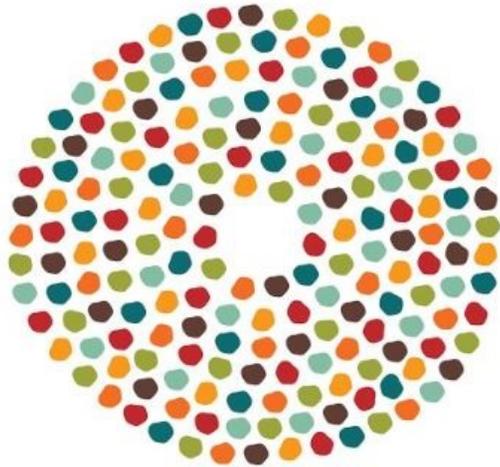


ASHÉ
PREPARATORY
ACADEMY
STUDENT & FAMILY
HANDBOOK
2019 - 2020



Ashé

Preparatory Academy

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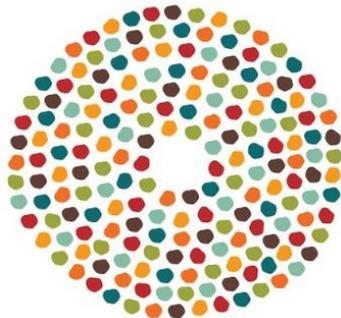
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MESSAGE FROM OUR FOUNDER

Welcome to Ashé Preparatory Academy!

Greetings and welcome to the Ashé Preparatory Academy community! This is such an exciting time for all of us.

We are embarking on a new journey, one that will cultivate the genius of your wonderful children and youth. We have worked intentionally and mindfully to create a teaching and learning environment that provides 1) strong academic growth and success, 2) healthy social-emotional development, 3) positive identity development, and 4) empowering civic and community engagement. When Ashé Prep students experience all of these combined, they will begin to see themselves as confident and competent leaders both now and into the future. That is our mission and vision – to grow creative, innovative leaders who are prepared to participate effectively in their lives, careers, families, communities, and in the global arena.

Together, we are the trustees of their education and we will hold that education in trust for them as we also prepare them to take responsibility for it themselves. I am so honored and privileged to be a part of our students' journeys and to work together with you all to co-create the village that will raise our young.

This handbook serves as an important guide for our collective work and responsibility – an agreement to create and sustain a consistent, safe, and supportive teaching and learning environment. I look forward to our work together, the most important work in the world.

Ashé,

Dr. Debra R. Sullivan
Founder & Board Chair
(206) 858-6438
drsullivan@AshePrep.org



MESSAGE FROM OUR FOUNDING PRINCIPAL

Welcome Ashé Prep Families!

As we enter into our first year of operation at Ashé Prep, I want each of you to know how important you are to us. The Ashé Prep staff know and realize each child has their own unique genius. We also realize and welcome our responsibility to ensure that students achieve their highest potential through cultivating their genius. The students at Ashé Prep are our inspiration and legacy. Our expectations are fair and we encourage each student to be *honest, work to the best of their ability and respect others.* When home and school join efforts to create an environment that cultivates academic excellence, while providing care and support, each student can be successful. We welcome your participation and support during the school year and encourage your membership in the Family Council, as well as your presence on board committees.

The Ashé Prep Handbook is designed to explain the expectations and policies that guide our school. We hope that it is a helpful guide for your family. Please be sure to familiarize your family and child(ren) with all its components. If you can not find the answers in this handbook, please contact the school to get the information you need.

I speak for Ashé Prep staff when I say that we all look forward to working with your family to provide an outstanding educational experience for our students this year!

Ashé,



Monique Harrison
Founding Principal
(206) 858-6432
mharrison@AshePrep.org



ABOUT ASHÉ PREP

Ashé Preparatory Academy (Ashé Prep) will serve 450 K-8 students in the greater Skyway/West Hill community – beginning with grades K, 1, 2, and 6 in 2019. Ashé (ah-SHAY) is a philosophical concept from the Yoruba of Nigeria, West Africa that affirms the power to make things happen and produce change. Ashé Prep will make things happen and produce change by addressing the unmet educational needs of Skyway/West Hill students. Ashé Prep students will be change-makers in their community. Ashé Prep is neither a traditional Elementary nor a traditional Middle School; it is a Kindergarten through 8th Grade Public Charter School that is deeply committed to providing a superior academic experience. We do this by providing an enhanced academic educational program that builds on the educational goals of each student.

Ashé Prep is dedicated to providing the following in its core educational program:

- ◆ **Culturally responsive** and **academically rigorous** teaching methods incorporating decades of historical and contemporary research about teaching children of color, children learning English, and children from low-income families to high levels of academic achievement and persistence.
- ◆ Curriculum-embedded and technology-supported **civic and community-focused thematic projects** and studies in every grade level beginning with My Neighborhood in Kindergarten and culminating with My World in 8th grade.
- ◆ **Student leadership development** through community service and engagement with the Skyway community.
- ◆ **Year-round professional development for teachers** focused on cultural/linguistic inclusion in the classroom and increased cultural intelligence in the community.
- ◆ **Student-centered collectives** (Ujima Teams) comprised of the student, teacher, family member, and a community mentor who are in close contact regularly and convene quarterly to support each student's academic, non-academic, and social-emotional growth through a personalized growth plan that challenges strengths and strengthens challenges.
- ◆ Regular **creative genius celebrations** (Ku'umba Exhibitions), where students showcase their genius – their academic and creative gifts and strengths – and are celebrated for upholding high academic expectations and school values.

ABOUT ASHÉ PREP

MISSION

Ashé Prep's mission is to **cultivate the genius** of a diverse population of students and prepare them to excel in high school, college, and career and to serve as **leaders in and for their communities**.

VISION

Ashé Prep's vision is that all students and graduates know how to take **action to improve their communities and their world**.

THE NGUZO SABA—7 Principles of Kwanzaa

- ◆ **Umoja** (oo-MO-jah): **Unity.**
We are committed to maintaining a sense of belonging and fostering community amongst our students, families and staff.
- ◆ **Ujima** (oo-JEE-mah): **Collective Work and Responsibility.** We cultivate genius in students and develop their leadership skills for working together, in and for our community.
- ◆ **Ujamaa** (oo-jah-MAH-ah): **Cooperative Economics.**
We build the capacity of our students to develop financial, economic and entrepreneurial literacy.
- ◆ **Kujichagulia** (koo-jee-chah-GOO-lee-ah): **Self-determination.**
All staff and students have Personalized Learning Plans to define ourselves, name ourselves, create for ourselves, and speak for ourselves.
- ◆ **Nia** (NEE-ah): **Purpose.**
We believe in cultivating the genius of a diverse population of students, staff and families.
- ◆ **Kuumba** (koo-OOM-bah): **Creativity.**
We honor and cultivate unique talents in each individual and their ability to make our community more beautiful and beneficial to our future.
- ◆ **Imani** (ee-MAH-nee): **Conviction.**
We believe in the genius of every child and exist to eliminate all gaps that marginalize.



DAILY SCHEDULES

Breakfast, Ujima AM, Optional Tutoring — 7:30AM

The school day officially begins at 8:00AM.

Kindergarten Daily Schedule	
Advisory Family Groups	8:00-8:30
English Language Arts	8:30-9:45
Mathematics	9:45-11:00
Kujichagulia Time: Enrichment/Intervention	11:00-11:45
Lunch/Recess	11:45-12:30
Science/Community Studies	12:30-2:00
Recess	2:00-2:15
PE/Wellness/Creativity/Arts	2:15-3:00
Advisory Family Groups	3:00-3:30

1st/2nd Grade Daily Schedule	
Advisory Family Groups	8:00-8:30
English Language Arts	8:30-9:45
Mathematics	9:45-11:00
Kujichagulia Time: Enrichment/Intervention	11:00-11:45
Lunch/Recess	11:45-12:30
Science/Community Studies	12:30-2:00
Recess	2:00-2:15
PE/Wellness/Creativity/Arts	2:15-3:00
Advisory Family Groups	3:00-3:30

6th Grade Daily Schedule	
Advisory Family Groups	8:00-8:30
English Language Arts	8:30-9:45
Mathematics	9:45-11:00
PE/Wellness/Creativity/Arts	11:00-11:45
Kujichagulia Time: Enrichment/Intervention	11:45-12:30
Lunch/Recess	12:30-1:15
Science/Community Studies	1:15-2:45
Belonging Time	2:45-3:00
Advisory Family Groups	3:00-3:30

DAILY SCHEDULES

Breakfast, Ujima AM, Optional Tutoring — 7:30AM

The school day officially begins at 8:00AM.

Early Dismissal Schedule

All Grades Early-Release Schedule	
Advisory Family Groups	8:00-8:30
English Language Arts with Integrated Projects & Studies	8:30-9:45
Math with Integrated Projects & Studies	9:45-11:00
Umoja Meeting	11:00-11:45
Lunch/Early Release	11:45-12:30

START & END OF SCHOOL DAY PROCEDURES

BEFORE SCHOOL PROCEDURES

ARRIVAL BY CAR - Students are only allowed to enter through the gym until 8:00am. After 8:00am, all Ashé Prep students, families and staff must enter through the Ashé Prep front entrance.

ARRIVAL BY BUS - As buses arrive, students will be lead to the gym for breakfast. Students are only allowed to enter through the gym until 8:00am. After 8:00am, all students must enter through the Ashé Prep front entrance.

ARRIVAL BY BICYCLE - Bicycles may be ridden **to the campus** but **not on campus**. Bicycles must be parked in the bike racks. Classrooms cannot be used to store bikes. Once on school sidewalks, students must walk their bicycles.

All Students and Adults must use walking paths when arriving and departing.

AFTER SCHOOL PROCEDURES

School is dismissed at 3:30PM. Students who walk are expected to walk directly home or be meet up with a designated parent or guardian at that time.

Please make arrangements with a daycare provider if these times do not work for your schedule.

There is no supervision by school staff

before 7:30 AM or after 4:15 PM.

Please help us keep your child safe.

ASHÉ PREP ACADEMY 2019-2020 SCHOOL YEAR CALENDAR

August 2019							
	Su	M	T	W	Th	F	S
8/5-23/2019	Home Visits/Staff Summer Institute						
8/26/2019	First Day of School						
8/26-30/2019	4	5	6	7	8	9	10
8/26-30/2019	11	12	13	14	15	16	17
8/26-30/2019	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
	Total Instructional Days: 5						
September 2019							
9/2/2019	Labor Day - No School						
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
	Total Instructional Days: 20						
October 2019							
10/14/2019	Indigenous Peoples' Day - No School						
10/22-23/2019	Quarter 1 Interim Assessment Window						
10/25/2019	6	7	8	9	10	11	12
10/31/2019	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
	Total Instructional Days: 22						
November 2019							
11/1/2019	Student-led Conferences - Early Release						
11/1/2019	End of Quarter 1						
11/11/2019	3	4	5	6	7	8	9
11/22/2019	10	11	12	13	14	15	16
11/28-29/2019	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	Total Instructional Days: 18						
December 2019							
12/23-31/2019	Winter Break - No School						
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
	Total Instructional Days: 15						
January 2020							
1/1/2020	Winter Break - No School						
1/2-3/2020	Staff Development - Early Release						
1/14-16/2020	Quarter 2 Interim Assessment Window						
1/17/2020	12	13	14	15	16	17	18
1/20/2020	19	20	21	22	23	24	25
1/24/2020	26	27	28	29	30	31	
1/30-31/2020	Student-led Conferences - Early Release						
	Total Instructional Days: 20						



Ashé

Preparatory Academy

Cultivating Genius

ASHÉ PREP ACADEMY 2019-2020 SCHOOL YEAR CALENDAR

February 2020							
2/17/2020	President's Day - No School	Su	M	T	W	Th	F S
2/26-28/2020	ELPA 21 Assessment						1
		2	3	4	5	6	7 8
		9	10	11	12	13	14 15
		16	17	18	19	20	21 22
		23	24	25	26	27	28 29
Total Instructional Days: 19							
March 2020							
3/17-19/2020	Quarter 3 Interim Assessment Window	Su	M	T	W	Th	F S
3/20/2020	Data Day - Staff Only	1	2	3	4	5	6 7
		8	9	10	11	12	13 14
		15	16	17	18	19	20 21
		22	23	24	25	26	27 28
		29	30	31			
Total Instructional Days: 21							
April 2020							
4/2-3/2020	Student-led Conferences - Early Release	Su	M	T	W	Th	F S
4/3/2020	End of Quarter 3				1	2	3 4
4/6-10/2020	Spring Break - No School	5	6	7	8	9	10 11
4/17/2020	Ku'umba Genius Exhibition	12	13	14	15	16	17 18
4/21-30/2020	SBA ELA Window	19	20	21	22	23	24 25
		26	27	28	29	30	
Total Instructional Days: 17							
May 2020							
5/5-14/2020	SBA Math Window	Su	M	T	W	Th	F S
5/19-21/2020	Quarter 4 Interim Assessment Window (K-2)						1 2
5/25/2020	Memorial Day - No School	3	4	5	6	7	8 9
		10	11	12	13	14	15 16
		17	18	19	20	21	22 23
		24	25	26	27	28	29 30
Total Instructional Days: 20							
June 2020							
6/4-5/2020	Student-led Conferences - Early Release	Su	M	T	W	Th	F S
6/19/2020	Last Day of School - Early Release		1	2	3	4	5 6
6/22-23/2020	Inclement Weather Make-up Days	7	8	9	10	11	12 13
6/24-25/2020	Data & Planning Days - Staff Only	14	15	16	17	18	19 20
		21	22	23	24	25	26 27
		28	29	30			
Total Instructional Days: 15							
July 2020							
7/3/2020	Independence Day	Su	M	T	W	Th	F S
					1	2	3 4
		5	6	7	8	9	10 11
		12	13	14	15	16	17 18
		19	20	21	22	23	24 25
		26	27	28	29	30	31
Total Instructional Days: 0							

KEY	
	Home Visits/Staff Summer Institute
	First/Last Day of School
	Early Release (Staff Development)
	Data Day - No School/Staff Only
	Vacation/Holiday - No School
	Assessment Windows
	Student-led Conferences - Early Release
	Ku'umba Genius Exhibition Evening Event
	Inclement Weather Make-up Days

ASHÉ PREP COMMUNITY BEHAVIOR EXPECTATION

In accordance with our mission, Ashé Prep's Discipline Policy and Plan begins from a foundation of belonging aligned with our core values of Unity and Collective Responsibility (Ujima). Discipline without a sense of belonging is punishment that leads to marginalization, ostracization, resentment, and resistance—none of which is good for students' social-emotional development. Along the same lines, implementing restorative practices when there is no trust or belief that one belongs leads to more distrust. Students who do not feel included in a school community will eventually give up trying to belong.

Ashé Prep's discipline policy begins with building relationships that promote belonging. Our target students and families, who were consulted regarding their experiences with schools' discipline practices, expressed that schools made them feel as though they did not belong and that discipline policies and practices appeared to be escalation practices, with suspension and expulsion as the ultimate goal. Therefore, Ashé Prep will utilize a culturally responsive discipline approach, which begins with belonging for all students.

In keeping with core values, the following serve as the foundation for student behavioral expectations:

Value	Meaning
Unity—Umoja	Everyone belongs. Our primary goal is to demonstrate this in all we do to, for, and with ourselves and others.
Self-Determination—Kujichagulia	We are responsible for how we treat ourselves and each other.
Collective Responsibility—Ujima	The Ashé Prep community is responsible for the well-being of all members of our community.
Purpose—Nia	All members of the Ashé Prep community have a purpose and we seek to restore that purpose if lost.
Conviction/Belief—Imani	We believe in all members of our Ashé Prep community and the conviction that there is a positive future for each member.

EXPECTED BEHAVIORS

AT ASHÉ PREP, STUDENTS:

- ◆ understand Ashé Prep's expectations and follow them willingly,
- ◆ come to school on time every day,
- ◆ use Ashé Prep's materials (e.g. books, equipment, etc.) appropriately,
- ◆ follow the Ashé Prep uniform and dress code,
- ◆ resolve problems peacefully,
- ◆ use respectful and appropriate language at all times,
- ◆ "walk and talk" our mission, core values, and 21st Century Skills,
- ◆ are honest and respectful in their words and in their actions,
- ◆ are respectful in their words, actions, and intentions,
- ◆ develop good study habits and study regularly and consistently,
- ◆ set personal goals and take responsibility for achieving them,
- ◆ complete their learning assignments,
- ◆ engage in active participation in class,
- ◆ show pride in the Ashé Prep community by showing respect for the property of the school, others, and self,
- ◆ acknowledge and care for the feelings of others and treat others with respect,
- ◆ show kindness and respect toward other students and staff,
- ◆ use positive and respectful language in all communications,
- ◆ understand and respect differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background,
- ◆ immediately report all acts of bullying, violence, harassment, or threats to school staff,
- ◆ use conflict management and problem-solving skills to resolve disagreements,
- ◆ seek help from school staff when they cannot resolve conflicts themselves or when a conflict may evolve into a violent or combative circumstance.

ATTENDANCE

For safety purposes, Ashé Prep is a closed campus. This means that students must check in and out of school through the main office. Students cannot leave Ashé Prep's campus at any time during the school day without a parent, guardian, or sibling named on the student's registration form. Anyone taking a student from Ashé Prep will be required to sign in and provide valid identification. Any additional person picking a student up must be cleared by the parent/guardian with Ashé Prep in advance. **Ashé Prep will also maintain a "Do Not Release" list based on named people from any student's registration paperwork in the main office.** If a student is reported absent by school staff, an attempt will be made to contact the parent/guardian by telephone as soon as possible. Ashé Prep will take attendance at the beginning of every school day via the school's student information system. The main office will call the parents or guardians of any students not having prior notice of absence.

An excellent education opens doors to many opportunities and gives your child access to endless possibilities. Regular school attendance is a major component of academic success. Families who make regular school attendance a priority are helping their children develop good habits that will be likely to continue throughout their school careers. Research shows that school success is connected to regular school attendance.

Please know that we understand that sometimes things occur which interfere with timely arrival, but students who consistently miss school or who are consistently late, miss out on carefully planned instruction. While it is possible to make up *paperwork*, the valuable learning opportunities that are missed due to poor attendance, such as class instruction, presentations and rich discussions, can never be made up.

REPORTING ABSENCES/TARDIES

If your child is going to be absent or late, please contact the school office at 206-858-6431. We appreciate calls before school begins. A **note** or **phone call** explaining the reason for the absence or tardy must be provided by the parent or guardian.

TARDIES

Students who miss over half of their core instructional time will be marked as ABSENT for the half day.

EXCUSED ABSENCES

- ◆ Unplanned absences are excused when your child's personal illness or injury, or the illness, injury or death of a family member, prevents your child from attending school, and you notify the school within 48 hours of the absence. The school may require a note from your child's doctor if your child is absent due to illness or injury for an excessive number of days (more than 10).
- ◆ Planned absences are excused when you submit a request to the Principal at least three school days before the start of the planned absence *and the Principal approves the absence*.
- ◆ Planned absences may include, but are not limited to medical appointments, religious events or holidays, educational trips or other special one-time events.
- ◆ Absences due to short-term suspension of your child are excused.

UNEXCUSED ABSENCES

A parent/guardian's request to "excuse my child's absence" without a stated reason will cause the child's absence to remain Unexcused.

PARENT/GUARDIAN REQUEST FOR EARLY DISMISSAL

Please call ahead to let the office know if you plan to pick up your child early. Sign your child out in the office when you arrive and wait for your child in the office. The office will notify your child's teacher when you have arrived.

ATTENDANCE CONCERNS

Attendance concerns will be addressed during Ujima Team meetings. If needed, we will work collaboratively to develop an "Attendance Agreement". An "Attendance Agreement" details the steps and responsibilities necessary to assist the student in meeting their agreed upon attendance goals.

ABSENCES LONGER THAN TWENTY (20) CONSECUTIVE SCHOOL DAYS

Students who are absent for more than twenty (20) consecutive school days, whether the absences are EXCUSED or UNEXCUSED, will no longer be enrolled at Ashé Prep.

EXCEPTIONS:

- ◆ There is written agreement between the Principal and the student's parent or guardian.
- ◆ Student is receiving home/hospital services.

We want to support you and your child as much as possible to ensure your child's success in school. If there are issues that make it difficult to get your child to school, please let us know so that we can work with you to resolve the issues. **Students arriving late by 15 minutes or less, report to class and marked tardy by teacher. Students arriving later than 15 minutes, report to Main Office and receive a pass to class.**

SCHOOL BREAKFAST & LUNCH INFORMATION

Ashé Prep offers nutritious and well-balanced breakfast and lunch during the school day through Fresh-n-Local Foods. All students are welcome to participate in the school meal program.



Families, who may be eligible, can apply for free or reduced-price meals for their children. Applications for free and reduced meal benefits are available at the Main Office. For those who pay for full or reduced priced meals, you can fill your student's meal account by visiting www.mymealtime.com. Monthly reminders will be sent home to ensure that your student's account does not run out of funds. Student's with a low balance may not be able to purchase the regularly served meal and may be offered an alternate meal until their account balance can cover the cost for their meal.

To ensure that we always order enough for our students who eat school provided meals, we ask that families commit to purchasing lunch for a full month at a time. School menus will be made available in the weekly newsletter as well as our website.

For more information about school food or pricing, please contact the Main Office, info@asheprep.org.



SCHOOL SAFETY

ACCESS TO CLASSROOMS/GUESTS

Families are invited and encouraged to visit, observe and contribute to the classrooms. Drop-ins are welcome, but consideration and courtesy suggest that you schedule a convenient time for a class visit with the teacher in advance. In order to ensure the safety of our school community, identification badges or visitor badges are required of everyone. All visitors must sign-in at the office, and receive and wear a visitor/volunteer badge before entering any classroom.

The office has visitor badges to be worn by all non-staff persons in the building. Please sign-in at the office and obtain a visitor badge no matter how short your visit. The staff has been asked to stop anyone not wearing a badge and have them report to the office.

ILLNESS

If your child is injured or becomes seriously ill while at school, every effort will be made to notify you immediately. The school does not have facilities to adequately treat a prolonged illness. Students should not remain at school if they appear to have a contagious or infectious illness. Students with a fever will be sent home. Prepare a home plan for care in the event of sickness.

EMERGENCY TELEPHONE NUMBERS

We need updated emergency phone numbers to contact parents or guardians during the school day. Please include an e-mail address – *if you have one*. It is the responsibility of the parent/guardian to keep such information (i.e., residence address, telephone numbers, etc.) current at all times. **Call blocking should not be activated with respect to school telephone numbers** as this makes it impossible to reach a parent/guardian in an emergency.

If a parent/guardian cannot be reached, staff will attempt to reach individuals listed by the family on the student's emergency contact form. Except for life-saving interventions, all medical care provided to a student must be authorized by their parent or guardian. However, in a medical emergency, where a child is in a serious or life-threatening condition, the school will call 911 and the family.

MEDICATION

If your child needs medication to be given in school, including over-the-counter and prescriptions, he/she must have both a physician note and parent authorization. This includes over-the-counter medications, such as pain relievers and cold medicine. Medications must be in original containers. **"Medication at School Authorization"** forms are available from the school nurse. Students must never carry medications at school. All medications must be dropped off by parents/guardians at the main office – to be given to the nurse.

SCHOOL SAFETY

DRUG AND ALCOHOL-FREE SCHOOL

Under the Drug-Free Schools and Communities Act, Ashé Prep must be totally free of unlawful drugs and alcohol. No one is allowed to possess, use or distribute drugs or alcohol while at school or while taking part in any school activities. Disciplinary actions will be taken for drug and alcohol violations.



EMERGENCY SCHOOL CLOSURE

If severe winter weather threatens to delay, cancel, or close school early, announcements will be made on all major radio, TV stations, robo-call, on the school website www.asheprep.org and on the Public Schools Emergency Communications website www.schoolreport.org.

BUS EXPECTATIONS

WAITING IN LINE FOR THE BUS

Students will behave in a safe manner while waiting for the bus and follow the directions of identified school staff and volunteers.

Students are to:

- ◆ Go directly to their bus line when dismissed at the end of the school day
- ◆ Stand or sit in their bus line, quietly, so that they can hear when their bus is announced.
- ◆ Stay with the adults who are supervising bus duty.

RIDING THE BUS

- ◆ Keep hands, feet and objects to yourself.
- ◆ Food, drinks and gum are not permitted on the bus.
- ◆ Follow the directions of the bus driver promptly.
- ◆ Get on and get off only at your own bus stop.
- ◆ Stay seated at all times and sit flat, not on knees.
- ◆ Windows on the bus should remain closed unless given permission by the bus driver to open the window.
- ◆ All school rules apply at the bus stop and on the bus.
- ◆ Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, standing, or changing seats, may lead to suspension of riding privileges.

SCHOOL SAFETY

CONSEQUENCES FOR MISBEHAVING ON THE BUS

For students who continue to misbehave after receiving a Bus Behavior Referral, their parents/guardians will be contacted and a phone conference or school conference will be initiated to resolve the bus behavior concerns. If a student continues to misbehave on the bus, bus riding privileges will be taken away (number of days suspended from the bus will be determined by the number of referrals a student has and/or type of inappropriate behavior displayed on the bus).

In certain instances where the misbehavior is severe, the student may not receive a warning and consequences may begin with a suspension for the first offense; It will be the responsibility of the parent/guardian to transport their child to school during bus suspension.

Repeated written violations will result in the removal from the school bus for the remainder of the school quarter and transportation must be provided by parent or guardian.

If your child suffers from motion sickness, nose bleeds, weak bladder, allergies, or any other medical issues that you want the bus driver to be aware of, please inform the Ashé Prep office coordinator.

PLAYGROUND SAFETY

The school playground is a place for students to play, participate in physical activities, and take a break from classroom work.

In order for the playground to be a safe, enjoyable place, **ALL students, must:**

- Show respect for others and their personal space.
- Follow instructions given by playground supervisors.
- Be responsible for returning all playground equipment to the proper area when finished
- Share equipment fairly with other students.
- Never fight, push, shove or tackle.
- Never use skateboards, skates, Heelys (shoes with wheels), scooters or bikes on the playground. These items cause safety and storage/ security concerns
- Stay on school grounds.

EMERGENCY DRILLS & PROCEDURES

Emergency Drills are a Fire Code requirement as well as a requirement of Ashé Prep . The safety of all children at Ashé Prep as well as the safety of the school staff, parents, guardians and visitors is very important to us. In order to maintain a safe environment for our children to study and learn, it is necessary that we regularly participate in safety drills so that we can be prepared in case of an emergency. We want each student to understand and be aware of the importance of these drills and not be afraid when the fire alarm is sounded. By practicing, they will know what to do and how to do it.

FIRE DRILL

A loud, continuous sound, coming through the public address system, signals a fire drill. Fire drills are scheduled every month to teach students the safest, quickest route from school buildings. Whenever a class leaves a room for any emergency, students are to stay with their teachers until they hear the signal that means "time to return". During a Fire Drill, students are to:

- ◆ Follow the directions of the teacher.
- ◆ Leave all work and line up immediately to exit from the classroom.
- ◆ Walk silently in line until they have reached their designated area.
- ◆ Remain in line until an administrator gives the teachers directions to go into the building
- ◆ Return to their room in a quiet and orderly fashion.

EARTHQUAKE DRILL

Upon command, during shaking, or sound that there is a drill, students and staff will:

- ◆ Drop, cover and hold. Keep away from windows, file cabinets, and book shelves
- ◆ Get under/below equipment (desks, tables)- backs are to the windows.
- ◆ Grasp equipment (legs, etc.) with both hands, hold tight. Keep body under or below equipment.
- ◆ If no protection is available, drop to floor and cover heads with hands.
- ◆ Stay in this position and wait for further instructions.

LOCKDOWN DRILLS/REVERSE EVACUATION/ SHELTER-IN-PLACE DRILLS

The purpose of these drills is to (1) move to a safe location within the building in case of an emergency (2) secure the school building and (3) safely shelter all students, staff and visitors from any danger outside or inside the building. ALL DOORS TO THE SCHOOL BUILDING WILL BE LOCKED AND WILL REMAIN LOCKED until the danger or issue outside or inside the building is removed. To enable everyone to remain safe, no one will be allowed to enter the building or leave the building until Police or Administrator verbally gives the "All Clear" signal. The Main Office staff will not answer the phone during a lockdown due to the necessity of keeping the phone lines open for communication with our staff and emergency personnel.

FIRE



1. Stop working and talking.
2. Leave the room in a double line. Walk silently. Do NOT run.
3. Teachers: Bring emergency backpack & leave door unlocked.
4. Stand with your class in the designated area. (See map)
5. Do not re-enter building until told to do so by administrator or designee.

SHELTER-IN-PLACE

(A process to keep students & staff safe from dangers within the community.)



1. Lock exterior doors.
2. Students may remain in classrooms for extended time.
3. Academics are ongoing.

*Example: Haz-mat or radiation incident, snowstorm, vague threats of violence to community that is NOT directed at the school.

EARTHQUAKE

1. Move away from windows or shelves.
2. Take cover under a table or desk. Hold onto a furniture leg with one hand and protect the back of your neck with the other.
3. Remain in place until an administrator or designee gives further instructions.
4. They will let you know when and how to evacuate the building.



LOCKDOWN

1. Help any bystanders in the hallway enter the nearest classroom.
2. Lock door.
3. Turn off lights.
4. Drop below window-level and all lines of sight.
5. Remain silent in lockdown until an administrator or designee unlocks the door.



STUDENT RIGHTS & RESPONSIBILITIES

FREEDOM OF SPEECH

Citizens in our democracy are guaranteed self-expression under the First and Fourteenth Amendments of the Constitution of the United States of America. In a democratic society one of the basic purposes of education is to prepare students for responsible self-expression.

Students Have the Right to:

- ◆ Free speech at school unless their speech causes a "material and substantial disruption" to class or school activities, or infringes upon the rights of others.
- ◆ Form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous or libelous.

DUE PROCESS

According to Washington State discipline regulations, *due process* means that students must be treated fairly and with regard for their rights under the law. This means that any discipline or corrective action of a student who has violated rules must be administered fairly and for good and just cause.

Students have the right to tell their side of the incident and receive reasonable and just corrective actions for their misbehavior. School officials are expected to take corrective action only after a thorough examination of the facts, and the facts must always be reasonably related to the nature and circumstances of the violation. *Students have the right to appeal the discipline or any corrective action imposed that they feel is unjust or unjustly administered.*

STUDENT RIGHTS & RESPONSIBILITIES

PROPERTY AND PRIVACY RIGHTS

Federal and state laws provide persons with a reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students.

Student Responsibilities Are:

1. To attend school-related activities without bringing materials or objects prohibited by law or School Board policy or which detract from the educational process
2. To respect the property rights of the public at large, as well as those of individuals, and to refrain from destruction of, or damage to, such property

Students Rights Are:

1. To maintain privacy of personal possessions unless appropriate school personnel have a reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board policy
2. To attend school in an educational environment in which personal property is respected.

STUDENT RIGHTS & RESPONSIBILITIES

EQUAL EDUCATIONAL OPPORTUNITY

Students shall not be unlawfully discriminated against because of national origin, race, religion, economic status, sex, sexual orientation, gender identity, pregnancy, previous arrest, previous incarceration, or physical, or mental or sensory disability.

FREEDOM OF RELIGION

Students have the right to practice their religion individually so long as it does not disrupt educational activities or interfere with the rights of others. Students are free to:

- pray
- read from a religious text
- wear religious symbols
- discuss their faith

FOR THE PROTECTION OF ALL, THE FOLLOWING RULES APPLY:

General searches of school property, including lockers and desks, may be conducted without prior notice. Items such as firearms, other weapons, firecrackers, or anything else that might reasonably be a threat to safety or security, or disruptive to the educational process may be seized and removed from a student's possession.

In general, searches of students' persons (other than strip searches) or property may be conducted on reasonable suspicion that contraband or other evidence of misconduct is present, so long as the methods used are reasonably related to the objectives of the search and the search is not excessively intrusive in light of the age and sex of the student, the nature of the suspected infraction, and the information upon which the search is based.

Weapons Absolutely NOT Allowed

Under Ashé Prep School Board policy (3248 and 4210) there is no tolerance for student possession or use of weapons or firearms. Students may not possess or use weapons on school property, on school-provided transportation, in areas of facilities being used exclusively by public schools or at school-sponsored events or activities. Weapons prohibited by this policy include firearms, as defined under federal and state law; explosives; and items capable of causing bodily harm, such as knives and objects — including toys that appear to be weapons or that can be used to cause bodily harm, regardless of size. This policy will be enforced throughout the district. Individuals who bring a weapon to any school grounds, building or event will be disciplined and/or prosecuted to the full extent of the law.

COMMUNICATION WITH FAMILIES

Effective communication to staff, students, parents, guardians and the wider community is a key goal at **Ashé Prep**. There are several ways communication from school to home is provided:

- ◆ Ashé Prep Weekly Bulletin
- ◆ Ashé Prep website - www.asheprep.org
- ◆ Ashé Prep LivingTree communication board
- ◆ School Events (email, handouts, and programs)
- ◆ Newsletters and other important information from the school, or individual teachers are sent home either through U.S. mail, with students or e-mail.

Please contact teachers directly with questions or concerns about your child's educational experience.

E-MAIL

E-mailing is a great medium to promote communication. We hope that its use will contribute to our students' educational needs while respecting the time constraints of our staff, parents and guardians. We ask that you please follow these guidelines:

- ◆ Use e-mail only for non-urgent matters.
 - ◆ Do not expect teachers to read e-mails during class instruction.
 - ◆ Please identify your purpose in the subject line of your e-mail message.
- Your child's academic, social, and emotional progress are best addressed by scheduling a personal conference with your child's teacher.

FOUNDING STAFF DIRECTORY

Debra R. Sullivan, Founder/Executive Director
Fa'izah Bradford, Director of Operations
Monique Harrison, Principal
L. Diana Robinson, Office Coordinator
JT Williams, Community & Family Engagement Manager
Ashley Garcia, Founding Teacher
Elaine Dondoyano, Founding Teacher
Samuel Barnes, Founding Teacher
DarozyL Touch, Founding Teacher
Natalie Ransey, Founding Teacher
Jasmine Cheatham, Founding Teacher
Dominique Duggins, Founding Teacher
Clarence Baber, Founder Paraeducator

DRSullivan@AshePrep.org
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JTWilliams@AshePrep.org
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EDondoyano@AshePrep.org
SBarnes@AshePrep.org
DTouch@AshePrep.org
NRamsey@AshePrep.org
JCheatham@AshePrep.org
DDuggins@AshePrep.org
CBaber@AshePrep.org

UNIFORM POLICY

Uniforms and a Dress Code help maintain a school culture of unity and academic excellence. Our students wear uniforms to make clothing selection easier for families, avoid the inevitable distractions and status distinctions caused by clothing, and ensure that our students are focused on learning, not what other students are wearing.

Uniform:

- ◆ Khaki skirts, shorts, jumpers, dresses, or pants
 - ◆ Shorts and skirts should go to the knee
 - ◆ No jean or jean styled material
 - ◆ No sweatpants or sweatpants style material
 - ◆ No leggings or tights without real pockets
- ◆ Maroon, Teal or Orange Ashé Prep collared polo (short or long-sleeve)
- ◆ Visible undershirts must be solid white, khaki, or black
- ◆ Black sweaters/crewneck sweatshirts, including those with Ashé Prep logo with collared shirt
- ◆ Tights must be free of decorations/designs and be white, khaki, or black in color
- ◆ Closed-toe shoes that can be worn for in-school sports activities (no sandals or heels even on free dress days)
- ◆ No clothing, jewelry, or accessories, that are a distraction to the learning of the student or others
- ◆ Jackets and hoodies may not be worn in class
- ◆ Hats may not be worn in the building
- ◆ Students are encouraged to wear Ashé Prep shirts or college shirts or sweatshirts on Fridays (Khaki bottoms are still required)

We strongly prefer no logos or branding or other forms of decoration on clothing unless it's Ashé Prep.

If a student cannot correct a uniform infraction themselves, the school will loan the appropriate item. Parents will be contacted if needed to bring the appropriate item(s) to school, so the student is in uniform.

Ashé Prep will have Spirit Days throughout the year where students may wear themed outfits. Clothing choice on these days must be respectful of a learning environment. For example, shorts and skirts should go to the knee and shirts should have at least short sleeves. Please ask your student's teacher if you need to confirm free dress on any given day.



TOYS/PERSONAL ITEMS

Toys, personal items, etc. should not be brought to school. They will be held in the classroom or main office until the end of the school day. If your child is bringing in an item to share their story with their peers, the item should be kept in their backpack until they enter their classroom and then given to their teacher until the end of the day. It is strongly recommended that expensive or cherished items not be brought to school.

Electronics at School

Cell phones and other electronics should remain off and stored in the student's backpack during school hours unless directed by school staff. The school is not responsible for lost or stolen cell phones or other personal technology that students elect to bring to school. If students have cell phones out during the school day, they will be confiscated and given back to the parent/guardian. School staff will not investigate student's lost or stolen electronics.

Lost & Found

The Lost & Found is located in the Main Office. Items left in the Lost & Found will be donated at the school's discretion after a certain period of time. Please label all your child's items to make it easier to return to them if they are lost.

BIRTHDAY CELEBRATIONS

We know that your child is excited when their birthday occurs during the school year.

Please follow these simple guidelines regarding birthday celebrations:

We ask families not to send birthday invitations to school to be distributed, unless there is an invitation for every student in the class. Because passing out invitations can disrupt instruction, we ask that all invitations be distributed after school. Our school community is small and the effects of exclusion can be a painful experience for those who are left out. When students invite each classmate, they are learning kindness and thoughtfulness. It also helps them develop more diverse friendships and to build a more inclusive classroom community.

Families wishing to celebrate their child's birthday and would like to send healthy non-homemade treats to school, must **ALWAYS notify the teacher at least one-week in advance**. Please try to keep the treats simple and remember that pencils and erasers are also fun birthday treats. Balloons are not allowed for health and safety reasons.

Keep in mind...

Some children have special health needs that must be considered when you plan your treats. If you are not certain whether anyone in your child's class has such special needs, please contact the teacher.

Because medical information is confidential, you will only be told whether or not anyone has allergies – not the name of the student(s) or their specific medical condition.

Thank you for your cooperation!



ASHÉ PREP PERSONALIZED LEARNING PLANS

Students co-create personalized learning plans based on assessment data to determine interventions, acceleration of challenge areas, and 'excelexation' (enrichment) of strengths. A learning management system will assist students and staff to navigate adaptive software and organize research for projects. Students co-create personalized learning plans with teachers and families through Ujima teams to address what they need, when they need it, in ways that motivate taking increased responsibility for their own learning by drawing on their own experiences and prior knowledge. Through projects, students engage content at varying levels of mastery – creating academic access for students who are behind, those learning English, those with IEP/504 plans, and the highly capable.

Personalized learning plans will be reviewed at least four (4) times a year during the Ujima team meetings at the end of each quarter and as needed for each student.

Personalized learning plans provide students with opportunities to take responsibility for their own learning. PLPs normalize the reality that no two students' needs are the same. All students get what they need, when they need it, in ways that are most accessible to them. This helps to destigmatize difference, which has many benefits for students who have been "othered" by immutable traits. Kujichagulia, which translates to self-determination, is an intervention block that occurs four times a week and provides time for remediation, practice, and enrichment, based on students' personalized learning plans. Personalized learning plans to allow for "excelexation" in areas of strength, while ensuring that areas of academic weakness are not overlooked.

STUDY PLAN GUIDELINES AND PROCEDURES

PURPOSE

It is the intention of the Ashé Prep instructional staff to assist students in developing a study plan that is meaningful to students and reinforces classroom learning objectives that have already been or will be taught in class.

The main purposes generally associated with study plans are as follows:

- ◆ To give students a chance to review and practice what they have learned.
- ◆ To prepare students for the next day's lesson.
- ◆ To complete long-term/independent projects.
- ◆ To allow for more in-depth exploration of topics than is possible during class time.
- ◆ To help students develop time management, study, and organizational skills.
- ◆ To provide parents and guardians with insights into what is being taught in the classroom and the progress their child is making.

EXPECTATIONS/TIME

Actual time spent studying will vary with each student's study habits and academic skills.

Below is a generally guideline of approximate times that represent the total daily average for study time:

Grades K-1	5-10 minutes a day
Grades 2-3	10-20 minutes a day
Grades 4-5	20-40 minutes a day
Grades 6	40 - 60 minutes a day
Grades 7-8	60 - 90 minutes a day

LITERACY TIPS FOR FAMILIES

By Patricia Tanner Nelson, *Extension Family & Human Development Specialist*

TALK WITH YOUR CHILD

The child who speaks easily, who can describe and explain things well, is the one who will learn to read most easily. Saying words helps people read words. Your child will learn more if you elaborate on his or her sentences.

CREATE A GOOD READING CLIMATE

Children learn to read better if their home has newspapers, magazines, and books, and especially - if they are read to regularly by you. Children learn so much by observing adults.

READ TOGETHER OUT LOUD

Don't give up reading aloud just because your child is too big to hold on your lap. This may sound old-fashioned, but it's one of the best ways to help a child become a good reader. Children need to hear how good sentences sound before reading them makes sense. Hearing a story read aloud teaches a child what reading is all about. Reading aloud is a great activity for the whole family. Choose books or stories that everyone can enjoy. Older children can take turns being the reader too (let better readers read longer). Many children will remember the times when their parents read to them as among their happiest family times.

Let your child help select the stories to be read. Sometimes a child will want to hear the same story over and over again; that's OK. Try to read to your child at least 10 minutes each day.

Story-telling is like reading out loud, and can be just as valuable. Your child can contribute, perhaps by ending stories you begin. Children love to have their stories written down or typed, so they can be held and read again. Older children can begin to write down their own stories, which is great for their literacy skills.

OTHER ACTIVITIES TO DO WITH YOUR CHILD

- Make a book together. Have your child come up with a story and write it on the paper. Have your child draw pictures to go with the story. Make a cover page for your book and staple it together. Read the story with your child. (If your child cannot write yet, write the story down and add your child's pictures.)
- Encourage your child to write letters. Children love to get mail. Suggest that your child and a friend write letters to each other. The more "fun" we make reading and writing, the more children like to do it.
- Take monthly trips to the library so each family member can pick out books that appeal to them.
- Set aside one evening each week for a "book discussion." Share: title and author of the book they're reading, things they especially like about the book other reactions and comments.

MATH TIPS FOR FAMILIES

Math is everywhere, yet many children don't see it. Look for ways to point out and reinforce math skills at home. *For example:* talk about how you use math at work or in the home involve your child in tasks that require computing, measuring, estimating, building, following directions, problem solving and reasoning look for activities that require your child to use math skills such as building scale models, cooking, planning trips, and paying logical games. Look for games and activities that teach and/or reinforce math or thinking.

For example, look for games that require: developing skills with mental computation and estimation, players to use their math skills, development of strategies, players to think about the probability of certain events occurring, use of spatial visualization skills and logical thinking.

- ◆ When you see articles that have data that might interest your child (e.g. sports statistics, facts about natural disasters), share them and talk about what the numbers mean.
- ◆ Share your problem-solving strategies and techniques, mental computation strategies, and estimation strategies. Have your child teach you some. Work on the same problem, *then* compare strategies as well as answers.
- ◆ Invite your child to explain what was learned in math class or have it taught to you. It provides an opportunity for children to help clarify their thinking, to practice new skills, and to practice communicating mathematically.
- ◆ If your child has access to a computer, look for software that reinforces and teaches math concepts.

FIVE-MINUTE RULE

Implement a 5-minute rule with your child. A student should make a serious attempt at each and every problem assigned. If they are not able to understand a question after reading it, they should try reading it a second time aloud. If the student continues to have difficulty after reading it several times aloud, have someone read it aloud to them. If after 5 minutes of serious study, the student cannot make headway on the problem, they should try other resources (parent, sibling, homework buddy) before writing a note to the teacher in the space in their paper where the answer would be written. The note should tell the teacher specifically what they did and did not understand about the problem. Then the student should write a question to the teacher that would help them to solve the problem.

EXPLAIN REASONING

Part of our goal is for students to understand and express their mathematical thinking. In homework assignments, this must be done in a written form. Please help your child by making sure they provide adequate explanations where necessary. An explanation can be made in one of three ways:

1. Write a complete sentence
2. Draw a picture or diagram
3. Write a mathematical equation or expression

FIELD STUDIES

(formerly known as field trips)

Field studies are planned to enhance students' educational opportunities.

***Students who have not provided a fully completed and signed permission form for a school-sponsored field trip will not be allowed to participate.**

Field trip permission slips must be turned in on time.

School procedures pertaining to student conduct, discipline, and rights apply to students while on field studies. Expectations on field studies are the same as required of students within the school confines. Students violating school expectations during a field study are subject to the same disciplinary action as would apply if they were on school property.

Students who are currently under disciplinary action (out of school suspension only) at the time of the field study will be excluded from participation.

ALL VOLUNTEER CHAPERONES:

- Must be at least 21 years old
- Have been criminally screened as specified in RCW 43.43.830 and/or have passed a Washington State Patrol fingerprint criminal screening
- Are physically able to do the job
- Can work well with students

**Only one permission form is needed for all walking field trips in the immediate vicinity of the school during the course of a school year.*

GRADES & PROGRESS REPORTS

The purpose of report cards is to report progress and growth. K-8 will receive report cards four times during the school year at the end of each quarter.

KINDERGARTEN – 5TH GRADE

We have implemented a Standards-based report card. The grading scale uses numbers 1-4. Under each subject, on the Standards-based report card is a list of standards or specific academic skills, which students are expected to learn in that particular grade. These standards are uniform throughout the State. Families will be provided with a more detailed outline of the standards-based report card during the first Ujima Team Meetings.

MIDDLE SCHOOL (6th–8th)

Students' progress is monitored each quarter using **standards-based grading** on a 4-point scale.

- **Excelling (4)**
- **Meeting (3)**
- **Approaching (2)**
- **Beginning (1)**

At the end of the quarter, your child will receive a letter grade for the course.

Letter grades are used at the end of the reporting period for grades 6, 7, and 8 ONLY. A uniform, 11-point grading scale that includes plus (+) and minus (-) grades will be used in grades 6, 7, and 8 as determined by Ashé Prep Teaching and Learning Team. See chart below.

Percentage **	Letter Grade	Grade Point*
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	E	0

UJIMA TEAM GUIDELINES AND PROCEDURE

UJIMA TEAMS DEFINED

Ujima Teams create an accountability loop between adults in the community to students in the school. Modeled after Achievement First Greenfield Schools' "Dream Teams," Ujima Teams are small groups that support every student and include a student's teacher, a family member, a community member, and a student peer.

Every Ashé Prep student will have a team supporting her or his academic, leadership, and social-emotional goals. Ujima Teams provide opportunities for peer learning, modeling, and a culture of collective achievement with opportunities for teachers, students, and families to form strong bonds and relationships. Ujima Teams also provide opportunities for input to the school from a member of each student's culture and community and for the school to lean on the lived experiences of families.

Ujima Teams will meet during student-led conferences, will be present to cheer students on at Kuumba Genius Exhibitions, and offer encouragement during other times of celebration and challenge.

STUDENTS WHO ARE HAVING ACADEMIC, SOCIAL, OR EMOTIONAL CHALLENGES

Students who are experiencing academic, social or emotional challenges may be referred to the **Ujima Support Team**. The Ujima Support Team may be composed of general education teachers, administrators, counselor, nurse, Special Education teacher, school psychologist, and/or other appropriate staff members.

The purpose of the Ujima Support Team is to explore, through a problem-solving process, how we can better support students who are not making expected learning gains or who are exhibiting certain risk factors and design effective intervention plans and proactive strategies so that students will experience greater academic, emotional and social success. **Parent/Guardian participation in Ujima Support Team meetings is critical.**

During the meeting we will discuss the student's medical history, strengths, challenges/concerns, and prior interventions. Using this information, a plan of action will be developed. Such a plan may include additional academic support, interventions, mentors, special education assessment or collaboration with a parent or guardian to make referrals to outside professionals. Most students for whom assistance is requested will need support through minor changes in instruction and/or the classroom environment. A few students may need more extensive support.

ROLE OF ASSESSMENTS IN MONITORING STUDENT PROGRESS

Students take several types of tests, also called assessments, over the course of an academic year. Every assessment has its own purpose and provides a different kind of information for the student, school, and families.

Informal/Formative assessments include, but are not limited to teacher observations, CBAs (Classroom Based Assessments), rubrics, quizzes, interviews, portfolios, etc. Administering informal assessments on a regular basis throughout the school year provides useful information that can help teachers to identify the individual strengths and weakness of each student. Informal assessment information assists teachers in:

- ◆ Planning future instruction so that students' needs are met
- ◆ Deciding how students should be grouped for instruction so that each student receives instruction at his/her right level.
- ◆ Knowing which students need individual support

Formative Interim assessment such as Measures of Academic Progress (MAP) or Smarter Balanced Interim assessments will be given three times a year and used as a progress monitoring tools.

Summative assessments provide a once-a-year snapshot of how well a student is doing overall or in comparison to other students in the state or nation (such as the state-Smarter Balanced Assessment, SBA).

COMMUNITY AND FAMILY ENGAGEMENT

JT Williams organizes parent and staff volunteers for school wide events, helps to plan school events and advertising for the events, and organizes room Coordinators.

JT will also be available to support the family and child by providing access to resources in the greater Skyway, South Seattle, Renton communities.

If you want to volunteer or have any questions, please contact him or fill out our online volunteer interest form

www.asheprep.org/volunteer
jtwilliams@AshePrep.org
(206) 858-6437



ASHÉ PREP COMMITTEES

LEGACY COUNCIL

Chair: TBD

The Legacy Council serves as the leadership core for the parent body, primarily focused on school community & culture, and fundraising efforts to help support the financial needs of the school.

Legacy Council meetings are a forum for discussion, concerning matters of interest & concern for the overall health of the school community. The Legacy Council supports/sponsors any activities that contribute to a healthy community at Ashé Prep *i.e.* teams, clubs, festivals, volunteer workdays, improvement projects, parent education events, committees, etc.

FUNDRAISING COMMITTEE

Chair: Monique Harrison

The fundraising committee is responsible for organizing fundraisers in collaboration with the board of directors. There are sub-committees for larger fundraisers. Our major fundraisers include

CURRICULUM SUPPORT COMMITTEE

Chair: Evelyn Cook

This committee helps to enhance the education program. It also assists with procuring supplies and resources for classroom projects. .

ROOM COORDINATORS (RCS)

Coordinators develop classroom contact lists, help keep families connected to classrooms, and relay all school news provided to them by the Volunteer Coordinator or the teacher. They help solicit volunteers for classroom and school-wide needs. Teachers may use RCs to help organize general classroom assistance.

GRADE BAND REPRESENTATIVES

A group made up of RC's, the Legacy Council Lead, and the CAFÉ manager to share ideas of how to improve the classroom dynamic, solve communication issues, and otherwise support the teacher.

K-2:

3-5:

6-8:

SCHOOL SAFETY COMMITTEE

Chair: Fa'izah Bradford

Meets monthly to discuss and implement safety procedures at our school.

2019-2020 SCHOOL YEAR IMPORTANT DATES

August 26 — First Day of School for Students
September 2—Labor Day, No School
October 14—Indigenous Peoples' Day, No School
October 25—Data Day! Staff Only, No School for Students
October 31 & November 1—Student-led Conferences (Early Release)
November 1 —End of First Quarter
November 11— Veterans Day Holiday (No school)
November 28 & 29—Thanksgiving Holiday (No school)
December 13—Ku'umba Genius Exhibition (evening event)
December 23, 2019 to January 3, 2020 Winter Break (No school)
January 2 & 3, 2020—Professional Development, Staff Only
January 6, 2020—Back to School
January 17, 2020—Data Day! Staff Only, No School for Students
January 20—Martin Luther King Day Holiday (No school)
January 24—End of Second Quarter (Semester)
January 30 & 31—Student-led Conferences (Early Release)
February 17—President's Day, No School
March 20—Data Day! Staff Only, No School for Students
April 2 & 3—Student-led Conferences (Early Release)
April 3—End of Third Quarter
April 10—Ku'umba Genius Exhibition (evening event)
April 13—17— Spring Break (No school)
May 25— Memorial Day Holiday (No school)
June 11 & 12—Student-led Conferences (Early Release)
June 17—Last Student Day (Early Release)
June 22 & 23—Make-up days, if needed

For a more extensive school calendar, please visit www.asheprep.org

Assessment Windows

August 26-30—WAKids and Diagnostic Assessments
October 22-23—Quarter 1 Interim Assessment Window
January 14-16—Quarter 2 Interim Assessment Window
February 26-27—ELPA 21 Assessment
March 17-19—Quarter 3 Interim Assessment Window
April 21-30—SBA ELA Window (6th grade only)
May 5-14—SBA Math Window (6th grade only)
May 19-21—Quarter 4 Interim Assessment Window (K-2 only)

Interim Assessments will include but not limited to Reading Level Assessment, Interim SBA, and MAP

Key:

Interim SBA—Interim Smarter Balanced Assessment (Growth measurement)
MAP—Measures of Academic Progress (Growth measurement)
SBA—Smarter Balanced Assessment (State requirement)

NGUZU SABA (SONG/PLEDGE)

Umoja - Unity that brings us together

Kujichagulia - We will determine who we are

Ujima - We're working and building our union

Ujamaa - We'll spend our money wisely

Nia - We know the purpose of our lives

Kuumba - All that we touch is more beautiful

Imani - We believe that we can, we know that we can,
we will anyway that we can

Ashé, Ashé, Ashé!



WEBSITE ACCESSIBILITY POLICY

Important Notice Regarding Website Accessibility

Ashé Preparatory Academy is committed to making its website content accessible to all persons, including individuals with disabilities.

Report An Issue

If you wish to request Ashé Preparatory Academy to provide access to online information or functionality that is currently inaccessible, you may do so in any of the following ways:

- ◆ *E-mail fbradford@asheprep.org Please include the web address or URL along with a detailed description of the problems you have encountered.*
- ◆ *Submit written correspondence to: Fa'izah Bradford Address: Ashé Preparatory Academy, 11625 Rainier Ave S, Seattle WA 98178. In your correspondence, please include the web address or URL along with a detailed description of the problems you have encountered.*

File a Complaint

If you wish to file a formal Section 504 or Americans with Disabilities Act (Title II) complaint about the accessibility of any content on a Ashé Preparatory Academy website, you may do so in any of the following ways:

- ◆ *E-mail mharrison@asheprep.org Please include the web address or URL along with a detailed description of the problems you have encountered.*
- ◆ *Submit written correspondence to: Monique Harrison*

Address: Ashé Preparatory Academy, 11625 Rainier Ave S, Seattle WA 98178.

In your correspondence, please include the web address or URL along with a detailed description of the problems you have encountered.

COMPLIANCE OFFICERS

Civil Rights Compliance Officer: fbradford@asheprep.org

Title IX / Sex Equity Officer: mharrison@asheprep.org

Section 504 / ADA Coordinator: mharrison@asheprep.org

Harassment, Intimidation, and Bullying Coordinator: mharrison@asheprep.org

McKinney Vento/Homeless Liaison: jtwilliams@asheprep.org

NON-DISCRIMINATION STATEMENTS

Equal Opportunity Employer

Equal employment opportunity and respect in the workplace are fundamental principles at Ashé Preparatory Academy (Ashé Prep). Ashé Prep prohibits and does not tolerate harassment, intimidation, bullying, discriminatory, or retaliatory behavior. All aspects of your employment are based upon your personal capabilities and qualifications, without regard to race, color, religion/creed, sex/gender (including pregnancy and gender identity), sexual orientation or perceived sexual orientation, national origin, alienage or citizenship status, disability, age, military status, marital status, partnership status, status as a victim of domestic violence, genetic predisposition or carrier status, or any other protected class as established by federal, state, or local law.

Non-Discrimination Statement

At no time shall Ashé Preparatory Academy discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal by persons with a disability. Ashé Preparatory Academy shall provide equal access to appropriate programs or activities to the Boy Scouts and other designated youth groups. As required by law to ensure that there is equal opportunity for all students, Ashé Preparatory Academy will provide annual notice of Ashé Preparatory Academy discrimination complaint procedures to students, parents, and employees. Ashé Preparatory Academy will also conduct annual athletic evaluations and a student athletic interest survey at least once every three (3) years to ensure that equal athletic opportunities are provided for male and female students.