic requirements as defined in your agenda and Google Classroom. The student's inability to meet the academic requirements will be discussed with the student, Principal, and faculty and may result in further individualization of the student's academic program
- Participation in Friday All Middle PE is contingent upon staying current with his/her academic responsibilities.
- Must attend a Level L/R Training.

PRIVILEGES:

- Opportunity to participate in faculty supervised off-campus lunch
- Opportunity to eat lunch in special designated areas
- Opportunity to participate in non-class-related field trips
- Opportunity to participate in overnight field trips
- A Level R student who earns at least 97% on their point sheet for five consecutive weeks may choose to not carry a point sheet.

LEVEL L – LEADERSHIP LEVEL

Minimum time: Six weeks on Level R to request Level L. Level L students who are moving from one division of the school to another will transfer as a Level R and may request Level L after 6 weeks. *Thirty (30) volunteer hours are required for Level L each semester. Twenty (20) volunteer hours must be completed prior to asking for Level L support.*

RESPONSIBILITIES:

- Demonstrate leadership and citizenship to the entire Mill Springs Academy Community; Leadership is the active, positive involvement and participation in the program with demonstration of initiative, commitment, and support of the program
- Represent the school positively and appropriately when off campus
- Set a positive example for students in other MSA Divisions; assume responsibility for assisting other students in the Community
- Complete and submit 30 volunteer hours per semester. Volunteer hours must be completed in the semester the student is supported to Level L. Failure to complete volunteer hours will result in a loss of Level.
- Exhibit good citizenship, honesty, fairness, and leadership in all Community meetings
- Assume responsibility for arranging conferences with the faculty as required
- Set a good example for other Community members at lunch, in classes, and in activities at all times
- Take an active part in planning and implementing group activities
- Stay current with academic and social requirements as defined in your agenda, Google Classroom, and this document. The student's inability to meet the academic and/or social requirements will be discussed with the student, Principal, and faculty and may result in further individualization of the student's academic program or a loss of Level.
- Must attend a Level L/R Training.

PRIVILEGES:

- Unless recommended by the faculty, Level L students do not carry a point sheet.
- Opportunity to participate in faculty supervised off-campus lunch
- Opportunity to have lunch in special designated areas
- Opportunity to plan and to organize a Level L activity once a month (plan submitted to Principal two weeks in advance for approval)
- Opportunity to participate in non-class-related field trips
- Opportunity to participate in overnight field trips
- Attend scheduled Level L meetings with the Principal.



COMMUNITY STRUCTURE/LEVELS SYSTEM

GRADES 9 – 12

Upper School and Communication Arts Community
2023 - 2024

ADMINISTRATION

Debbie Orr, MEd – Head of School
Elke Silva, EdS – Principal of Upper School
Taniah Jones, MSL – Dean of Students
Leslie Stevens, MS – Dean of Communication Arts Community

BEHAVIORAL EXPECTATIONS

At Mill Springs Academy, we believe that personal accountability and ethics can be developed only when students are afforded the opportunities to pursue their interests and goals, independently or collectively. Individual interests must be balanced with the common good. All students have the right to pursue an education without interference. To create an atmosphere of trust and mutual respect, where all students within the MSA community have the ability to develop unencumbered, the guiding principles must be compassionate behavior, concern for the feelings and rights of others, and regard for public and private property. In certain situations, the school may consider that the impact of an infraction on the community supersedes the impact of the disciplinary consequence on the individual.

The school's behavior expectations centers on the following goals:

- To teach students that they are accountable to a community with high expectations for their behavioral integrity.
- To assist the student to grow from the disciplinary process.
- To develop self-awareness and a clear understanding of the impact of the student's behavior on themselves and the greater community.

While the Principal and/or Dean are directly responsible for handling matters of discipline, it is our community that will accomplish the goals outlined above. Through collaboration and open communication, we as a community hold ourselves accountable for the school culture that we create.

Expected Behavior for Students at School and During School Activities

The following provides a framework for expected behaviors for students regarding highly significant issues. These guidelines and the Level System are designed to help students understand and exhibit expected appropriate and positive conduct. This document also outlines the referral system process that is utilized to support students and encourage good choices.

Definitions of "the campus," and "at school," are understood to be broad enough to sufficiently cover the intent as well as the letter of the following policies. For example, all classes, practices, games, rehearsals, performances, projects, retreats, field trips and transport on school busses are considered school sponsored activities and are covered by the policies.

1. **Tolerance and Respect:** All students are expected to be courteous, considerate, and cooperative to others and to respect the rights of other individuals. Follow the 3Cs (Courteous, Cooperative, and Considerate) Students also have the right to be treated with the 3Cs at all times.
2. **Language and Communication:** Appropriate language is expected on campus and at MSA functions. Behavior that is disruptive to classes and school activities is not acceptable. Students who use abusive/inappropriate language and/or gestures toward others may be assigned cleaning tasks by the Dean of Students. **Inappropriate language (including racial and homophobic slurs) used repeatedly is an invasion of the emotional space of others.** In this case, the Dean of Students may set other consequences. The parents of the involved student may be requested to meet with their Principal/Dean. The Community may also address the matter.
3. **Physical Contact:** Physical behavior such as touching someone aggressively or inappropriately of any sort is unacceptable. The Community, Principal or Deans may set consequences. Such behavior is an invasion of the physical and emotional space of others and may be dangerous to the entire community. Sexual contact between students is unacceptable and illegal; it will be dealt with decisively by the Principal, Dean, and/or Head of School.

4. **Classroom:** In the classroom, students are expected to follow the 3 C's, and be respectful of fellow students and faculty. This includes arriving on time and not disrupting the class for personal needs, issues or attention. Teachers are responsible for the management of their classrooms and have the ability to give referrals or other consequences directly to students as the teacher deems it necessary. In the event that such measures are not effective, students will be referred to the Principal or Dean for further discussions or consequences.
5. **Drug & Alcohol Policy:** Substances are defined as alcohol, street drugs, and prescription drugs not prescribed to that student, prescription drugs that are prescribed for the student, and over the counter drugs/products known to be abused by students (including, but not limited to, synthetic drugs, tobacco products, vaporizers, sedatives, opioids, etc.). A student detained on campus or at a school activity under the influence of alcohol, controlled substances, performance-enhancing drugs, or other hazardous substances will not be released except into the custody of his/her parent/guardian, or other authorized adult. If custodial release is not possible, the student may be released into the custody of civil authorities. In no case will a student be released on their own. Students who are determined to have been under the influence or in possession of alcohol or drugs at school or any school function will be required to have a parent conference. At this conference options of expulsion, random screens, evaluation, and/or optional placement in a treatment program may be discussed. Each case will be dealt with individually by the Head of School, Principal, and/or Dean. (*School function:* any activity sponsored by the school – on or off campus – when under the supervision of a teacher, coach, or approved chaperone. Including athletics, overnight trips, etc.)
6. **Bullying/Hazing:** We expect that all members of our school community will treat each other with civility and respect. It is the policy of the school to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct which disrupts or creates an unsafe learning environment. Therefore, ANY form of bullying will not be tolerated at MSA.
7. **Harassment:** At Mill Springs Academy, we are committed to creating an environment which is free of all forms of intimidation or harassment based on a person's religion, gender, race, sexual orientation, disability, or national origin. It is a collective responsibility of the MSA community of students, faculty, staff, administration, and parents to make this environment conducive to learning and to foster mutual respect. Behavior which intends to or has the effect of harassing, denigrating, or intimidating anyone, especially on the basis of religion, gender, race, sexual orientation, disability or national origin will not be tolerated.
8. **Dress:** Students are expected to wear appropriate school uniform daily and follow the established uniform policies. If a student is in violation of the code, please share that information with the Dean of Students. Students will be counseled by the Dean of Students if their uniform does not follow the uniform policy.
9. **Campus:** Certain areas of the campus are off-limits during the school day. These include the pastures and woods surrounding the campus. During the day, with permission, Upper School students may go to their cars in the upper lot to retrieve an object left behind. Student's may not "hang out" in the parking lot or in cars that are parked. Students who drive and have parked in one of the lots who need to go to their car during the day must check with either their advisor, Dean, or Principal before going to the lot and upon returning. The use of skateboards, scooters, in-line skates etc., is not permitted on campus. Bicycles may not be ridden on campus during the school day.
10. **Weapons:** No weapons of any kind or weapon look-alikes may be brought onto the school premises, school transportation, private vehicles or any area being used for a school activity. This action is a possible violation of the local jurisdiction's weapons laws and may possibly result in notifying the Milton police.

11. **Driving:** Students must register their vehicles to park on campus. All student drivers are required to have a visible decal in the vehicle's front window in order to park on campus. Students are assigned specific areas on the campus. Students are not permitted to park in visitors or faculty/staff parking spots.

Students who do not meet these expectations may have some or all their student privileges revoked. If the violations are grave enough or if violations continue even after being dealt with, students may lose the privilege of being a member of the Mill Springs Academy community.

CONSEQUENCES FOR STUDENT MISCONDUCT

The school administration including the Head of School, Principals, and Deans, are responsible for administering major disciplinary responses. The entire faculty is responsible for minor disciplinary responses, in cooperation with administration. Disciplinary responses by the school stem from either minor offenses or major offenses.

Minor Offenses

These include dress code violations, irresponsible behavior, inappropriate language, and other minor breaches of conduct in and around the school community including the classroom.

Most classroom problems are typically solved by the teacher and student working together. Parents are partners with the school and will be made aware of problems in need of resolution.

Teachers will take the following prioritized actions when a student misbehaves (except in the case of an acute situation and/or need for an emergency referral):

1. Discuss the problem with the student to review classroom procedures or set a time for a teacher/student conference.
2. If behavior is repeated, teachers will complete a Referral Form, and send the student to the Dean of Students for appropriate disciplinary action.

Referral Process

- 1st referral will result in no break at 10:00 a.m. A copy of the referral will be sent to the parent by the Dean of Students.
- 2nd referral will result in Levels Feedback. Parents will be notified by the Dean of Students.
- 3rd referral will result in a Levels Feedback (Level Change) At this time a conference will take place with the student, parents/guardians, Dean of Students and possibly Principal.
- 4th referral will result in a meeting with the student/ parent(s), Dean of Students, Principal, and Head of School. A behavior contract outlining the expectations that must be met in order to remain at Mill Springs Academy will be signed.

*Any of these steps may be skipped depending upon the severity of the situation. Under certain circumstances, students may be placed on a behavior contract without being suspended for violation of school rules and policies. Any further major discipline problems while the student is on a behavior contract will be considered grounds for dismissal from Mill Springs Academy.

Major Offenses

Student guilty of any of the following offenses will be subject to serious disciplinary action. For further information about some of these issues, please see the specific part of the handbook that discusses them.

Major offenses include:

- Possession, distribution or use of drugs, prescription drugs, drug paraphernalia or alcohol (see Drug and Alcohol Policy).
- Lying or cheating (see Honors Council Process).
- Unauthorized entry into computer systems or programs is considered theft.
- Possession or use of tobacco on school property or during official school functions.
- Disrespect or insubordination.

- Hazing, bullying, or physical or verbal intimidation, fighting or harassment of any kind (see Harassment Policy).
- Willful destruction of school property (vandalism) or the property of others.
- Possession of unauthorized knives, firearms, ammunition, or explosive devices of any kind. State law requires the school to inform the proper authorities in these situations.
- Chronic absence from class.
- Chronic unacceptable behavior.
- Violence/Fighting.

This list of major offenses is not intended to be exhaustive; the administration may at any time dismiss a student whose conduct is considered injurious to the school. Additionally, the school reserves the right to search lockers, bags, or automobiles parked on the MSA campus.

Expulsion is the final and most serious disciplinary consequence and may be applied to the most serious or chronic violations of school rules and expectations. Expulsion will be decided by the Head of School in consultation with the Principal, Dean and if appropriate, members of the faculty. Students who are expelled will not be considered for future readmission to Mill Springs Academy.

COMMUNITY ORGANIZATION

COMMUNITY ORGANIZATION: Your Community consists of the students, teachers, and Principal. The Community meets regularly to discuss community issues. The Community Structure defines a student's progress, privileges, responsibilities, and expectations. There are three Levels: L, R, and C. **The letters that represent the various Levels of responsibility and privilege are not related to academic grades.** Only the students and faculty of a particular school vote in Community and Levels meetings, however, feedback from other staff members is welcome. A student who wishes to give feedback to a student in another Community should coordinate with their principal. A Community Meeting is convened when the Community processes Community business. These meetings are held on a regular basis or scheduled as needed. **All** students are required to attend these meetings. All feedback, positive and constructive, must be respectful and specific. A student's Level may be processed in a Community Meeting through feedback and a vote from Community members. Community members will state why he/she supports or disagrees with the Level change. Members of the Community are expected to **respect the confidentiality** of the group. Mini Levels meetings (smaller groups or advisory groups meeting together) may be held as needed.

POINT SHEETS/OTHER CONTRACTS: Students use a point sheet for organization and social skills feedback. At the beginning of the year Level L and R students will carry a point sheet for two (2) weeks to get acclimated. Level C and S students will carry a point sheet through the year. A Level C or R student who earns at least 97% for five (5) consecutive weeks, may choose to not carry a point sheet. Unless recommended by the faculty, Level L's do not have to carry a point sheet. Other kinds of individual contracts (i.e., Attendance Contract) between the student and the Principal or Dean will be designed and used as needed.

GOAL SETTING/EVALUATION: Each student will set his/her social and/or academic goals for the coming week during the advisory period on Friday morning with his/her Advisor. Each goal should be **SMART** - **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-bound. Goals will be shared within the student's Advisory group and if needed, will assist the student with reviewing his/her goals.

HONORS COUNCIL, ISSUES and PROCESS: The Honors Council deals specifically with issues relating to honor: dishonesty, lying, cheating (including plagiarism), and stealing. Taking or "borrowing" the property of others without asking permission damages trust in the Community. It is stealing, thus an Honors offense. Cheating and/or lying are not acceptable and both are Honors offenses. The Dean of Students and the Honors Council deals with students involved in Honors offenses.

The Honors Council consists of a Faculty Advisor and four (4) students from Levels L and R and one (1) Level C student elected by their peers each semester. Students who wish to serve on the Honors Council may submit their names to their Advisors prior to voting for the Council. The members of the Honors Council model MSA standards to others in the Community and to the public. Council members help other students reach their goals while maintaining their own high standards of behavior and performance. The Honors Council has a Faculty Advisor with whom they work cooperatively as they reach their recommendations. On occasion, the Honors Council will also work with their Principal and the Dean of Students in addition to their Advisor. The Honors Council has a formalized procedure for dealing with honors issues. When an honors situation is brought to the attention of the Honors Council, the Council meets with the individual(s) involved to hear all aspects of the issue. **Then, the Honors Council makes recommendations to the Community for action regarding the situation.** The Honors Council spokesman will present the recommendations to the Community. The Community will vote on the recommendations. If the Community does not accept the recommendations, the Honors Council may reconvene to formulate alternative recommendations for a Community vote or the Community may develop an alternative for consideration.

VOLUNTEER HOURS: Volunteer Hours are defined as completing a designated job/service for someone without being paid. All students are encouraged to complete volunteer hours projects. Level L students must complete 30 volunteer hours per semester (60 hours per school year) and Level R students complete 20 volunteer hours per semester (40 hours per school year). Hours may be earned on or off campus. Students are encouraged to have long-range projects approved by their Principal/Dean. Twenty (20) Volunteer Hours for Level L and ten (10) for Level R need to be completed prior to applying for advancement. Volunteer hours must be turned in each semester by the date indicated on the school calendar in order to maintain Level L or R. Students not completing volunteer hours are not following Level guidelines and the student will lose his/her Level.

	Hours needed to Apply for Advancement to this Level	Per Semester Hours	Per School Year Hours
Level L	20 hours	30 hours	60 hours
Level R	10 hours	20 hours	40 hours
Level C		10 hours	20 hours

COMMUNITY EXPECTATIONS

A trusting, safe, comfortable environment is critical for a healthy community. The following expectations and structure apply to all Community members:

1. Please refer to the "Internet Safety and Acceptable Use Policy." and the "Substance Use/Abuse Policy" that you and your parents signed.
2. School attendance is taken every morning. If you are ill or have a valid reason for not attending school, your parent must call or email attendance@millsprings.org before 8:00am.

All students are expected to arrive at school on time and stay during the full school day. Students are expected to attend all of their classes, Levels meetings, advisory time, school assemblies, and activities. Any time a student leaves the campus, they must have a signed note, email, or phone call from a parent to the student's advisor or Principal prior to leaving. The student must personally sign-out and sign-in upon returning. Sheets for signing in or signing out are located in the foyer outside of the receptionist's office.

Please bring a written excuse from a parent when you return. If we don't receive notification from a parent, we call the parents as soon as possible. If you are tardy, please report to your community immediately upon arrival. To be excused for tardiness, you must bring a note from your parents or have parents call the Upper school office. All riders of late-arriving buses are excused.

Attending school daily is the responsibility of the student. If a student needs to be absent for reasons other than illness or emergency, the student/parents must contact their Principal a week in advance of the intended absence in order to have the absence approved. Students who are excused are expected to be current in their work and to have made advance preparations to complete the assigned work prior to the absence. Attendance is required for students at all scheduled parent/student events.

3. Damaging property is unlawful and disrespectful. Consequences, including restitution either monetary or labor, will be determined by the Principal and Dean. Property damage may become a Community and/or Levels issue should the Community or the Principal so recommend.
4. Physical behavior such as shoving, or "horseplay" of any sort is unacceptable. The Community, Principal, or Dean may set consequences.
5. Driving: Students must register their vehicles to park on campus. All student drivers are required to have a visible decal in the vehicle's front window in order to park on campus. Students are assigned specific areas on the campus. Students are not permitted to park in visitors or faculty/staff parking spots.
6. Gambling or betting is not allowed.
7. Prescribed medications or "over the counter" preparations must be given to the school nurse in properly labeled bottles. Prescription bottles must be clearly labeled with the date, your name, physician's name, name of medication and dosage. The nurse will dispense medication (including over the counter meds) as prescribed. The school nurse has Tylenol, Tums, antihistamine, and decongestants that she may dispense at her discretion based upon your medical records and releases. Please let your Principal know if there is a problem with meds or any nursing procedure.

Parents must notify the school nurse of all changes to medications (including out of school meds).

8. Phone calls – If parents need to get in touch with their student, please notify your student's Advisor and/or Principal via phone or email.
9. Cellphone Policy – All MSA classrooms will be cellphone free zones. Cellphones MUST be turned in to Advisors every morning. They may be retrieved by students at the end of each school day. Any phone found in class will be confiscated and securely held until the end of the school day, at which time it can be collected by the student. *If you arrive late to school, the receptionist will gather your phone and get it to your advisory.* Multiple infractions of the policy will result in the phone being held until a parent can come to campus to pick it up. The Dean of Students reserves the right to revoke phone privileges completely for students in violation of this policy. The intent is to support students in their academic success by removing a major temptation and distraction and thus promoting better focus in class and face-to-face social interactions.

10. Students are responsible for bringing their lunches or parents may use the catering service if available. We suggest that students prepare their own lunches. Should a student forget his/her lunch, the Principal will see that he/she is provided for from the school supplies and whatever friends may wish to share. It is not necessary for the student to make other arrangements. The Community as a whole is responsible for cleanliness and neatness of the dining area.
11. A distressed/stressed student should take a self "Time Out" ("selfie") or "Take Space" in order to regain self-control and problem-solve. Students are expected to appropriately ask permission from a staff member for a "Time Out/Take Space". "Time Out/Take Space" must be taken in a designated area. Afterward, the student may discuss his/her reasons with their Principal and/or Dean, or a counselor. Students using "Time Out" for more than 15 minutes total per day will be required to make up equivalent time after regular school hours unless their time is waived by their Principal. After the 2nd "Time Out" in any class, the student will stay out of that class for the remainder of that class and make up the time after school. Teacher directed "Time Outs" will follow the same procedure. The student will continue to earn applicable points when Time Out, either self or teacher-directed, is handled appropriately.

HOMEWORK POLICY

Homework is a review of what has been taught that day in class or to preview and to prepare for reading assignments.

Homework assignments are to be completed and presented on time according to your syllabus, your homework agenda, or as listed on Google Classroom. If you do not understand an assignment or its due date, please ask your teacher. Ask for clarification when you first receive your syllabus at the beginning of each semester. Homework assignments should be attempted on the night it is assigned. If the student does not understand the assignment, he/she should contact the teacher the next day for help. **Seek help the day before the assignment is due, not on the day it is due.**

- If a student must be absent more than 2 days, make-up work should be arranged prior to absence. When students are excused for family trips, etc., all work that would be missed should be completed, submitted and feedback received BEFORE the student leaves for the excused trip. Please contact your principal a week ahead to make the appropriate arrangements.
- Faculty are available the following times by appointment:
 - Mornings before school
 - During breaks
 - During his/her planning time (at faculty discretion)
 - After school (3:15-3:45 p.m.)
 - The student, the teacher and the Principal may make special appointments
- Opportunities such as after-school tutorial or 1:1 may be scheduled during the school year in order to assist students in their efforts toward academic success.
- Any student may request to schedule an after-school tutorial whenever he/she feels that it is necessary.

HOMEWORK IS ASSIGNED BY THE TEACHER FOR SEVERAL REASONS:

- To provide additional drill on specific academic skills
- To encourage independent activity
- To provide the opportunity for students to work on long-term projects such as book reports, research papers or science projects.

HOMEWORK POLICY:

- Teachers will assign homework on a regular basis. Homework is a review of what has been taught that day in class or to preview and to prepare for reading assignments.
- Students are expected to spend 45 minutes to 1 ½ hours per night on homework assignments. This will vary greatly from class to class and day to day. If a student says he/she has no homework, he/she is expected to read for 30 minutes.

MAKE-UP WORK:

- Students are expected to make-up work for excused absences and are responsible for obtaining make-up assignments for each class missed, completing the make-up work and turning in the assignments on the date determined by the student and teacher.
- If absence is planned, student should get assignments prior to absence.

IT IS THE TEACHER'S RESPONSIBILITY TO:

- Give clear assignments with specific objectives.
- Provide the necessary background work so that the student can complete the assignment independently.
- Assure that assignments can be completed by the student within a reasonable time.
- Provide a schedule for the completion of various components of a long-term assignment.
- Teach the study skills needed for effective independent work such as reading for different purposes, outlining, notetaking, research skills, and test-taking skills.

IT IS THE STUDENT'S RESPONSIBILITY TO:

- Write the assignment in an assignment notebook/agenda or daily check Google Classroom
- Keep a schedule of when various assignments are due. (Utilize Google Classroom)
- Decide with parents on a regular, personal place and time for doing homework and stick to this.
- Take home all necessary materials for completing assignments
- Work on assignments in an organized manner.
- Ask for help from parent when needed to clarify specific items.
- Arrange with parents to transport him/her to resource sites when necessary.
- Complete assignments as neatly and fully as possible.
- Turn in completed assignments on time.
- Arrange to confer with teacher, before due date, if assignments are too difficult or too long. Arrange 1:1 time with teacher as needed for help.

IT IS THE PARENT'S RESPONSIBILITY TO:

- Take student to buy materials needed for school and for organizing homework. It is helpful for students to keep their materials in their locker and/or book bag. Things are more apt to be where they are supposed to be.
- Provide a private, quiet, well-lighted place to study. Background music may be helpful for some students as it blocks out other distractions. However, loud music with distracting lyrics is not appropriate.
- Help students decide on a time to study and arrange family schedule so it does not interfere with this. Best times are usually right after school and right after dinner if dinner is not late.
- Provide resource materials such as a dictionary, thesaurus, atlas, and where possible, encyclopedia.
- Be available for help if student is stuck, i.e., help him or her find information or understand what he or she is being asked to do. Rule of Thumb: 15 minutes of parent help is enough.
- Take the student to the library or other resources as needed.
- Encourage student to ask teachers for help when assignments are too difficult or when student is confused. Remember: Do not do the homework for the student! The teacher needs to know what the student is able to do independently.
- Discuss with the student what he or she is learning in school. Get excited about this! Ask your student about what he or she is learning. Do not take “nothing” for an answer. Let your student “teach” you about what he/she is learning. Ask specific questions.

Remember!! Homework is assigned by the teacher to be done by the student. It is not intended to be work done by the parent.

THE MSA COMMUNITY STRUCTURE/LEVELS SYSTEM

The Community Structure is a school-wide, reality-based structure that clearly defines the responsibilities and privileges associated with a student's actions. It allows the student to make fully informed choices and to assume responsibility for those choices. It allows faculty and staff to function in the role of facilitator. The weekly community meetings are led by the Principal and/or Facilitator (faculty member appointed by the Principal), and incorporate peer and faculty feedback. Advancement of the following Levels are determined by the community:

Level L: Leadership within the larger Community of MSA – all Schools and Administration

Level R: Role Model, Responsible, and Respectful within the Community of the student's school

Level C: Courteous, Considerate and Cooperative to all; New students enter MSA on Level C

Level S: Support, Structure and Supervision Level – result of irresponsible choices/actions requiring tighter supervision and structure

LSI – Resolution/Closure Process

The Life Space Interview (LSI), a component of the MSA social curriculum, is when a teacher, Principal or Dean meets with and interviews 2 or more students who are engaged in conflict, and by processing the issue, move in a timely fashion, to conflict resolution (LSI concept attributed to Fritz Redl).

LEVEL S – Support, Structure, Supervision

Level S may occur as a result of any infringement of the Community structure: lying, cheating, stealing, threatening another student or a staff member, failing point sheets repeatedly, bringing dangerous objects to school, excessive use of inappropriate language or exhibiting reoccurring, inappropriate behaviors, physically destructive or abusive (physical or emotional) behavior, physical aggression toward others or excessive, unexcused tardiness.

Level S is a result of irresponsible actions that disrupt the Community. This process is viewed as an opportunity for renewal and recommitment to the Community with the support of the entire Community. Level S becomes an option when a student receives strong feedback in a Community meeting, or the student exhibits inappropriate behavior.

Minimum time: 5 school days; Students may request Level C at the next scheduled Levels meeting following a minimum of 5 school days on Level S. Students are expected to earn Level C in 5 school days by meeting the Level S requirements. If Level C is not earned at the next scheduled Levels meeting, a parent conference is required.

A student may be supported to Level S in a Levels Meeting or Community Meeting vote based on a serious infringement of Community rules and structure. The student may also be supported by an Administrative Drop to Level S by Principal based on the recommendation of the Dean of Students. A student may also self-drop to Level S which still (requires feedback in a Levels Meeting. The student will be assigned to a Level S teacher who will work with the student to help process the concerns of the Community. The student, with the Level S faculty supervisor, will draft a Level S letter to the Community that describes the situation that earned Level S and also includes problem-solving strategies to help avoid recurrence of the same situation. The student will request a conference with the Principal to discuss the responsibilities of Level S and to review the first draft of the Level S letter. When ready, the student will present the completed letter to the Principal describing the behaviors that earned Level S.

The letter will outline the problem-solving strategies that the student will utilize going forward to avoid reoccurrence of the behaviors. The Principal must approve the letter. The student may request Level C and present his letter to the Community at the next scheduled Levels meeting following a minimum of 5 school days on Level S. If Level C is not earned at the next scheduled Levels meeting, a parent conference is required.

Level S responsibilities: Level S is for 5 school days; the student will submit his/her letter on the fourth day.

- Exhibit an active and honest effort to earn Level C and a courteous, considerate, and cooperative attitude with staff and peers; pass weekly point sheet
- Appropriate faculty supervision at all times.
- May not attend field trips or off-campus activities.
- May participate in competitive activities at coach's/sponsor's discretion; must attend games and practices if on a team.
- Does not vote in Levels meetings, however, attendance and participation are required

Level S expectations:

- The second time that the student earns Level S, the student will be considered on probation. Parents will receive a copy of the Levels change letter and a conference with the Principal and the Head of School must be scheduled. A follow-up letter will be written to summarize what was discussed in the meeting.
- A student who ends the school year on Level S will return to school in the fall as a Level C and may be placed on Chaperone Card.
- A student earning Level S for the third time may be asked to leave MSA.

ADMINISTRATIVE SUPPORT TO LEVEL S

Certain significant student behaviors may result in administrative support to Level S. This action will occur at the discretion of the student's Advisor, Principal, or Dean and does not require Community feedback or a vote.

1:1 Program

At any time, a student may require short-term supervision, support, and structure off their community. This may happen because of a Levels issue or recommended at any time, by the Principal or Dean, for academic reasons or by student request. The minimum cost is \$160.00 per day for 1:1 supervision. The cost is at the student and/or parent's expense. 1:1 status is assigned in situations when the student immediately needs maximum structure, supervision, and support for academic recovery or when student needs to be isolated from the community because of their disruptive effect on the community.

1:1 is for three days and then student returns to community on Level S for two days. During this time, they will write a letter and read it when returning to the community.

Level S students who successfully complete 1:1 within the 5-day period return to their communities on Level C. A student who is unsuccessful in a 1:1 supervision experience may need a more structured environment and may be asked to leave the program.

Chaperone Card

For any student, as necessary:

When a student earns a Chaperone Card, it means that the student has not behaved responsibly/appropriately and must always be in an employee's immediate proximity. The decision to place a student on Chaperone Card is made by the Principal with faculty feedback given on a daily basis. When a student is on a Chaperone Card, the student will carry a point sheet with the card. Additional structure may be required if the student does not exhibit the necessary responsible behavior to move off Chaperone Card. We hope that with the additional support, a student may retain their current Level and not move to Level S.

Progress through the Levels System

A student may progress through the Community Structure the following way: By meeting all his/her responsibilities, earning social goals and adhering to Community Structure with a positive and cooperative attitude, demonstrating to the Community that he/she is capable of assuming the responsibilities of that Level. To move up a Level, a student is expected to demonstrate responsibility for his/her choices. To accomplish this, he/she must participate in his/her School activities, work on the volunteer hours requirement, attend school regularly, meet academic requirements, arrange conferences with the Dean of Students, their Principal, or other staff when experiencing difficulties, and be willing to accept help or feedback from others.

The procedure for moving up a Level:

1. Ask for feedback in Advisory; Request feedback at Friday meeting.
2. Students requesting a change to Level R should complete ten hours of community service before they ask the community to support them to a higher Level; those wishing to move up to Level L should complete 20 hours of community service before they ask the community to support them to Level L. Students request a Levels change near the end of the semester (one month or less before the end of the semester) should have all community service hours completed before they ask the community to support them to the higher Level.
3. Write and submit formal request (letter) to the Principal/Dean and Dean of Students by 8:15 am on Thursday morning. Identify your accomplishments and responsibilities as defined by the Level requested.
4. Read the request at the Levels Meeting. Faculty and students will give feedback regarding the student's progress.
5. All staff members and students on Levels L, R, and C vote in the Community meeting. The Principal or facilitator does not vote unless there is a tie. Staff votes are weighted by dividing the number of students present by the number of staff (except facilitator) present, the result of which is the value of each staff vote.
6. The Principal or facilitator will announce outcome of the vote and the Level earned.

The procedure for loss of Level: (From Level L to Level R or Level R to Level C)

A loss of Level may occur as a result of any infringement of the Community structure: lying, cheating, stealing, threatening another student or a staff member, failing point sheets repeatedly, bringing dangerous objects to school, excessive use of inappropriate language or exhibiting reoccurring, inappropriate behaviors, physically destructive or abusive (physical or emotional) behavior, physical aggression toward others or excessive, unexcused tardiness. Any Level R or C student who fails to pass 3 consecutive point sheets or 6 point sheets in a semester may be considered for a loss of Level. A student may also lose his/her Level for not fulfilling Level responsibilities or following Level guidelines. A student may also request a self-drop; feedback is still required from the community. All staff members and students on Levels L, R, and C will vote to support students from Level L to Level R or Level R to Level C within a Levels meeting. The Principal or facilitator does not vote unless there is a tie and will announce the Level earned.

FEEDBACK GUIDELINES or “How to Give Good Feedback”

Feedback is to be relevant, timely, specific and not overly-generalized. The role of the facilitator is to set clear feedback guidelines for students and teachers. The facilitator will actively manage the feedback process to ensure quality feedback.

- Feedback should be relevant and specific, observational, factual, and non-judgmental.
- If a student has no additional experience or observations to share, he/she should pass on giving feedback.

Examples of better feedback:

- “When I saw you (specific behavior/action), I thought/felt/observed/understood. . . .”
- “On Tuesday in science class, you kept talking when the teacher was going over the lesson, even after she asked you to stop. It was very distracting and it made it hard for me to concentrate. I was really getting frustrated, and”
- “I really appreciated it when you asked me to sit with you at lunch. It made me feel welcome and appreciated, and I value the friendship that we have.”

Examples of inappropriate feedback:

- “I heard that you did. . . .”
- “You were so annoying when you were being crazy in Science class. . . .”
- “You are a good friend.” (without giving specific observations)

LEVEL C – CITIZENSHIP LEVEL *Courteous, Considerate and Cooperative*

- New students enter MSA on Level C; a Level C student who earns at least 97% for five (5) consecutive weeks, may choose to not carry a point sheet.

RESPONSIBILITIES:

- Exhibit a courteous, considerate, and cooperative attitude.
- Learn Community Structure and become a good citizen of your Community.
- Participate in Values, Community and Levels meetings.
- Ask for help when clarification of rules, structure, or procedure is needed.
- Carry a point sheet and meet daily criteria for passing weekly Level C point sheets.
- Give feedback and justify vote in Levels meetings.
- Stay current with the academic requirements of the syllabi each semester. The student's inability to meet the academic requirements will be discussed with the student, Principal, Advisor, and faculty. This may result in further individualization of the student's academic program.
- Ten (10) volunteer hours are required for Level C. Failure to complete the required volunteer hours will result in having to write a letter to the community.

PRIVILEGES:

- Opportunity to participate in Honors Council.
- Opportunity to request Level R after passing 4 point sheets and demonstrating the ability to meet other Level R responsibilities.

LEVEL R – ROLE MODEL LEVEL *Role Model, Responsible and Respectful*

Minimum time: Six (6) weeks on Level C to request Level R. Ten (10) volunteer hours must be completed prior to asking for Level R support. A Level R student who earns at least 97% for five (5) consecutive weeks, may choose to not carry a point sheet.

RESPONSIBILITIES:

- Exhibit consistent role model, responsible and respectful attitude.
- Represent the school positively and appropriately when off campus.
- Complete 20 volunteer hours per semester; Volunteer hours must be completed in the semester the student is supported to Level R; failure to complete volunteer hours will result in loss of Level.
- Take responsibility for arranging conferences with faculty as needed; assume responsibilities resulting an absence from school or a class.
- The student needs to stay current with academic requirements/syllabi; the student's inability to meet this requirement will be discussed with the student, Principal, Advisor, and faculty. This may result in further individualization of the student's academic program.
- Must attend a Level L/R Training.

PRIVILEGES:

- If all academic work is complete and accepted by teachers, may be dismissed at 12:45pm the first Friday of every month; the first Friday of every month may also be an out-of-uniform day
- Opportunity to be an Aide; Aides act as assistants to the staff and faculty for one class period. Aides in the After-School Program may earn Volunteer Hours
- Opportunity to participate on Honors Council
- Opportunity to participate in faculty supervised off-campus lunch or in special designated areas
- Opportunity to participate in non-class-related field trips
- Opportunity to participate in overnight field trips
- Opportunity to serve as a Student Ambassador.

LEVEL L – LEADERSHIP LEVEL

Minimum time: Eight (8) weeks on Level R to request Level L. Level L students who are moving from one MSA School to another MSA School may choose one of two options. First option: the Level L student may keep their Level L status but serve a ***probationary period of six weeks*** with a **Level L mentor**. Second option: the Level L student will transfer as a Level R and may request Level L after 6 weeks.

Twenty (20) Volunteer Hours must be completed prior to asking for Level L support.

RESPONSIBILITIES:

- Demonstrate leadership and citizenship to the entire Mill Springs Academy Community. Leadership is the active, positive involvement and participation in the program with demonstration of initiative, commitment, and support of the program.
- Represent the school positively and appropriately when off campus.
- Set a positive example for students in other MSA schools; assume responsibility for assisting other students in the Community.
- Develop a Level L project to be administered through-out the semester and/or school year. Level L projects need to be approved by the Principal.
- Complete 20 volunteer hours per semester; Volunteer hours must be completed in the semester the student is supported to Level L; (failure to complete volunteer hours will result in loss of Level).
- Participate in Level L Evaluation Meetings with the Head of School.
- Exhibit good citizenship, honesty, fairness, and leadership in all Community Meetings.
- Assume responsibility for arranging conferences with the faculty as required.
- Set a good example for other Community members at lunch, in classes, and in activities at all times.
- Take an active part in planning and implementing group activities.
- Assume responsibility for communication with those for whom the student works for if an aide.
- The student needs to stay current with the academic requirements/syllabi and social program each semester to maintain Level L. The student's inability to meet this requirement will be discussed with the student, Advisor and Principal. This may result in further individualization of the student's academic program or social program.
- Must attend a Level L/R Training.

PRIVILEGES:

- If all academic work is complete and accepted by teachers, may be dismissed at 12:45pm the first and third Friday of each month; the first and third Friday of each month may be an out of uniform day.
- Opportunity to serve on the Honors Council.
- Opportunity to be an Aide anywhere you may be needed at MSA; Aides act as assistants to the staff and faculty for one class period. Aides in the After-School Program may earn Volunteer Hours.
- Opportunity to participate in supervised off-campus lunch with Level L/Rs or have lunch in special designated areas.
- Opportunity to plan and to organize Level L activity once a month (plan submitted to Principal one week in advance for approval).
- Opportunity to participate in non-class-related field trips.
- Opportunity to participate in overnight field trips.
- Attend scheduled Level L meetings with the Head of School.
- Opportunity to serve as a Student Ambassador.
- Unless recommended by the faculty, Level L students do not carry a point sheet.



Calendar

2023 - 2024

August 2023			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY
		1	2
		New Employee Orientation	
6	7 Family Orientation Fall Sports Registration opens Teacher Preplanning	8 First Day of School	9 12:00p AAC AD Meeting
13	14 Chick-fil-A Day MAP Testing Window opens (Aug 14-Aug 18)	15	16
20	21 Chick-fil-A Day	22	23 Picture Day (All Grades) 7:00p Performing Arts Parent Meeting (Gr 6-12)
27	28 Chick-fil-A Day	29	30


August 2023

THURSDAY	FRIDAY	SATURDAY	NOTES
3 12:00p Senior Parent Meeting	4 12:00p Junior Parent Meeting	5	Check our website for the most current Sports Schedule.
Teacher Preplanning			
10 Fall Sports begin	11	12	
17	18 MAP Testing Window closes	19	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
24	25 Booster Pizza Friday Fall Sports Registration closes	26	
31 2023 Spring Gold/Silver Mustang Recognition Breakfast (Gr 6-12) 4:00p XC Meet			



September 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
3	4 Labor Day SCHOOL CLOSED	5 Professional Development Day NO CLASSES	6
10	11 Chick-fil-A Day Board of Trustees Meeting	12	13 9:30a Virtual Open House
17 Rosh Hashanah ends at sundown	18 Chick-fil-A Day Sr. Picture Day and Picture Retakes	19	20 Fall Team Sports & Clubs Photos
24 Yom Kippur begins at sundown	25 Chick-fil-A Day Yom Kippur ends at sundown	26	27

September 2023			
THURSDAY	FRIDAY	SATURDAY	NOTES
	1 8:30-11:00a Lil Mustangs Mini Day (Gr K-5)	2	Check our website for the most current Sports Schedule.
7	8	9	
14 4:00p XC Meet	15 8:30a-Noon Mini Day at MSA (Gr 6-12) Rosh Hashanah begins at sundown	16	
21	22 Booster Pizza Friday	23	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
28 4:00p XC Meet	29	30	
			

October 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1	2 Chick-fil-A Day	3	4
8	9 Columbus Day SCHOOL CLOSED	10 Professional Development Day NO CLASSES	11 PreACT/PSAT/NMSQT
15	16 Chick-fil-A Day 12:00p Tri-M Induction Ceremony Winter Sports begin	17 2:00p & 4:00p AAC Soccer Championship	18 9:30a Professionals Open House - in person
22	23 Chick-fil-A Day	24	25
29	30 Chick-fil-A Day	31 Halloween Party - ALL	

October 2023

THURSDAY	FRIDAY	SATURDAY	NOTES
5 NO CLASSES - ALL Student Conferences	6 NO CLASSES - ALL Student Conferences	7 SAT Test Date	Check our website for the most current Sports Schedule.
NO CLASSES			
12 4:00p AAC XC Championship Winter Sports Registration opens	13 Rock Your Favorite Musician T-Shirt Day	14 HOMECOMING FESTIVAL	
19 Kindness Day	20 Booster Pizza Friday Fall Sports end	21 Dyslexia Dash	
26	27	28 ACT Testing Window Opens (Oct 28-Nov 12)	
			Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
			

November 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
			1
5 Daylight Saving Time ends - Set clocks back one hour	6 Chick-fil-A Day 3:00-5:00p Music Rehearsal 3:15-5:00p Spring Musical Auditions Board of Trustees Meeting	7	8 9:30a Open House LIVE! 3:15-5:00p Spring Musical Auditions
12 ACT Testing Window closes	13 Book Fair begins Chick-fil-A Day 3:00-5:00p Music Rehearsal	14	15
19	20	21	22
	Thanksgiving Holiday - SCHOOL CLOSED		
26	27 Chick-fil-A Day 3:00-5:00p Music Rehearsal	28 1:30p Music Concert (Gr K-8 Audience)	29 1:30p Music Concert (Gr 9-12 Audience) 7:00p Music Concert


November 2023

THURSDAY	FRIDAY	SATURDAY	NOTES
2	3 Winter Sports Registration closes Flex Friday (Gr 6-12)	4	Check our website for the most current Sports Schedule.
9	10 Booster Pizza Friday	11 Veterans Day	
16 Thanksgiving Feast - ALL	17 Grand Friends Day Book Fair ends Early Release 12:30p Bus Departs	18	
23 Thanksgiving	24	25	<u>Legend</u> L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc 
Thanksgiving Holiday - SCHOOL CLOSED			
30			

December 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
<i>In case of inclement weather, please check your local TV station. See Handbook for listings.</i>			
3	4 Chick-fil-A Day	5 Exam Review Day (Gr 6-12)	6 Exam Review Day (Gr 6-12)
10	11 3rd Period Exam (Gr 6-12) 4th Period Review (Noon Dismissal Gr 6-12) NO CHICK-FIL-A	12 4th Period Exam (Gr 6-12) 5th Period Review (Noon Dismissal Gr 6-12)	13 5th Period Exam (Gr 6-12) 6th Period Review (Noon Dismissal Gr 6-12)
17	18	19	20
	Winter Holiday - SCHOOL CLOSED		
24	25 Christmas	26	27
31 New Year's Eve	Winter Holiday - SCHOOL CLOSED		

December 2023

THURSDAY	FRIDAY	SATURDAY	NOTES
	1 Booster Pizza Friday Winter Learning Prep (Gr 6-12) Volunteer Hours due (Gr 6-12)	2	Check our website for the most current Sports Schedule.
7 1st Period Exam (Gr 6-12) 2nd Period Review (Noon Dismissal Gr 6-12) Hanukkah begins at sundown	8 2nd Period Exam (Gr 6-12) 3rd Period Review (Noon Dismissal Gr 6-12)	9	
14 6th Period Exam (Noon Dismissal Gr 6-12) 3:00-6:00p Alumni Holiday Party	15 Early Release 12:15p Carpool 12:30p Bus Departs Winter Holiday begins Hanukkah ends at sundown	16	
21	22	23	
Winter Holiday - SCHOOL CLOSED			
28	29	30	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
Winter Holiday - SCHOOL CLOSED			

January 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	1 New Year's Day <div>SCHOOL CLOSED</div>	2 Classes resume (Gr K-5) Winter Learning begins (Gr 6-12)	3
7 MAP Testing Window Opens for Gr K-5 only (Jan 8-12)	8 Spring Semester begins (Gr 6-12) Chick-fil-A Day Board of Trustees Meeting	9	10 9:30a Virtual Open House
14	15 Martin Luther King, Jr. Holiday <div>SCHOOL CLOSED</div>	16 Professional Development Day <div>NO CLASSES</div>	17
21	22 Chick-fil-A Day	23	24 8:30-10:00a Transition Day - Rising 6th Grade STUDENTS 6:00-8:00p Rising 6th Gr Transition PARENT Mtg - M Grt Rm
28	29 Chick-fil-A Day Spring Sports Registration opens	30	31 2023 Fall Gold/Silver Mustang Recognition Breakfast (Gr 6-12)

January 2024			
THURSDAY	FRIDAY	SATURDAY	NOTES
4	5 Winter Learning ends	6	Check our website for the most current Sports Schedule.
11	12 MAP Testing Window Closes	13	
18 Winter Team Sports & Clubs Photos	19	20	
25 12:00-1:00p Transition Day - Rising 9th Grade STUDENTS 6:00-8:00p Rising 9th Gr Transition PARENT Mtg - U Grt Rm	26 Booster Pizza Friday	27	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
		<i>In case of inclement weather, please check your local TV station. See Handbook for listings.</i>	



February 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
<i>In case of inclement weather, please check your local TV station. See Handbook for listings.</i>			
4	5 Chick-fil-A Day Spring Sports begin	6	7 9:30a Virtual Open House
11	12 Chick-fil-A Day	13 7:00p State of the School	14 Valentine's Day Party - ALL Winter Sports end Ash Wednesday
18	19 Presidents' Day SCHOOL CLOSED	20 Professional Development Day NO CLASSES	21
25 ACT Testing Window closes	26 Chick-fil-A Day	27	28

February 2024			
THURSDAY	FRIDAY	SATURDAY	NOTES
1	2 2024-2025 Reenrollment Contracts sent out	3	Check our website for the most current Sports Schedule.
8	9	10 ACT Testing Window opens (Feb 10-25)	
15	16 Booster Pizza Friday 2024-2025 Reenrollment Contracts Due	17	
22	23 Spring Sports Registration closes	24 AAC Basketball All-Star Games	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
29 Spring Team Sports & Clubs Photos			



March 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
<p><i>In case of inclement weather, please check your local TV station. See Handbook for listings.</i></p>			
3	<p>4</p> <p>Chick-fil-A Day</p> <p>Board of Trustees Meeting</p>	5	6
<p>10</p> <p>Daylight Saving Time begins Set clocks forward one hour</p>	<p>11</p> <p>Chick-fil-A Day</p>	<p>12</p> <p>1:30 Lower School Performance (Gr 6-8 Student Audience)</p>	<p>13</p> <p>9:30a Virtual Open House</p> <p>1:30p Lower School Performance (Gr 9-12 Student Audience)</p>
<p>17</p> <p>St. Patrick's Day</p>	<p>18</p> <p>Chick-fil-A Day</p>	<p>19</p> <p>Sr. Presentation Rehearsals</p>	<p>20</p> <p>Sr. Presentation Rehearsals</p>
<p>24</p> <hr/> <p>31</p> <p>Easter</p>	<p>25</p> <p>Chick-fil-A Day</p> <p>Sr. Presentations</p> <p>MAP Testing Window Opens (Gr 6-12 Mar 25-28)</p>	<p>26</p> <p>Sr. Presentations</p>	<p>27</p> <p>Sr. Presentations</p>

March 2024

THURSDAY	FRIDAY	SATURDAY	NOTES
	1 Book Character Dress Up Day (Gr K-5) Flex Friday (Gr 6-12)	2	Check our website for the most current Sports Schedule.
7 NO CLASSES - ALL Student Conferences	8 NO CLASSES - ALL Student Conferences	9 SAT Test Date	
NO CLASSES			
14 1:30p Lower School Performance (Parent Audience)	15 1:30p Lower School Performance (Parent Audience)	16	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc
21 Sr. Presentation Rehearsals	22 Sr. Presentation Rehearsals 8:15a Pastries for Parents (Gr K-5) Booster Pizza Friday 3:00-6:00p Student Art Gallery & Reception	23	
28 MAP Testing Window Closes	29 Early Release 12:15p Carpool 12:30p Bus Departs Spring Break begins Good Friday	30	



April 2024			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	1	2	3
	Spring Break - SCHOOL CLOSED		
7	8 Chick-fil-A Day	9	10
14 Easter	15 Chick-fil-A Day	16	17 9:30a Virtual Open House
21	22 Chick-fil-A Day 3:00-5:00p All Band Rehearsal 4:00p AAC Baseball Championships Passover begins at sundown	23 9:00a AAC Tennis Semi-Finals	24 9:00a AAC Tennis Championship
28 8th Grade Week ACT Testing Window closes	29 Chick-fil-A Day 3:00-5:00p All Band Rehearsal	30 Passover ends at sundown	


April 2024			
THURSDAY	FRIDAY	SATURDAY	NOTES
4	5	6	Check our website for the most current Sports Schedule.
Spring Break - SCHOOL CLOSED			
11	12	13 ACT Testing Window opens (Apr 13-28)	
18	19 Booster Pizza Friday	20 7:00-11:00p Prom - Gym	
25 10:00a Spring Musical (Gr 9-12 Audience)	26 10:00a Spring Musical (Gr K-8 Audience) Spring Sports ends 7:00p Spring Musical	27 7:00p Spring Musical	
			Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc 

May 2024			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY
<p>8th Grade Week</p>			1
<p>5</p> <p>MAP Testing Window Opens (Gr K-5 May 6-10)</p> <p>Spirit Week</p>	<p>6</p> <p>Chick-fil-A Day</p> <p>3:00-5:00p All Band Rehearsal</p> <p>6:00pm MSA Middle School Sports Banquet - Gym</p>	<p>7</p> <p>1:30p Music Concert (Gr K-8 Audience)</p> <p>6:00pm AAC All Conference Banquet - gym</p>	<p>8</p> <p>1:30p Music Concert (Gr 9-12 Audience)</p> <p>7:00p Music Concert</p>
<p>12</p> <p>Mother's Day</p> <p>Senior Week</p>	<p>13</p> <p>Chick-fil-A Day</p> <p>Board of Trustees Meeting</p>	<p>14</p> <p>Exam Review Day (Gr 6-11)</p>	<p>15</p> <p>Exam Review Day (Gr 6-11)</p>
<p>19</p>	<p>20</p> <p>3rd Period Exam (Gr 6-11)</p> <p>4th Period Review (Noon Dismissal Gr 6-11)</p> <p>NO CHICK-FIL-A</p>	<p>21</p> <p>4th Period Exam (Gr 6-11)</p> <p>5th Period Review (Noon Dismissal Gr 6-11)</p>	<p>22</p> <p>5th Period Exam (Gr 6-11)</p> <p>6th Period Review (Noon Dismissal Gr 6-11)</p> <p>Chromebook Return Day Gr K-5</p>
<p>26</p>	<p>27</p> <p>Memorial Day</p> <p>SCHOOL CLOSED</p>	<p>28</p> <p>Teacher Work Day</p>	<p>29</p>

THURSDAY	FRIDAY	SATURDAY	NOTES
2	3 MSA Olympics (Gr 6-12) Volunteer Hours Due (Gr 6-12)	4 SAT Test Date	<p>Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc</p> 
9 Senior Exit Interviews/ Laptop Return 6:00p MSA Varsity Sports Banquet - gym	10 Senior Exit Interviews/ Laptop Return Booster Pizza Friday MAP Testing Window Closes	11	
16 1st Period Exam (Gr 6-11) 2nd Period Review (Noon Dismissal Gr 6-11)	17 8:30a Graduation Practice 1:30p Pet Day (Gr K-5) 2nd Period Exam (Gr 6-11) 3rd Period Review (Noon Dismissal) 6:00p Sr. Honors Night - gym	18 10:00a Graduation - SAC	
23 6th Period Exam (Gr 6-11 Noon Dismissal) Laptop Return Day Gr 6-11	24 Honors Day Early Release 11:00a - Carpool Dismissal 11:15a - Buses Depart Last Day of School	25	
30	31		


June 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
2	3	4	5
9	10	11	12
16 Father's Day	17	18	19 Juneteenth <div>SCHOOL CLOSED</div>
23 <div>30</div>	24	25	26

June 2024			
THURSDAY	FRIDAY	SATURDAY	NOTES
		1 SAT Test Date	Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc 
6	7	8	
13	14 Flag Day	15	
20	21	22	
27	28	29	

July 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	1	2	3
	SCHOOL CLOSED		
7	8	9	10
14	15 Board of Trustees Meeting	16	17
21	22	23	24
28	29	30	31

July 2024			
THURSDAY	FRIDAY	SATURDAY	NOTES
<div>4</div> <div>Independence Day</div>	5	6	<div> <div> Legend L - Lower Grades K-5 M - Middle Grades 6-8 CA - CommArts Grades 6-12 U - Upper Grades 9-12 WLP - Winter Learning Pgm SAC - Student Activity Ctr PVA - Parent Volunteer Assc </div> <div>  </div> </div>
SCHOOL CLOSED			
11	12	13	
18	19	20	
25	26	27	

Notes



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