

SAFE SCHOOL PLAN

January, 2009



Río Gallinas School is a public charter school serving the West Las Vegas School District and the Northeast Highlands of New Mexico since 2003.





A Public Charter School

Member, West Las Vegas School District

**301 Socorro Street
Las Vegas, NM 87701-3353**

505-454-8687

Founded 2003

Safe School Plan: Contents



Río Gallinas School Campus Maps
Background, Goals, & Planning Team
Section 1: Emergency Response
Section 2: Prevention
Section 3: Recovery
Section 4: Policies and Procedures
Appendix: Campus Photographs

Río Gallinas School



Socorro Street Campus (Main Campus)

301 Socorro Street
Las Vegas, NM 87701-3353
505-454-8687

Intersection of Socorro & Chávez

Buildings and Grounds

Main Campus

See map
Administrative Offices
Grades 1-4 Classrooms
Art Studio

Park

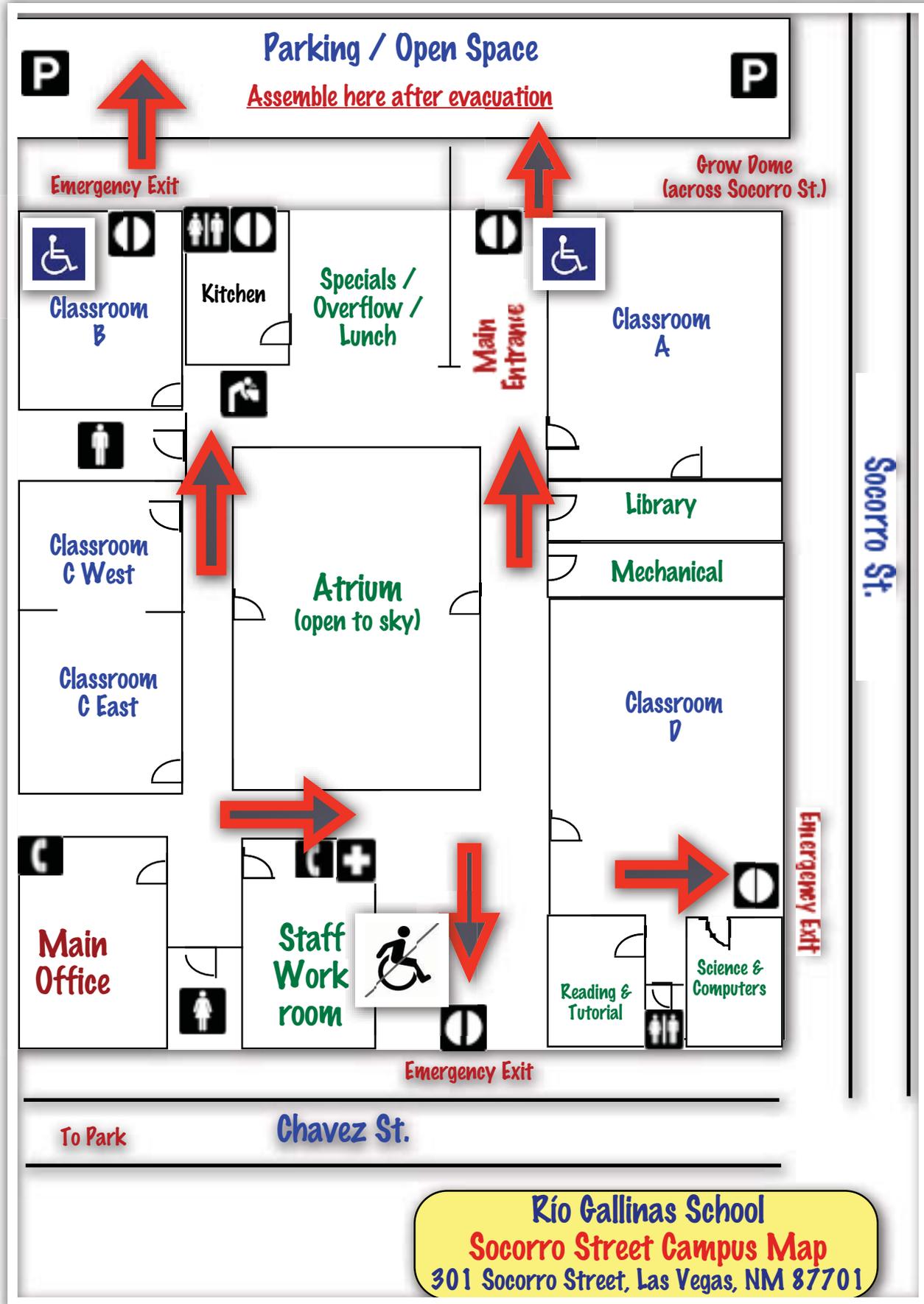
When weather permits, students walk with staff escort to the nearby park for lunch and recreation.

Travel route is south on Chávez to the park, returning the same way.

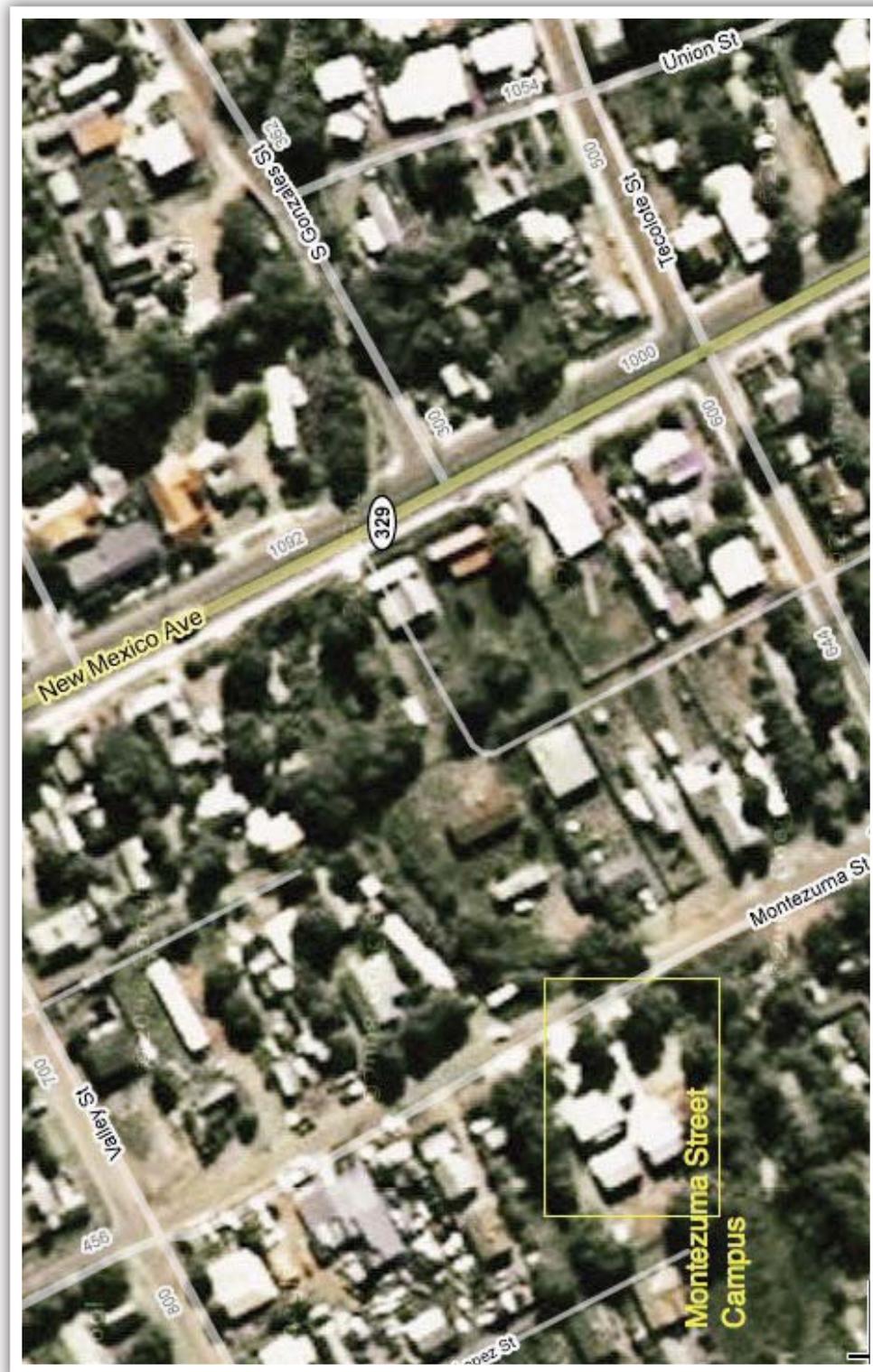
Grow Dome

Directly north across Socorro Street from the main campus is the school's modern greenhouse facility, a geodesic dome designed as a year-round horticulture and permaculture laboratory. Students always have faculty present when working in the Grow Dome.

Río Gallinas School



Río Gallinas School



Montezuma Street Campus (Upper Campus)

1107 Montezuma Street
Las Vegas, NM 87701-3519
505-426-8596

Buildings and Grounds

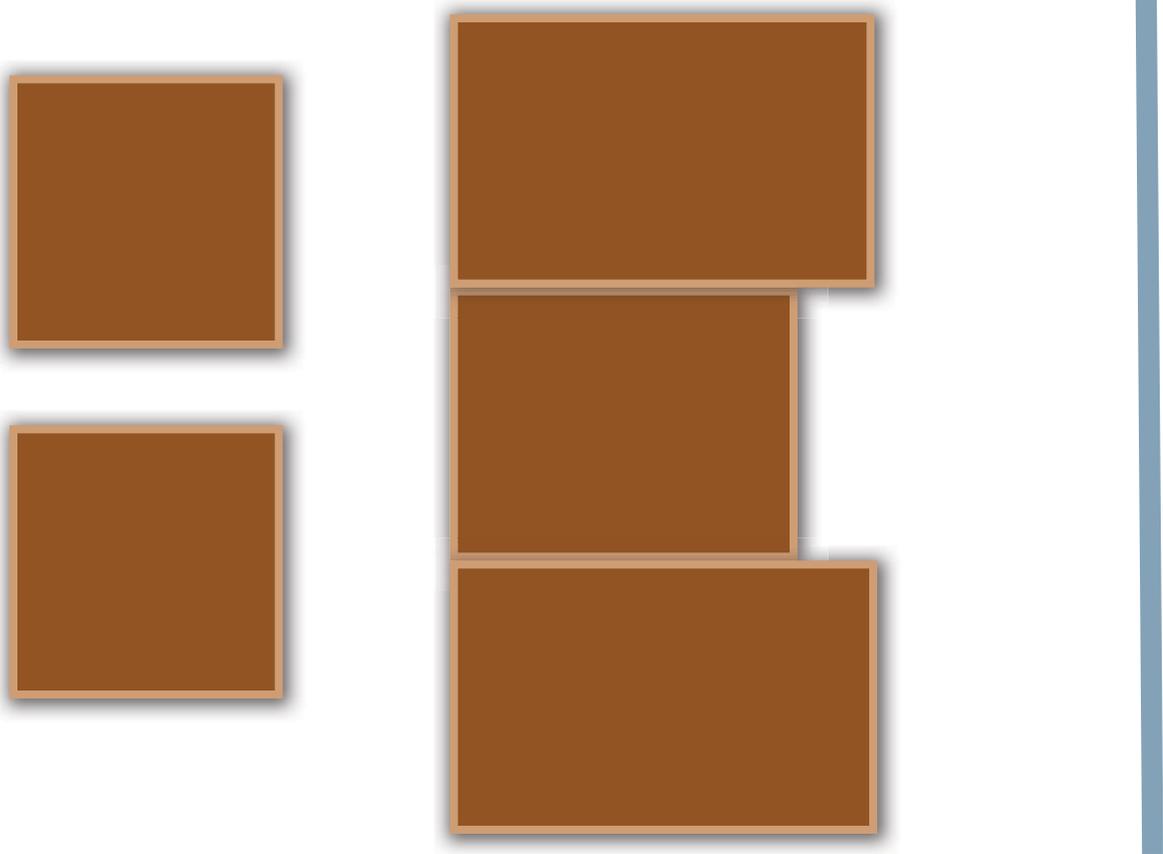
see map
Grades 5-8
Playground
Storage Building
Staff Parking
Outside Assembly Area

Classroom Building

3 Classrooms
Restrooms
Building Office

Portable Classrooms

Two, full-sized



Montezuma
Campus Map
Goes Here



About Our Safe School Plan

Plan Goals

- Goal 1: Río Gallinas School (RGS) students have access to public educational services in a safe, healthful, caring, and respectful learning environment.
- Goal 2: RGS staff and volunteers are able to carry out their duties in a safe, healthful, caring, and respectful work environment.
- Goal 3: RGS students, school staff, parents, guardians, and other community members understand that they are all responsible for keeping the community safe.

Plan Objectives

- ★ The plan should be clearly organized and presented so that all community members can understand and carry out their assignments.
- ★ The plan should contain easy-to-find, short emergency information for all covered situations.
- ★ The plan should be easily updated with new or revised policies and changes in emergency information or procedures.
- ★ The plan should conform with New Mexico Public Education Department (NMPED) requirements for Safe Schools Plans.

School-Level Safety Committee

Members of this committee reviewed and approved the plan in January of 2009. The members were:

- Cindy McLeod, RGS Director and Co-Founder
- Randy Barron, RGS Co-Founder
- Marlene Meyer, RGS Special Education Teacher
- Aerie Maymudes, RGS 6th grade teacher
- Beth Lopez, RGS 1st / 2nd grade teacher
- Francine Lujan, RGS Food Service Director
- Cathy Swedlund, RGS Parent Association member
- Tito Chavez, Former RGS Upper School teacher
- Naomi Swinton, RGS Governing Council member

Plan Content and Organization

Since this plan serves a small school (108 students) in a small city (pop.: 15,000) in a rural area of northeastern New Mexico, the committee chose to keep it short and simple as possible within the goals and objectives above. The four required sections are **Prevention, Policies & Procedures, Response, and Recovery.** (see next page for table of contents).

The potentially urgent need to find information in the Response section led the committee to place that section first in the plan, followed by the Policies and Procedures section, then Prevention, and lastly Recovery.

Contact Information

For more information about this plan, contact:

Cindy McLeod, Director 505-454-8687 storyranch@hotmail.com
Río Gallinas School, 301 Socorro St. Las Vegas, NM 87701



Our Mission

Río Gallinas School is committed to growing a culture of academic excellence, service, and caring through self-discovery and responsible participation in the local and global community.





Section 1: Response

Río Gallinas School Incident Command System

What is the Incident Command System (ICS)?

The Incident Command System (ICS) is the nationwide standard for emergency management, preparedness and response.

The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters and is currently in use by many agencies across the country. ICS is required under the Homeland Security Presidential Directive # 5,

tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. The main divisions and their roles:

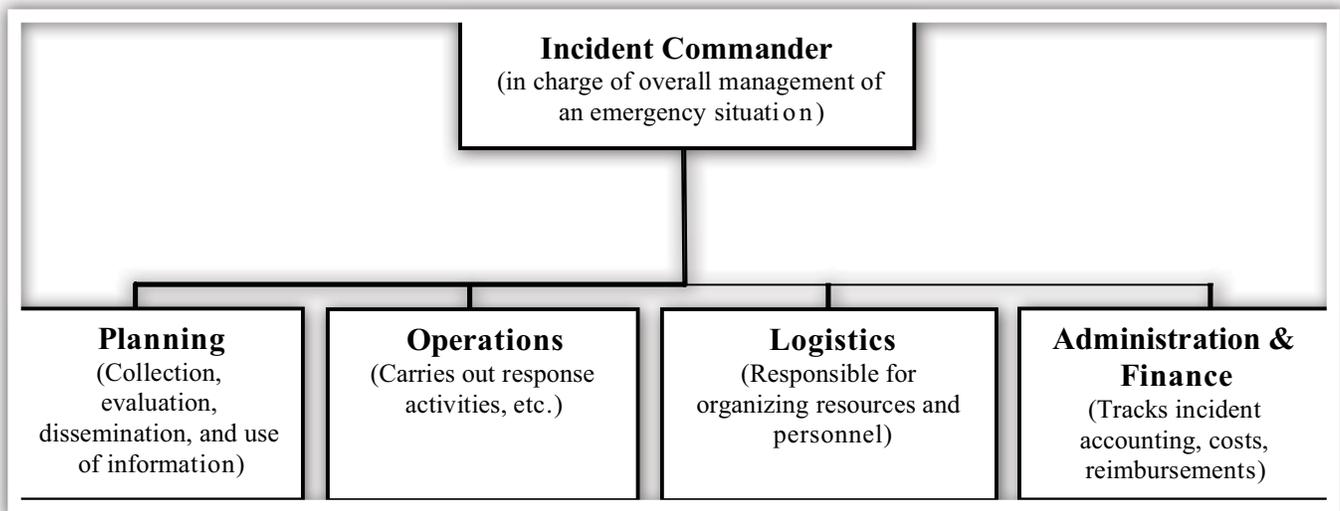
- Command /Management is in charge of the incident;
- Operations makes it happen by "doing";
- Logistics makes it possible by "getting";
- Planning/Intelligence makes it rational (by "thinking"; and
- Administration/Finance makes it fiscally accountable by "recording"

How ICS Works at RGS

The Director of Río Gallinas School is the first choice for Incident Commander. (IC) If the principal is not on campus, then the person with the most seniority and/or experience must assume that role until relieved by someone with more authority.

In a small-scale or brief incident, the IC will serve all the functions of the ICS divisions.

In large-scale or extended situations, the IC will serve as the head of the Command / Management



otherwise known as National Incident Management System (NIMS).

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires that certain

Span of Control

The ICS structure dictates that no one person should be in charge of more than seven other people. The optimum number is 5

Common Terminology

One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

divisions. The IC must then designate other personnel to serve as heads of each of the four other divisions.

Those division heads are then responsible for managing all personnel assigned to or volunteering for their divisions.

The IC must **not** relinquish authority over the incident to anyone of lesser qualifications.

We will use the ICS terminology throughout the **Response** section of this plan.

RGS Evacuation Plan



When a school evacuation is necessary:

Principal / Incident Commander

- Instruct staff to Evacuate by a pre-designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors**
- Call _9-1-1 or emergency services.**
- If the situation warrants vehicle/bus use, notify/have transportation.**
- Evacuate all students and staff to pre-designated areas.**
- Make sure persons with special needs are given assistance in getting to the secured area.**
- Notify parents of the evacuation and give them the central site for picking up students.**

Teachers / Staff

- Evacuate when the pre-designated signal is made.**
- Be clear of evacuation routes and sites.**
- Close class room doors and windows after everyone has been evacuated.**
- Leave the building quickly, quietly and orderly.**
- Account for all students, keep track of and report all missing students to the office.**
- Do not allow anyone to leave the secured area until the all clear signal is given.**

RGS Lockdown Plan

When a school lockdown is necessary:



Principal / Incident Commander

- Instruct staff to Evacuate by a verbal signal that requires all persons outside to go indoors
- Call 9-1-1 or emergency services.
- If the situation warrants vehicle/bus use, notify/have transportation.
- Evacuate all students and staff to pre-designated areas.
- Notify parents of the evacuation and give them the central site for picking up students.

Teachers / Staff

- Evacuate immediately when the IC gives the evacuation order.
- Be clear on evacuation routes and sites (see school map)
- Close classroom doors and windows after everyone has been evacuated.
- Account for all students, keep track of and report all missing students to the office.
- Do not allow anyone to leave the secured area until the all clear signal is given.
- If the situation warrants vehicle and/or bus use, follow set procedures.

Emergency Situations

ALL of the following situations REQUIRE Río Gallinas School staff to call Emergency Services [911] IN ADDITION TO other appropriate responses to the emergency, AS SOON AS POSSIBLE:

Evacuation Situations

Fire

Bomb Threat

Building collapse

Gas / Chemical Leak

Lockdown Situations

Rape

Assault / Abuse

Kidnapping

Gang Altercations

Weapon on campus

Death on campus



Section 2: Prevention

Prevention: School Culture

Operating Charter: Section D

We have designed the Río Gallinas School curriculum to meet the individual learning styles and academic, social, and physical needs of all students. Most children who enroll in non-traditional public school programs are at risk. These students may be bilingual with limited English proficiency, identified as

or
and



special education, performing below or above grade level, and/ or exhibiting social behavioral needs. Through ongoing assessment

procedures, teachers and students identify academic areas on which they need to focus for maximum achievement. For students in need of remediation, parents, students, and teaching staff work together to devise an individualized plan of instruction.

Río Gallinas School uses an approach that recognizes education as a process that takes place both inside and outside the school and is, therefore, affected by:

- (a) social and academic organization of the school;
- (b) the personal and background characteristics/circumstances of students and their families;
- (c) the community contexts within which families, students, and schools exist; and

(d) the relationship of each of these factors to the others (Natriello, 1990; Richardson & Colfer, 1990)



Río Gallinas School

All students at the school are valued through:

- (a) ensuring that the images and symbols in the school reflect the membership, participation, and contribution of all “categories” of students;
- (b) sensitizing all staff, visitors, and students to the importance of language used to describe the staff, students, parents, who are part of the school family and community;
- (c) planning and teaching with the assumption and expectation that all students can learn whatever the school deems important, (d) ceremonies, festivals, and traditions reflecting the values and diversity of all students; and
- (e) involving all students, parents, and community members in supporting and participating in the instructional program. (Hixson and M.B. Tinzmann, 1990).

Río Gallinas School employs staff and has volunteers in place to address individual students’ academic and social needs. By



early detection and addressing learning difficulties immediately, we enable every student to feel competent as learners and move toward proficiency in all subject areas.



Staff members work with students that are performing below grade level in reading and writing, individually and

in small groups.

We follow the **Multisensory Integration** program and our students have shown significant benefits from this type of intervention.

Students involved in this program participate in 60 minutes of daily individual instruction by a reading specialist, as needed, with periodic team re-evaluation. Students sometimes also work with a mentor; either an older student and/or adult volunteer who can assist them in numerous ways, including tutoring, and per teaching, as appropriate.

Parents and guardians participate in workshops on how to support their children’s reading progress at home. After-school tutoring is also available for students and their parents / guardians.

Río Gallinas School Learning

Prevention Begins with Love



Río Gallinas Learning Team

includes: Director, Regular and Special Education teachers, contracted licensed counselor, arts specialists, students, parents / guardians or other family members, members from other schools in the area, and community and student mentors.



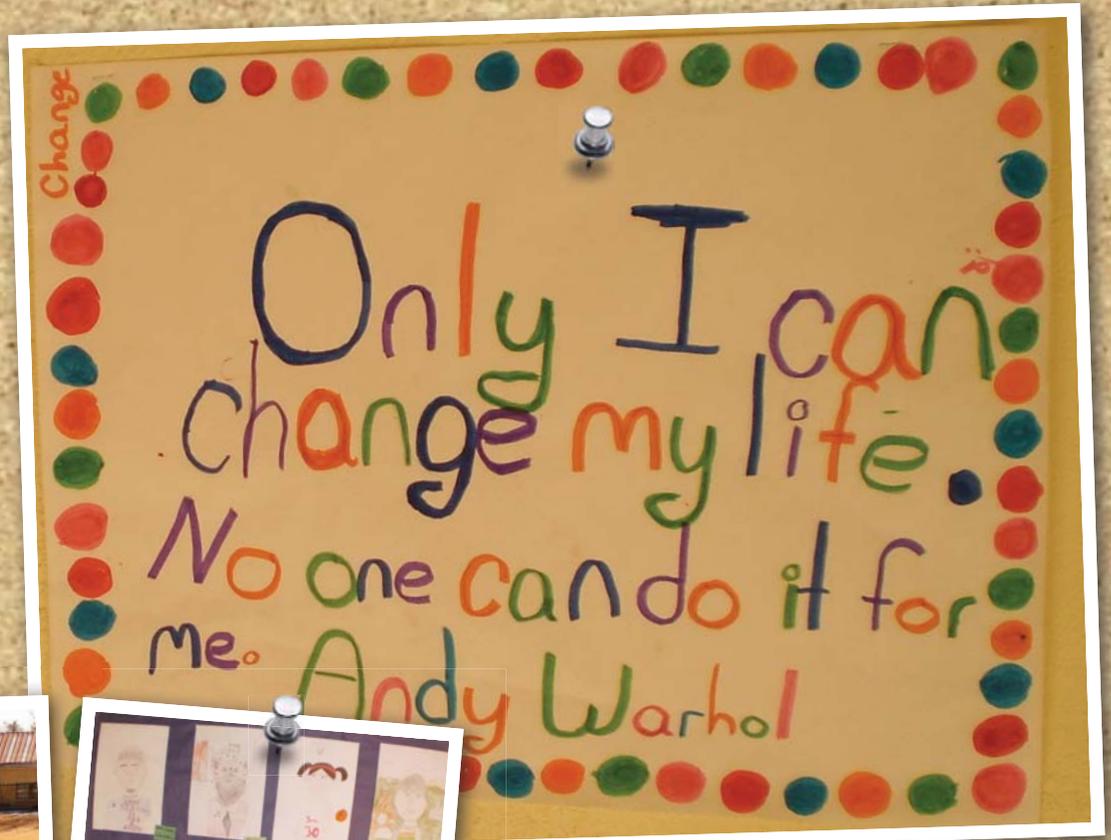
community service programs, Spanish language support, home visits, family involvement, specialized software programs, on-going authentic assessment, remediation in basic skills, and adult education classes and workshops.



Río Gallinas Learning Tools

include: constructivist teaching methods, student-directed learning, team-teaching, collaborative and cooperative learning, peer, parent, and community tutoring, role models,

Happy children are safer children!



Section 3: Recovery

Río Gallinas School

Río Gallinas School is committed to providing a healthy, safe and secure environment for students and employees. The **Recovery** section provides that Río Gallinas should resume school as soon as possible and practicable after a critical incident occurrence. Resuming school activities as quickly as possible is important to promote the long term welfare of children and their families. Teachers and other school staff can play an integral role in helping their students. They are in an excellent position to provide early and ongoing recovery assistance.

Immediately following safe resolution of a critical incident, all school staff will come together to form a **Recovery Team**. The team will work as a unit towards the following goals:

- To support (grief counseling, debrief, etc.) students, staff, and parents by listening to and accepting all responses and reactions without judgment.
- To provide a safe environment for students to express their feelings of grief, loss, anger, guilt, etc and not feel alone in their experience.
- To return the school environment to its normal routine as quickly as possible following a crisis.
- To prevent possible copycat responses from internal or external sources.
- To reduce possible long-term negative effects on school attendance and learning.
- To request a **Critical Incident Response Team** from the West Las Vegas School District to help debrief the entire school community.

A school announcement of a death of a student or staff that affects a school community is critical and needs to be done as soon as possible. A staff person should be designated as the single school spokesperson. If during school hours, the director or designate should issue a written statement to all staff on both campuses, and call as soon as possible a staff meeting to share information on the circumstances of the death as well as to form the Recovery Team.

A prepared statement for parents is also very important. A letter should go home with students for parents to notify them about the crisis and what services are being offered to the students and their families. Also, with helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

RECOVERY CHECKLISTS

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff is assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.

After a critical incident, we will use the following checklist for planning possible events/processes:

Administrative Tasks		Person Responsible	Completed (Date)
Notifications	Prepare Letter for Parents - include Parent Meeting information		
	Prepare community resources for parent letter		
	Prepare statement for staff to read if appropriate		
	Identify list of vulnerable students		
	Call parents of vulnerable students		
	Prepare statement to media		
Staff Meeting	Announce date/time staff meeting		
	Discuss how information will be disseminated		
	Talk about warning signs, etc.		
	Long term prevention plan		
	Distribute handouts		
Parent/Community Forum	Arrange for outside facilitator to present to parents		
	Organize place/time		
Memorials	Plan memorials		
	Organize materials for memorial room: paper, markers, tissues, etc.		
Funeral (in case of death)	Announce funeral information		
	Arrange for busses, if appropriate.		
	Arrange for substitutes if needed		

Recovery Checklists Continued

Counseling		Person Responsible	Completed (Date)
	Meet with vulnerable students		
	Meet with parents of vulnerable students.		
	Staff "crisis" room.		
	Report list of students seen to counselor		
	Organize classroom/assembly discussions		
	Make appropriate referrals		
	Identify students needing on-going grief counseling		
Follow-up		Person Responsible	Completed (Date)
	Assess needs for ongoing support groups		
	Assess needs for outside counseling referrals		
	Possible Peer Helping program		
	Possible classroom presentations		
	Possible staff training		
	Consultation on school protocols.		
	Review self-care with school counselor		
	Consultations on on-going suicide intervention curriculum		
	Evaluate helpfulness of Recovery team efforts		
	Monitor debriefing efforts		
Other		Person Responsible	Completed (Date)



Section 4: Policies & Procedures

Discipline Policies

The employment and student discipline policies of the proposed charter school (cited from the current operating charter).

General Condition of Employment

The School Personnel Act, codified at NMSA 2000 22-10-1 through 22-10-27, controls personnel policy at the Río Gallinas School. The Governing Collaborative Council through the School Director will have complete authority over all employment matters, including employment, discipline, re-employment, and termination in compliance with the School Personnel Act. NMSA 22-10-14 (A) Employees who have been employed for three or more consecutive years shall only be terminated for just cause NMSA 22-14-10 (D). “Just cause” means a reason that is rationally related to an employee’s competence or turpitude or proper performance of his/her duties and that is not in violation of the employee’s constitutional civil rights. NMSA 22-10-2 (F).

Employees are entitled to due process before termination, if such employee has a vested property or livery interest in his or her employment. In the event of termination, the administration shall provide the employee with written notice concerning reasons for the termination. The administrator shall provide the employee the opportunity to present her or his case. The procedures are set forth in NMSA 2000 22-10-14, 22-10-17, and in the school Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 22-10-14, and 22-10-17, if the school Personnel Act is changed, modified, or amended, then the schools procedure will also be changed, modified, or amended to conform to the Act.

SIZE OF STAFF/PTR

The Pupil-Teacher Ratio is (1:12). There are four full-time teachers, three half-time teachers, and a half-time administrator and half-time special education teacher. In addition to classroom teachers, the school employs

part-time reading specialists. Included in the teachers’ job descriptions are significant planning, programming, and operational duties. Teachers may be paid more than the WLVS scale depending on duties and increased complexity of the job description, but certified staff shall never be paid less than district scale for their teaching level.

GRIEVANCE PROCEDURES

A grievance procedure is included as a part of the Staff Handbook and follows the WLVS Board of Education Policies, with the modification that due process applies from the time of first employment.

HEALTH, SAFETY, AND WELFARE BENEFITS

Río Gallinas School complies with all applicable federal and state laws concerning employee welfare, safety, and health issues, including the requirement of federal law for a drug-free workplace.

Employees are entitled to receive the benefits described in the budget including the New Mexico State Employee’s Retirement System, for which Río Gallinas School shall be responsible for the cost of the employer’s respective share of any required contributions.

Río Gallinas School agrees to provide to eligible employees group medical, dental, and vision insurance through and as determined by the New Mexico Public Schools Insurance Authority (NMPSIA). For those employees who elect to participate in approved insurance plan(s), the Río Gallinas School agrees to continue to contribute that percentage of the premium required by state law.

Río Gallinas School agrees to provide employees access to long-term disability and life insurance benefits available through NMPSIA. Río Gallinas agrees to include its staff and other employees and volunteers under its blanket liability insurance coverage as long as they are acting in an official school capacity at the time of the alleged liability.

PROFESSIONAL DEVELOPMENT

Teachers are encouraged to attend conferences and classes that will help them develop professionally. Professional leave will be granted according to policies found in the Staff Handbook. If the budget allows, Río Gallinas will pay expenses for professional development.

EVALUATION

All performance of personnel are evaluated annually in conformance with State Department of Education Professional Development Plan requirements. Official observations of teachers provide some information about practice and skill. More importantly, teachers meet individually with the Director, and also as a peer group set up to evaluate each other in a spirit of collegiality and assess their performance. The Director documents areas of competence or mastery, and areas needing improvement, following the model of a standard performance review. This procedure is included in the Staff Handbook.

RIF

The Staff Handbook sets forth provisions to address a reduction in workforce, as prescribed in the New Mexico Public School Code.

JURISDICTION OVER STUDENTS

All officials, employees, and authorized agents of the Río Gallinas School whose responsibilities include supervision of students stand *in loco parentis* with regard to any student whom they are required to supervise at any time that the responsibility of supervision exists. This authority applies whenever students are lawfully subject to the Río Gallinas School' control, regardless of place. During such periods, public school authorities have the right to supervise and control the conduct of students, and students have the duty to submit to the Río Gallinas School' authority.

STUDENT DISCIPLINE POLICIES

Río Gallinas School is committed to providing a safe, challenging, and creative learning environment for the students, teachers, and parents. We want students to enjoy school and feel safe. The school has set forth policies and rules to ensure a positive learning environment for all involved in the school. Students are encouraged to make responsible decisions and to be active in solving conflicts in a positive way. The Río Gallinas School policies reflect the school mission by shifting many responsibilities to students.

Using the model of Positive Discipline in the Classroom, within a community circle, students monitor and determine appropriate behavior and resolve conflicts. Students and teachers develop skills and strategies that create a learning environment in which students manage and monitor their own behavior.

Río Gallinas School is committed to taking the time and using the necessary resources to find solutions for behavioral issues in the school community. At times when the school must take disciplinary action, staff makes sincere and professional attempts to locate the underlying cause of behavioral difficulties, and to make reasonable adjustments in the daily environment of the student to address his/her needs.

The main components of our disciplinary process are student meetings, class meetings, removal from class, and conferences. Under extreme circumstances, consequences can be suspension, police contact, and/or expulsion. Before expulsion, students have the right of due process, except when the student's conduct presents an immediate threat to the health and safety of others. Río Gallinas School will notify the District of expulsions immediately and includes suspension and expulsion data in its annual report.

Student Meetings: When a conflict arises, the students involved meet and share their perspectives and feelings, and then find solutions with the teacher(s) and student(s). After discussing solutions, each student fills out a behavioral form stating their her/his part in the conflict and a possible solution.

Class Meetings: When a conflict involves the majority of the class, or with one repeat offender of the rules, a qualified staff member oversees a class meeting. A student acts as the designated facilitator, with coaching from the staff member as appropriate. The students share their perspectives, feelings, and find solutions. After discussing solutions, students who agree to the proposed plan sign the behavioral agreement form. Staff may call follow-up meetings, until the situation is resolved.

Conferences: Conferences result in a wide variety of outcomes and follow up. Parent(s)/guardian, teachers, director, and the student are all involved in the communication, in goal-setting, and in the evaluation of the student's progress.



CATEGORY I Offenses

Violation of Class and School Rules

Disruption of Educational Process

Disrespect/Defiance

Unacceptable Dress

Tardiness

Dishonesty

Profanity/Obscenity

Inappropriate displays of affection

Possession of music players, pagers, phones, or noise-making devices

Truancy (See truancy policy)

Range of Consequences: 1st offense: meeting with the student(s) 2nd offense: Class meeting 3rd offense: conference with parents/guardians **Behavioral agreement will always be created.**

CATEGORY II Offenses

Verbal abuse to another student

Meeting with students involved

Intimidation/threats to another student **Meeting with students involved**

Petty theft

Meeting with parent/guardian

Consequences: **1-2 will occur for every offense in category II.** 1st removal from class), 2nd meeting with the student(s), 3rd conference with parents/guardians if conflict is not resolved in the meeting with students involved. **Behavioral agreement will always be created.**

CATEGORY III Offenses

- Physical assault
- Fighting
- Endangering the health or safety of others
- Verbal abuse towards a teacher
- Intimidation/threats towards a teacher

Consequences: **1-4 will occur for every offense in category III.** 1st removal from class, 2nd meeting with the student(s), 3rd conference with parents/guardians 4th 1-3 day suspension depending on severity of offense. **Behavioral agreement will always be created**

CATEGORY IV Offenses

- | | |
|---------------------------------|--------------------------------|
| Extortion | Police |
| contact | |
| Grand theft | Police |
| Contact | |
| Possession of tobacco/ alcohol | |
| Parent/guardian Contact | |
| Possession of drugs | Police contact |
| Possession of Firecrackers | Parent/guardian Contact |
| Possession of Dangerous Weapons | Police contact |
| Arson | |
| contact | Police |

Consequences: **Police will be contacted depending on offense , 1-4 will occur for every offense in category IV.** 1st Removal from class, 2nd conference with parent/guardian, 3rd behavioral agreement, 4th suspension or expulsion,

DRESS CODE POLICY

Students are free to express themselves through attire appropriate to school learning. We want to create an environment in which each student can develop their innate qualities, focus on learning, develop an awareness of others, develop character and good citizenship skills, instill respect, and self-discipline.

Clothing may not:

- Promote or suggest racism, bigotry, or sexism
- Promote or advocate addiction (drugs, cigarettes, etc.)
- Promote or advocate violence
- Suggest sexual labels and stereotypes

Guidelines for Clothing:

- No undergarments showing
- No stomachs or chests showing
- No oversized garments
- No hairnets

Consequence: Student will be given a T-shirt to cover their inappropriate shirt. If this does not work parents or guardians will be called to bring other clothing.

Behavior Agreements

Posted in the school

ABOVE ALL BE KIND

RESPONSIBILITY AND RESPECT

Kindness to others, plants, animals and ourselves.

Responsibility for ourselves.

Respect for others and for things.

Inside Behavior

Teachers agree to:

- Provide an organized and engaging learning environments for students
- Be clear about when it is group time, individual time, and time to listen to the teacher
- Always “call” students on cursing and inappropriate language
- Be clear and consistent about boundaries.

Students agree to:

- Listen when the teacher is talking
- Maintain calm, quiet voices and bodies
- Avoid interruptions - must wait or join in
- Always ask permission to leave the classroom for any reason
- Never leave the building without an adult supervising
- Not curse or use inappropriate language



Outside Behavior

Teachers agree to:

- Monitor outside behavior to keep all students safe
- Accompany students to and from the park at all times
- Be available for any student who needs to talk to an adult

Students agree to:

- Avoid disturbing other students who are in class
- Avoid disturbing neighborhood residents when traveling to and from park
- Stay with the group and escort(s) when traveling to and from the park



Río Gallinas School

Respect for Things



Teachers agree to:

- Provide specific places for things in the classroom
- Provide enough time for clean-up after activities
- Provide appropriate places for trash deposit
- Provide clear boundaries for what **is** and is **not** available for student use
- Provide a space, if needed, to store items from home which are not allowed during school (see below)

Students agree to:

- Show respect for boundaries
- Always return things to their proper place
- Always tidy up and throw away trash at the end of a project
- Respect and care for material things belonging to the school
- Refrain from eating or drinking at computer stations or when using laptops
- Keep the following items at home: CD players, headphones and CD's, video game players, phones, pagers or other items that distract from classroom work.
- Refrain from using bicycles and skateboards during school hours unless they are being used for an authorized school event.

Food Agreements

Teachers and Staff agree to:

- Provide nutritious breakfasts and lunches
- Provide water
- Provide specific times and places for snacks and meals

Students agree to:

- Avoid candy and chewing gum during school hours
- Bring only water as a drink
- Eat only at designated times and places



Dress Code

Teachers and Staff agree to:

- Dress in an appropriate manner for school
- Always "call" students on inappropriate dress
- Provide alternative clothing for students who arrive dressed inappropriately



Students agree to:

- Abide by the dress code