

Ryan Academy Student Handbook



Revised September 2024

Table of Contents

Section 1- About Our School	p. 3
Section 2- Attendance	p. 4
Section 3- Behavior and Appearance	p. 7
Section 4- Academic Advancement	p. 13
Section 5- Mandatory Volunteer Policy	p. 20
Section 6- Internet, Email and Technology Acceptable Use Policy	p. 21
Section 7- Digital Learning Policy	p. 28

Section 1. About our School

School Colors and Mascot

- The school colors are burgundy, gold, and white.
- The school mascot is a Griffin. The Griffin is a mythological creature from Ancient Greece. It has the body of a lion with the head and wings of an eagle. Because the lion is traditionally considered the king of the beasts, and the eagle the king of the birds, the griffin is thought to be an especially powerful and majestic creature. Griffins are known for guarding treasures and priceless possessions.

Mission Statement

Ryan Academy provides a challenging education which nurtures the intellect and shapes character. Ryan Academy believes that every student is and will continue to be part of a community. To that end, the school actively promotes respect, responsibility, and resourcefulness. The school's mission promotes a family atmosphere and a spirit of open communication.

Philosophy

Ryan Academy's focus is the development of the whole child by providing challenges within a nurturing environment where self-discipline, self-esteem and personal responsibility are evident. We recognize that each student is unique, and we strive to foster individual strengths and provide support and encouragement in areas that may be weak. Ryan Academy cultivates the values of respect, integrity and compassion to encourage community responsibility, combat prejudice and engage students as participants in a global community. Ryan Academy students develop intellectual independence and resourcefulness through inquiry, direct experience and collaboration.

Parent – Teacher – Student Conferences and Report Cards:

Ryan Academy operates on the semester / quarter system. Each academic quarter is approximately nine weeks of school.

Parent – Teacher – Student conferences will be held during the first and third semester. The third quarter conferences are specifically scheduled for students at risk of failure. The school will contact parents to arrange a meeting on scheduled conference dates. Parents should notify the school if they are unable to attend a scheduled conference.

Progress Reports will be sent home electronically near the middle of each academic quarter.

Report Cards will be sent home after the end of each academic quarter.

Parking and Campus Traffic

Parking for visitors and parents is available on campus in front of the building.

The drop-off and pick-up are as follows:

1. Students must be dropped off at Ryan Academy's gym door.
2. Students must be picked up at the carpool line beside the Gymnasium.

Lunch

School lunch **must** be ordered for the day no later than 8:45 A.M. Payments for lunch should be made to Building Blocks. Families will be billed monthly.

Health

Our school is making a special effort to help students establish good eating habits and stay healthy. The success of our efforts, however, depends on parental follow-through at home.

With this in mind, students should not come to school when they are ill, when they have an elevated temperature, or if they may have a contagious infection. A student will be sent home if he or she has an elevated temperature, is vomiting, has diarrhea, has an undiagnosed skin rash, or has red, inflamed eyes.

Students MUST be picked up with 1 hour of parental notification. We do not have a clinic to house sick children, and they cannot stay in the classroom when they are ill.

Prescription and Nonprescription Medicine

All medicine will be administered to students by office personnel. A student who is taking prescription or non-prescription medicine must provide a written note from his or her doctor specifying the time of administration. All medicine must be kept in its original container.

Any student who is in violation of the above will be subject to disciplinary action, and his or her parent or guardian notified immediately.

Inhalers/EpiPens

Inhalers and EpiPens **MUST** be left with office personnel throughout the school year.

Immunization Policy

In accordance with state law all school-age children must have up-to-date immunization records on file in the Main Office.

Parental Notification

If a student is involved in a serious accident or develops an illness while at school his or her parent or guardian will be notified immediately.

Parents and guardians must provide an Emergency Information Form for each enrolled student no later than five days after enrollment. Parents must inform the school immediately of any changes to their emergency information. Parents and guardians must have a valid phone number on record with the school at all times.

Section 2. Attendance

Arrival

For grades 1-8, the school day begins promptly at 8:30 A.M. Students should arrive no later than 8:25 A.M. so that they may arrive in class by 8:30 A.M. Students arriving late will be marked TARDY for class. Students must be signed in at the office by their parent or guardian. Three tardies and/or early dismissals in a quarter will be counted as an absence. Students not enrolled in before care MAY NOT be dropped off prior to 8:15 am. Families of children arriving on campus before 8:15 A.M. will be charged a daily fee of **\$25.00 for the first 15 minutes** and **\$1 per minute for each minute after that**. Students must be dropped at the gym foyer door. Please do not leave until you are sure the teacher has taken responsibility for your child.

Dismissal

Unless otherwise noted by the school administration, the school day ends at 3:15 P.M.

Students are required to depart campus by **3:25 P.M** unless they are attending an after-school function or **enrolled** in after-care. Parents **MUST** contact the school if they will be late for pick-up. Students still on campus after 3:25 will be brought to the office. Families of children still on campus after 3:25 pm will be charged a daily fee of **\$25.00 for the first 15 minutes** (full fee for any amount of minutes between 3:26 and 3:40) and **\$1 per minute for each minute after that**. School closes at 3:30pm and staff are unavailable to supervise students after this time.

Dismissal Times are listed below, any pickup prior to these listed times are considered an early release and the parent will have to come into the office and complete the early release log.

Kindergarten: 3:00pm

Grades 1-2: 3:10pm

Grades 3-8: 3:15pm

Carpool System:

Each family will be issued a pickup hanger at Back to School Night. If additional hangers are needed, please contact the school office. The pickup hanger will be considered an authorization for student pickup in the pickup line.

In the instance of an emergency, and the pickup person does not have the hanger - the student will need to be picked up from the front office at dismissal with a photo ID. Parents must still email the teacher if someone else will be picking up their child, however, possession of the hanger will negate the need to go to the office and present their ID.

Absences

Parents must call the school office, fill out the absence form on the website or email the teacher no later than 8:45 A.M. if a student will be absent that day.

An absence in excess of three days can be excused only by a doctor's note.

Tardy/Early Release

Any student arriving at school after 8:30 am (grades 1-8) and after 9:00 am (K) is considered tardy. If a student is late for school, they **AND** the parent must go to the office to get a tardy slip *and* the key. The PARENT will walk their child to the Ryan Academy building and classroom to turn in the tardy slip. A tardy/early release log will be located inside the Ryan Academy school doors for parents to sign. The parent is then responsible for locking the door and returning the key to the school office. Parents **may not** hand the key off to other parents. Every minute of our school day is crucial for our student's academic success.

If you are picking your child up early, please go to the school office and they will review the student's schedule and notify the appropriate teacher that the student is going home. The parents will be given the key to walk over and retrieve their student and document the release in the early release log. When able, please notify teachers in advance if you are picking your student up early, this limits the disruption to learning for the other students.

Excessive Absences

All students are expected to attend no fewer than 70 days per semester. Excessive absence is defined as an absence of more than 10 days in a given semester or more than 20 days in the school year. **Excessive absence may result in a student failing a semester or the school year.**

Excessive absence for medical or family emergencies (not vacation) will be reviewed on a case-by-case basis by the administration for appropriate action. Parents must submit written documentation to the administration for consideration.

Truancy

Parents will be notified of any truancy. A student who cuts class will be given in-school suspension.

Make-up Work

Students will be required to make up all the work missed due to absence. For each day missed, students will be granted one day to make up that day's work. (For example, a student who is absent for three days would be allotted three days from his first return to school to complete all missed work.) Any tests, projects or other work that were assigned prior to the absence would be due the day the student returns to school. (No extended time will be offered) FAILURE TO DO MAKEUP WORK WILL RESULT IN A ZERO FOR THAT ASSIGNMENT!

It is the student's responsibility to obtain make-up work. Since students that are too sick to come to school need their rest, no work will be sent home during the first two days of an absence. Parents who wish to pick up make-up work on **the third day** of consecutive absence should contact the school no later than 11:00 A.M. Students must be absent three consecutive days in order to have work sent home. Make-up work can be picked up at the end of the school day between 3:15 P.M. and 5:30 P.M.

Parents who plan vacations during the school year may request missed work prior to their vacation. The trip must require more than three consecutive missed days. Teachers must be given at least one week's notice to gather the required materials. Work provided prior to the trip would be due the day the student returns to class.

Field Trips

Field trips will be scheduled throughout the school year to enrich the learning experience. Field trips will be conducted within the Commonwealth of Virginia unless specific arrangements are made.

Parents and guardians are welcome to volunteer as chaperones. Parents will be notified in advance of the date, time, and nature of field trips, as well as necessary costs and materials. **All students that are at school on the day of the field trip will be taken on the fieldtrip.** There are no staff that will be available to supervise children at school.

Field trips are not optional; they are integral to the learning process. If a student must miss a field trip, that student will receive an assignment designed to acquaint them with the skills / knowledge that students on the trip will gather. The assignment will be due on the day following the field trip.

Ryan Academy Chaperone Field Trip Policy

Field trip chaperones are expected to be in professional and appropriate dress. The chaperone is acting in the role of another teacher and should be dressed accordingly.

Arrive promptly to the classroom at the designated time so that the teacher can give you information about the particulars of your responsibilities on the trip.

Once there, help students participate in the field trip program by making sure they are on task, listening attentively, following directions, and completing the activities assigned.

Chaperones are responsible for the behavior of the students in their group. This means that the students are a polite audience, respect property, clean up after themselves, follow the “rules” of the place they are visiting, and never run around or act in an unruly way.

Please ensure that your students stay with you at all times. If it is a trip where students need to walk from place to place, please ensure that you stay with your group – do not allow students to go from one place to another unsupervised.

If a student needs to use a restroom, please send the student with a buddy (unless a group is in the facility at the same time).

It is important to have a cell phone on you at all times in the event of an emergency, but please do not use it to engage in business or personal matters while supervising children and do not take phone calls or text.

Please do not take students into gift shops. Students are not allowed to purchase anything while on a field trip. Please do not purchase food items, drinks, or gift shop items for your child or for your group. Meet promptly at the area designated by the teacher for lunch or departure.

School Closure Information

For school CLOSURES and DELAYED OPENINGS- Ryan Academy will make an independent decision. There are several ways for you to know about our status.

1. We will post our status on our website. Look for a message on the homepage of ryanacademy.org
2. We will also send an email message to the email address given to the school.
3. We will post an update to the Ryan Academy Facebook page.
4. We will post an update on WTKR Channel 3 and WVEC Channel 13.

Section 3. Behavior and Appearance

Student Appearance

Ryan Academy provides an educational environment conducive to learning. Students are expected to be dressed for an academic atmosphere of purposeful learning and responsible citizenship.

Students are expected to wear Ryan Academy uniform shirts and to be in compliance with all other aspects of the dress code at all times. This includes field trips and field days. The occasional exceptions to this expectation will be posted on the web site and/or an email notice will be sent home.

If a student is in violation of the school dress code, his or her parent or guardian *will be notified immediately* to bring the required uniform items. Students in repeated violation of the dress code **will not be admitted to class** until the infraction is corrected. (It is suggested that students keep an extra set of clothing in their lockers in case of emergency)

The dress code is as follows:

Grades K to 8: All students: Ryan Academy burgundy polo with school logo (long or short sleeved) (ordered through <http://www.darterschools.com/ryanacademy/>)

Boys: Khaki dress slacks or walking shorts, Solid colored socks

Girls: Khaki dress slacks, walking shorts, skort, jumper or skirt (**may not exceed 4 inches above the knee**), Solid colored socks, knee socks, or tights (**no prints**)

Students must wear appropriate and safe footwear at all times that fully encloses the foot (including the heel and toes) Tennis shoes/sneakers are to be worn to school on PE days.

Optional: Ryan Academy burgundy or black fleece with school logo

- No corduroy, denim, jean looking types, or oversized baggy pants. Pants must be worn at the waist
- Only plain **white short sleeved or sleeveless undershirts** (t-shirts) may be worn under the shirt.
- **All T-shirts worn underneath the Ryan uniform must be completely concealed.** (No long-sleeved t-shirts under the short-sleeved polo.)
- Pants and shirts should be clean, fitted and have **no rips or holes.**
- Shoes must fully encircle the foot with no open toes, sides or heels.
- Sandals, flip-flops, platform shoes, slippers, crocs, wheelies or shoes with heels higher than two inches are prohibited.
- Students may only wear Ryan burgundy fleece if they need a warm layer in the building. **NO OTHER OVERSHIRTS OR JACKETS WILL BE PERMITTED.** Hooded shirts and sweatshirts of any kind are NOT permitted.
- Shorts and skirts must be within **four inches of the knee.**
- Pants must be secured at the waist. No sagging pants.
- Clothing with inappropriate or offensive designs, including clothing that displays inappropriate advertising and clothing that may be construed as gang-related, are strictly prohibited.
- No sunglasses, hats, or headgear of any kind may be worn inside the school building.
- Haircuts are to be traditional and in good taste. Hair must be out of the eyes and off of the face. Extreme hairstyles or hair color are not permitted
 - Hairstyles or designs that are disruptive or distracting to the school environment are prohibited (i.e., Mohawks, patterns or shavings in the hair, or spikes).
 - Color that is disruptive or distracting to the school environment is prohibited (i.e., **colors other than natural hair colors- such as pink, blue, green, purple, etc.**).
- Excessive, nonstandard, or otherwise distracting jewelry or body decoration will not be allowed.
- Jewelry:
 - Students may wear one pair of small hoop or post earrings. No hoops, dangles, etc. may be worn.
- Make-Up/Body Piercings:
 - Make-up is not permitted for any grade. Acrylic nails are not permitted.
 - No student may have visible signs of body piercing or tattooing (including temporary tattoos).

The administration is the final judge on the suitability of attire and/or appearance.

Student Conduct

Respect, Responsibility, and Resourcefulness, the Ryan Academy motto describes the behavior we expect of our students. Students should demonstrate respect for themselves, for other people on the campus, and for personal and school property. Students should take responsibility for their own actions and help others take responsibility for their actions. Being resourceful involves finding creative ways to be sure that you are finding the information you need and getting the results that you want.

Each student is expected to:

- Demonstrate courtesy – even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.

- Prepare for each class; take appropriate materials and assignments to class.
- Meet Ryan Academy standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, other school staff, and volunteers.
- Respect the property of others, including school property and facilities.
- Cooperate with the school staff and assist them in maintaining a safe environment.

Ryan Honor Code

In the interest of developing strong character and responsible citizens, Ryan Academy has an honor code. Each member of our learning community will commit to behaving honorably in all school activities and programs. The benchmarks for this code are: Respect, Responsibility, and Resourcefulness. This is the ideal vision that we hold for our school community: we will tell the truth, we will do our own work and acknowledge when we have borrowed the ideas of others, and we will ask permission before taking anything that is not ours. We pledge to eliminate plagiarism, lying, cheating and stealing from our community. Therefore, we pledge to...

- treat each other with respect and courtesy
- be responsible to one another and in our work
- demonstrate resourcefulness in all we do
- Students may be asked to sign a pledge on their work affirming their commitment to the code on that assignment. In the Middle school this pledge will state "I have completed this assignment with honor." The tenets of this code will be reinforced regularly in classrooms. The code alone will not ensure the vision of our community. It will require the work of each individual to become a reality. There will be much success and there may be breaches of this code. An honor council composed of students and school staff will work to uphold the code and apply measures to students for inappropriate actions. Each case will be considered individually and confidentially. We believe the honor code will allow us to nurture the growth of responsible individuals and a strong learning community.

Anti-Bullying

Ryan Academy believes that all students have a right to a safe and healthy school environment. The school has an obligation to promote mutual respect, tolerance, and acceptance.

Ryan Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to a staff member.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.

Students who harass another student undermine the positive learning climate necessary for social and academic well-being. Therefore, any student who engages in any form of harassment - sexual or racial, verbal or physical - on campus at any time during school, at sponsored activities, or any time off campus

will be subject to appropriate discipline, including suspension from classes and/or expulsion from the school.

Social Media Guidelines

Social media has revolutionized the way individuals communicate and share information in schools and in personal lives. Included in the Student/Parent Technology AUP are some guidelines that can be used by families; however, they are not all-inclusive and serve only as a guide in the use of social media by students. The misuse of social media can have serious consequences including expulsion.

Students should be familiar with the Student Handbook and understand that the rules extend to the use of social media sites and covers issues such as bullying, harassing, and defaming that might occur online.

Electronic Devices

Audio, video, and video game equipment is prohibited during the school day, 8:30AM to 3:15 PM. If a student is found to be using these devices at inappropriate times the device will be confiscated and held in the main office for pick-up by parents.

Electronic devices, such as cell phones, smart watches (including but not limited to Apple, Fitbits, or Galaxy Watches), iPods or other portable electronic devices, including hand-held video games, may not be used during the school day. This includes arrival and dismissal from the school property, transitioning between classes, lunch, and during all school activities.

Personal computer devices or e-readers such as Chromebooks, Kindles, and Nooks are not allowed. Students will be provided with Chromebooks, I pads or Tablets when needed for educational purposes during school hours. Students will be supervised by staff, and in accordance with the Ryan Academy AUP Student/Parent Contract for Technology. Violations will result in the device being confiscated and the student may be banned from further use of technology until there is a meeting with parents and the Director.

Parents should carefully monitor the use of all electronic media for their children. Schools often have to intervene with the relational effects of behavior that occurs with digital technology and communications (email, texting, social media). This increasingly occurs during Middle School and Upper Elementary Grades when children are experimenting with this type of communication. Parents are encouraged to carefully monitor this activity with their children and to provide clear guidelines as to the use of and potential effects of these technologies.

More Serious Misbehavior

Misbehavior can take many forms and can be more serious or less serious. For less serious misbehavior, classroom consequences will be assigned. More serious misbehavior may result in immediate revoking of privileges, suspension, or expulsion, and may, in some cases, be referred to law enforcement agencies. Examples of more serious misbehaviors include:

- Verbal assaults or threats.
- Physical assaults / attacks.
- Bullying, verbal or sexual harassment, and hate speech.
- Theft.
- Vandalism.
- Alcohol, tobacco, vape pens or drug use.
- Drug sales.

- Being in possession of a weapon or other dangerous implement – guns, knives, etc.
- Explosive devices.
- Arson.
- False alarm / bomb threat.
- Possession of obscene / pornographic materials or accessing them on internet.
- Leaving school grounds or classroom without permission.

Suspension

In School Suspension

In School Suspension is a form of student discipline that removes a student from the regular school curriculum for a designated period of time. The student will be placed in an isolated environment that will emphasize student work with no socialization.

A student who fails to complete In School Suspension will receive Out of School Suspension.

Out of School Suspension

Out of School Suspension is a form of student discipline that denies a student the opportunity to attend school for a designated period of time. An Out of School Suspension will be assigned only when all other methods of discipline have been exhausted. No credit will be given for any assignments missed due to suspension.

Expulsion

Expulsion is a disciplinary measure that permanently removes a student from school.

A student will be expelled if, in the judgment of the school:

- His or her behavior is deemed harmful to themselves or others.
- He or she fails to abide by the school's regulations as stated or amended in the Student Handbook.
- He or she fails to meet the terms of a probationary contract.

Lockers

All school students are assigned lockers for their personal use at school. Students are responsible for keeping their lockers clean and tidy. All food should be removed from lockers DAILY. The administration reserves the right to inspect lockers at any time and for any reason.

All student materials MUST be stored in lockers throughout the day. Students are not permitted to carry backpacks to classes and should ONLY bring NECESSARY materials to class.

Searches

School lockers, desks, and other school facilities may be opened and examined by school officials at any time. Random searches may be performed in compliance with insurance regulations. These searches will be conducted by the school administration.

Disruption

A student shall not, by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school. A student who fails to comply with the directions of teachers, student teachers, substitute teachers, teacher aides, principals, or other authorized school personnel at any time he or she is properly under their care shall be held in violation of school rules and regulations.

Drugs and Alcohol

Any student, who sells, possesses, uses, or is under the influence of illicit or counterfeit drugs, narcotics, or intoxicants of any kind during school hours, at any school event, or when he or she is in any way connected to the school, will be expelled, and will be reported to the appropriate law enforcement agencies for possible legal action.

Tobacco/Vape Pens

Any student who uses or possesses tobacco or tobacco products, including chewing tobacco and snuff, or vape paraphernalia when he or she is in any way connected to the school, is subject to disciplinary action.

Weapons and Dangerous Implements

Any student who possesses, handles, or transmits any object that can be considered as a weapon will be held in violation of school rules and regulations. For the purposes of this policy, the term dangerous weapon includes pistols, revolvers, lighters, matches, or cutting tools that are not authorized by a proper authority. Each incident involving a weapon or facsimile weapon is subject to the appropriate state statutes. Students who possess or use any items or devices that can be construed as weapons during school time, on school premises, on school buses, or at school-sponsored activities are subject to expulsion. Any reported case of the possession of a dangerous weapon will be referred to the appropriate law enforcement agency for investigation.

Vandalism and Property Damage

Students who destroy or vandalize school property will be required to pay for any losses or damages incurred. Any student who willfully destroys school property is subject to suspension or expulsion.

Profanity and Obscenity

Any student who uses obscene language or is in possession of obscene materials is in serious offense of school policy. Any student who engages in obscene acts or is in possession of obscene materials is subject to suspension or expulsion. Obscene material, including pornography in any form, is unacceptable.

Sexual Harassment and Discrimination

Ryan Academy is committed to a safe learning and work environment that is free from all forms of discrimination, including sexual harassment. It is a severe violation of school policy for any member of the student body or staff to harass a student or staff member by way of sexual conduct or innuendo. Ryan Academy is also a bully-free campus that has a zero-tolerance policy for "hate speech". Intimidation of any kind is prohibited. Students must be sensitive to their peers and refrain from the use of speech that is demeaning on the basis of race, class, religion, sexual orientation or gender, or national or ethnic origin.

Display of Printed Materials

Students who wish to post signs or any other printed material on campus must receive approval from the administration.

Grievances

To discuss a grievance an appointment with faculty should be scheduled. If the grievance remains unresolved, the administration must be contacted. Appeals may be filed to the Board of Directors.

The board's action shall be the final determination of all grievances.

Section 4. Academic Advancement

Homework

To enrich daily class work, teachers will regularly assign homework appropriate to their grade level.

Typically, your child *should* be able to complete any written homework assignment in:

K Grade	20 minutes
1 st /2 nd Grade	25- 30 minutes
3 rd /4 th Grade	30-40 minutes
5 th /6 th Grade	60 minutes (15 minutes / major subject)
7 th /8 th Grade	80 minutes (20 minutes / major subject)

Long-term class projects will be assigned and scheduled at the teacher's discretion. Homework assignments are due on the date assigned. Failure to complete homework as assigned can seriously impact a student's progress and overall grade.

Grading

All students will be evaluated on class participation, daily coursework, and homework assignments.

Students will receive Academic grades according to the following scale:

100% Scale	Letter Grade
90 – 100	A
80 – 90	B
70 – 80	C
60 – 70	D
0 – 59	F

Citizenship & Social Emotional Learning (SEL)

Citizenship is an integral aspect of society and research shows that students who learn about citizenship early in life develop a stronger commitment to doing good in the world. Ryan Academy believes that every student is and will continue to be an important part of a community. To that end, the school actively promotes respect, responsibility, and resourcefulness. We cultivate the values of respect, integrity and compassion and encourage community responsibility. Our students are developing intellectual independence and resourcefulness through inquiry, direct experience, and collaboration.

Social Emotional Learning (SEL) is the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Within the child's natural environment and/or school

setting, SEL can best be accomplished through a layered approach of skill lessons taught through the curriculum and infused into the environment including respect, responsibility, and resourcefulness.

Our Citizenship (SEL) grades address five broad, interrelated areas of competence and provide examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*.

Grades K-8 Social and Emotional Learning (SEL) Competencies and Indicators

Competencies	Indicators
Self-Awareness	1A. Demonstrate an awareness of their emotions 1B. Demonstrate an awareness of their personal traits, including their strengths and interests 1C. Demonstrate awareness of their external supports 1D. Demonstrate a sense of personal responsibility
Self-Management	2A. Identify and manage their emotions and behavior constructively 2B. Demonstrate honesty and integrity 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life
Social Awareness	3A. Demonstrate awareness of other people’s emotions and perspectives 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community 3C. Demonstrate an awareness of different cultures and a respect for human dignity 3D. Can read social cues and respond constructively
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others 4B. Develop and maintain positive relationships 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways
Responsible Decision Making	5A. Uses personal, ethical, safety, and cultural factors in making decisions 5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations 5C. Play a developmentally appropriate role in classroom management and positive school climate

Self-Awareness- The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

1A. Children/Students demonstrate an awareness of their emotions	
Level	Benchmark

K-1	<ul style="list-style-type: none"> ▪ Recognize and label their emotions/feelings ▪ Describe their emotions and the situations that cause them (triggers)
2-4	<ul style="list-style-type: none"> ▪ Recognize intensity levels of their emotions ▪ Recognize how emotion can change ▪ Recognize how thoughts are linked with emotions and emotions are linked to behavior ▪ Describe ways emotions impact their behavior(s)
5-8	<ul style="list-style-type: none"> ▪ Recognize uncomfortable emotions as indicators of situations in need of attention ▪ Identify emotional states that contribute to or detract from their ability to problem solve ▪ Explain the possible outcomes associated with the different forms of communicating their emotions
1B. Demonstrate an awareness of their personal traits, including their strengths and interests	
K-1	<ul style="list-style-type: none"> ▪ Identify their likes and dislikes ▪ Describe things they do well or the knowledge that they have ▪ Describe an activity/task in which they may need help in order to improve
2-4	<ul style="list-style-type: none"> ▪ Describe their personal identities, e.g., gender identity, race, ethnicity, national origin, disabilities, etc. ▪ Describe the personal traits they possess that make them successful members of their classroom and school community ▪ Describe their growth areas, prioritize the personal traits and interests that they want to develop and explore opportunities to develop them
5-8	<ul style="list-style-type: none"> ▪ Analyze how their personal traits and temperaments influence choices, successes, and areas of growth ▪ Apply self-reflection techniques to recognize their potential, strengths, and growth areas
1C. Demonstrate awareness of their external supports	
K-1	<ul style="list-style-type: none"> ▪ Identify at least one adult they trust ▪ Identify situations they need to seek help from an adult (big problem/small problem) ▪ Recognize how and where to get help in an emergency situation
2-4	<ul style="list-style-type: none"> ▪ Recognize qualities of positive role models in their lives ▪ Identify positive adults in various facets of their lives ▪ Identify peer, home, and school supports and/or resources they can access to help solve problems
5-8	<ul style="list-style-type: none"> ▪ Identify positive peer/adult support they can access ▪ Evaluate the benefits of additional external supports when they participate in extracurricular activities ▪ Recognize outside influences on the development of their personal traits and discern whether those influences are supportive or non-supportive
1D. Demonstrate a sense of personal responsibility	
K-1	<ul style="list-style-type: none"> ▪ Understand their responsibility to meet schoolwide safety expectations knowing it promotes a safe and productive environment ▪ Recognize that there are positive and negative consequences for their choices and actions
2-4	<ul style="list-style-type: none"> ▪ Define what it means to be responsible and can identify things for which they are responsible ▪ Explain the benefits of being responsible ▪ Demonstrate ability to say “no” to negative peer pressure

5-8	<ul style="list-style-type: none"> ▪ Identify the areas of school and life that are within their control ▪ Analyze the short and long term outcomes of risky and harmful behaviors on their health and wellbeing ▪ Identify behaviors they can choose to support their health and wellbeing ▪ Explain the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors ▪ Recognize, establish, and adhere to their own personal boundaries
-----	---

Self-Management-The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

2A. Identify and manage their emotions and behavior constructively	
Level	Benchmark
K-1	<ul style="list-style-type: none"> ▪ Utilizes techniques that allow them to calm themselves ▪ Practice using words to share their feelings about an interaction or situation rather than physically aggressively expressing feelings ▪ Practice moving to a “calm down” space in the room after a triggering event
2-4	<ul style="list-style-type: none"> ▪ Use self-monitoring strategies such as self-talk to regulate emotions ▪ Respond effectively to pressure situations, e.g., walk away, seek help or mediation ▪ Communicate their perspective on triggering behaviors or situations using I-messages ▪ Express emotions in a respectful manner
5-8	<ul style="list-style-type: none"> ▪ Apply strategies that help them manage stressful situations and persevere toward successful performance ▪ Reflect on possible consequences, both positive and negative, before expressing an emotion or engaging in a particular behavior ▪ Evaluate the role attitude plays in success i.e., pessimism vs. optimism
2B. Demonstrate honesty and integrity	
K-1	<ul style="list-style-type: none"> ▪ Describe a situation when they could have lied but they told the truth ▪ Shares reasons why they follow classroom/school rules (their own safety, the safety of others, reducing chance of damaging property, etc.) ▪ Describe the differences and consequences/benefits in lying and truth telling
2-4	<ul style="list-style-type: none"> ▪ Tell the truth in a difficult situation, while honoring personal boundaries ▪ Follow through on their commitments
5-8	<ul style="list-style-type: none"> ▪ Understand the benefits of honesty to building and sustaining healthy relationships ▪ Understand the benefits of having personal integrity for life success
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life	
K-1	<ul style="list-style-type: none"> ▪ Identify a short-term goal (wish, dream) ▪ Determine whether the goal is under their control or someone else’s control ▪ Identify and take steps needed to accomplish a short-term goal ▪ Identify people who can support them in reaching their short-term goal
2-4	<ul style="list-style-type: none"> ▪ Distinguish between long term and short term goals ▪ Describe why learning is important in achieving personal goals ▪ Evaluate the action steps taken to accomplish a goal and identify what, if anything, they could have done differently to facilitate that ▪ Identify resources that help them achieve their goals, i.e., home, school, and community support

5-8	<ul style="list-style-type: none"> ▪ Analyze factors that lead to goal achievement (for example, managing time, adequate resources, confidence) ▪ Describe the effect personal habits (both positive and negative) have on school and personal goals. Discuss ideas about how to shift negative habits to more supportive habits ▪ Describe and evaluate action steps for achieving short-term and long-term goals, utilizing institutional, community, and external supports
-----	--

Social Awareness-The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

3A. Demonstrate awareness of other people’s emotions and perspectives	
Level	Benchmark
K-1	<ul style="list-style-type: none"> • Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice) • Recognize that words and actions can hurt others
2-4	<ul style="list-style-type: none"> • Predict how their own behavior affects the emotions of others • Define and understand perspective/point of view • Use listening skills to identify the feelings/ perspectives of others • Recognize how words and actions can hurt others in different ways
5-8	<ul style="list-style-type: none"> • Analyze ways their behavior may affect the feelings of others and adjust accordingly • Provide support and encouragement to others in need • Accept and show respect for other people’s opinions
3B. Demonstrate consideration for others and a desire to positively contribute to the school and community	
K-1	<ul style="list-style-type: none"> ▪ Recognize and name how they can help others within their school, home, and community ▪ Identify how they help others and how they feel about helping, e.g., feed the dog, share, clean-up when asked
2-4	<ul style="list-style-type: none"> ▪ Share reasons for helping others ▪ Identify roles they have that contribute to their school, home, and neighboring community ▪ Work together with peers to address a need
5-8	<ul style="list-style-type: none"> ▪ Explain how their decisions and behaviors affect the well-being of their school and community ▪ Explore a community or global need and generate possible solutions ▪ Engage in social critique and make decisions that will lead to social change
3C. Demonstrate an awareness of different cultures and a respect for human dignity	
K-1	<ul style="list-style-type: none"> ▪ Describe ways that people are similar and different ▪ Name positive qualities in people that cross all cultures and groups
2-4	<ul style="list-style-type: none"> ▪ Identify contributions of various social and cultural groups ▪ Recognize that people from different cultural and social groups share many things in common and identify similarities/differences ▪ Define stereotyping, discrimination, and prejudice
5-8	<ul style="list-style-type: none"> ▪ Analyze how people of different groups can help one another and enjoy each other’s company ▪ Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this
3D. Can read social cues and respond constructively	

K-1	<ul style="list-style-type: none"> ▪ Understand the importance of and demonstrate respect for personal space ▪ Appropriately engage in play with others, i.e., introduce self, ask permission, join in, and invite others to join in ▪ Wait their turn, observe the situation, and know when it's appropriate to respond
2-4	<ul style="list-style-type: none"> ▪ Describe tone and how it is used to communicate to others ▪ Describe the impact of body language and facial expressions in communication ▪ Develop awareness that social cues may be different among various groups
5-8	<ul style="list-style-type: none"> ▪ Observe social situations and respectfully respond in a culturally sensitive way, e.g., school dance, peer pressure situations, cliques, public speaking ▪ Recognize and maintain personal boundaries of others (friends, family members, and teachers) ▪ Demonstrate how your personal boundaries affect interactions with others

Relationship Skills-The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

4A. Use positive communication and social skills to interact effectively with others	
Level	Benchmark
K-1	<ul style="list-style-type: none"> ▪ Pay attention to others when they are speaking ▪ Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.) ▪ Take turns and share with others ▪ Effectively and appropriately communicate needs, wants, and ideas in a respectful manner
2-4	<ul style="list-style-type: none"> ▪ Give and receive compliments in a genuine manner ▪ Use attentive listening skills to foster better communication ▪ Demonstrate good sportsmanship ▪ Demonstrate cooperative behaviors in a group, e.g., listen, encourage, acknowledge opinions, compromise, reach consensus
5-8	<ul style="list-style-type: none"> ▪ Practice reflective listening ▪ Demonstrate an ability to take the necessary role, e.g., leader or team player, to achieve group goals ▪ Use understanding of how and why others respond in a given situation (assertive, passive, or aggressive) in order to respond respectfully and effectively to others
4B. Develop and maintain positive relationships	
K-1	<ul style="list-style-type: none"> ▪ Identify the multiple types of relationships they have with others ▪ List traits of a good friend ▪ Demonstrate ability to make new friends ▪ Identify and practice behaviors such as active listening, and sharing to maintain positive relationships
2-4	<ul style="list-style-type: none"> ▪ Recognize the difference between helpful and harmful behaviors in relationships ▪ Identify a problem in a relationship and seek appropriate assistance ▪ Understand the positive and negative impact of peer pressure on self and others

5-8	<ul style="list-style-type: none"> ▪ Distinguish between helpful and harmful peer pressure ▪ Demonstrate strategies for resisting harmful peer pressure ▪ Involve themselves in positive activities with their peer group ▪ Develop friendships based on personal values ▪ Identify the impact of social media in developing and sustaining positive relationships ▪ Understand the difference between safe and risky behaviors in a relationship
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways	
K-1	<ul style="list-style-type: none"> ▪ Identify interpersonal problems they need adult help to resolve and appropriately ask for help ▪ Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices, including the use of “I” messages” ▪ Identify and state feelings and problem in conflict
2-4	<ul style="list-style-type: none"> ▪ Show an understanding of conflict as a natural part of life ▪ Describe causes and effects of conflicts, including how their behavior impacts others’ emotions ▪ Distinguish between destructive and constructive ways of dealing with conflict ▪ Activate the steps of a peaceful conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
5-8	<ul style="list-style-type: none"> ▪ Identify the roles of individuals in conflict and understand their responsibility in reaching resolution ▪ Apply conflict resolution skills to de-escalate, defuse, and resolve differences ▪ Generate ideas about how all parties in conflict might get their needs met ▪ Access positive supports when needed in a conflict situation/crisis

Responsible Decision Making-The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal and social well-being.

5A. Uses personal, ethical, safety, and cultural factors in making decisions	
Level	Benchmark
K-1	<ul style="list-style-type: none"> ▪ Recognize that one has choices in how to respond ▪ Identify ways to promote safety for oneself and others ▪ Identify ways to respond to unfamiliar adults in different settings ▪ Stand up for a friend / peer and lets others know when a person is being treated unfairly
2-4	<ul style="list-style-type: none"> ▪ Identify social norms that affect decision making ▪ Define cyber-bullying and response strategies ▪ Identify when someone is targeted and how to respond to a situation to support the individual ▪ Recognize and describe how the media can influence one's behavior ▪ Stand up for self or a peer who is being disrespected
5-8	<ul style="list-style-type: none"> ▪ Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions ▪ Apply bystander strategies, e.g., intervene, advocate, or get adult support based on context, during a situation of peer aggression, intimidation or harassment ▪ Analyze the reasons for school and societal rules, and how they impact decisions
5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations	

K-1	<ul style="list-style-type: none"> ▪ Recognize that they have choices in how to respond to situations ▪ Implement stop, think, and act strategies in solving problems ▪ Demonstrate social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate) ▪ Demonstrate constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)
2-4	<ul style="list-style-type: none"> ▪ Describe the steps of a decision making model ▪ Generate alternative solutions to problems and predict possible outcomes ▪ Effectively participate in group decision-making processes ▪ Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, planning
5-8	<ul style="list-style-type: none"> ▪ Identify and apply the steps of systematic decision-making ▪ Develop decision-making strategies for avoiding risky behavior ▪ Explore how external influences, e.g., media, peer, cultural norms, affect their decision-making
5C. Play a developmentally appropriate role in classroom management and positive school climate	
K-1	<ul style="list-style-type: none"> ▪ Recognize the various roles of the personnel that govern the school (all staff) ▪ Participate in individual roles and responsibilities in the classroom and in school
2-4	<ul style="list-style-type: none"> ▪ Identify and organize materials needed to be prepared for class ▪ Understand personal relationships with personnel that govern the school ▪ Discuss and model appropriate classroom behavior individually and collectively
5-8	<ul style="list-style-type: none"> ▪ Compare and contrast behaviors that do or do not support classroom management and positive school culture to provide recommendations to administration ▪ Demonstrate behaviors that support classroom management and positive school culture ▪ Advocate for oneself in a respectful and deliberate manner if believed to be treated unfairly

For Citizenship and “Specials” classes that only meet once or twice a week, students will receive Effort / Conduct grades that reflect their conduct and effort in class.

Effort / Conduct Grades	
Grade	Description
4	Exceeds Expectations
3	Meets Expectations
2	Near Expectations
1	Below Expectations
0	Little Evidence of Learning

Academic Honors

Students who meet the following criteria will be included in the school’s quarterly Honor Roll:

Honors	Student receives all grades 80% or above And nothing below a 3 in Specials grades and Citizenship
--------	---

Advancement Requirements

Students are required to maintain a final grade average of 70% in each of their three core academic courses (Reading, Writing, and Math) to be promoted to the next grade.

Section 5. Mandatory Volunteer Policy

Each family registered at Ryan Academy is required to volunteer a minimum of eighteen (18) hours of service per school year to the mission of our school. Any parent, legal guardian, grandparent or immediate family member over 18 years of age may fulfill a family's service obligation.

If a family is unable to fulfill their required eighteen (18) hours during the school year, they are required to buy out their commitment for a fee of \$10 per hour. Any outstanding hours or monetary fees must be reconciled by the end of the school year.

Service hours will be self-reported and signed off by the office within two (2) weeks of the event. Several opportunities to volunteer will be presented throughout the school year. Upon completion of the service activities, families are responsible for reporting their hours in the Volunteer Service Hour Log and turning it into the office. Hours must be completed and turned in no later than the last day of school.

All volunteers must observe the following rules:

1. Volunteers must follow the same dress code applicable to staff.
2. Volunteers will not lend money or bring gifts other than stickers and greeting cards to individual students unless authorized by the building principal or staff.
3. Volunteers will not transport students.
4. Volunteers will keep all information obtained from a student's education record confidential.
5. Volunteers will not photograph or videotape students unless authorized by the building principal or staff.
6. Volunteers will not arrange to meet students outside the regular school day or during school-sponsored events or activities.
7. Volunteers will not dress students, change diapers, provide personal hygiene assistance or supply medication to students.
8. Volunteers will use universal precautions to avoid contact with body fluids.
9. Volunteers will receive policies and procedures on computer use and will sign an authorized user form prior to having access to the computers.
10. Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with district policy.
11. Volunteers will not search students or student property.
12. Volunteers will not direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment. If the volunteer believes a student's clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately.
13. Volunteers must document the hours volunteered in the school.
14. Volunteers must report suspected cases of abuse or neglect to the building principal.
15. Volunteers will follow all the policies, procedures and other rules established in the handbook and all applicable laws.

Section 6. Internet, Email and Technology Acceptable Use Policy

I. Introduction and Overview

Ryan Academy of Norfolk is proud to provide an advanced computing environment as part of our commitment to academic excellence. We utilize technology in nearly every facet of instruction, activity, service, research, and operation of our school. Faculty and Staff will use the available technology in ways that promote development in the intellectual, social, emotional and in sound educational experiences. This policy provides expectations for the use of technology as it affects our school and

educational community. Our values and priorities are based on the latest technological trend. We want our school to be a place where students can learn how to use technology as a positive tool.

Due to the evolutionary nature of technology, it is imperative for students to realize that our policies regarding the use of technology in our community will also be evolutionary. We ask all students to employ their best judgment when it comes to the use of technology/the Internet. Our policies address the use of many technology resources, access to the Internet through the use of our network and access to email and cloud storage through the Ryan Academy TEAMS domain. Students should be sure to read and understand the policies below before using the school's network and other technologies, as well as any personally-owned technology used for school purposes. We ask our students and families to understand and exercise responsibility in the use of all technologies, networks, and accounts. Misuse of these tools can cause serious disruptions to daily operation of the school and the learning experience and could result in a major infraction to the school's Honor Code Use of school technology resources will imply understanding and agreement to the terms set forth in this policy. ***These policies apply to all students both on and off campus whether school is in session or not.***

Right to Update this Acceptable Use Policy:

Because technology, and our intended use of technology are continually evolving, our school reserves the right to change, update, and edit its technology policies at any time in order to meet procedural and instructional needs, while protecting the safety and well-being of our students and community. To this end, the school may add additional rules, restrictions, and guidelines at any time.

Supervision and Personal Responsibility

Students and parents are required to read this Acceptable Use Policy and signify compliance annually by signing the school's Student Internet and Handbook form.

Privacy

The school reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on our property or at our events. We also reserve the right to investigate any reports of inappropriate actions related to any technology used at school. All emails and messages sent through the school's network, school account, or accessed on a school computer can be inspected. All on-campus web browsing may be monitored. Any files saved onto school-owned technology or under school-based accounts can also be inspected. Students should be advised that improper use of cell phones or any personal technology will result in its confiscation and the school maintains the right to review the technological activity.

Filtering

The school adheres to the requirements set forth by the United States Congress in the Children's Internet Protection Act. This means that all access to the Internet is filtered and monitored. The school cannot monitor every activity but retains the right to monitor activities that utilize school owned

technology/school owned accounts. By filtering Internet access, we intend to block offensive, obscene, and inappropriate images and content.

Termination of Accounts and Access

Upon graduation or end-of-year transfer from Ryan Academy, students will be permitted access to their school account for 30 days. This includes email and One Drive. Prior to graduation/withdrawal from the school, it is recommended that students save personal data stored on school technology or under school-based accounts to a removable storage device and set-up an alternate email account, if necessary. Any student who leaves Ryan Academy before the end of the school year for any reason will have his or her email account closed 14 days from their departure.

II. Acceptable and Unacceptable Use of Technology

Purposes and Use Expectations for Technology

All school-owned technologies, including accounts, the school network, and its Internet connection are intended primarily for educational purposes. Educational purposes include but are not limited to academic research and group work, classroom activities, communication with faculty/staff/collaborators, homework, and a variety of other activities. Activities such as playing games, accessing social media, streaming services, or inappropriate Internet searches, along with any other activity that interferes with any educational or operational process of the school, teachers or other students is not permitted. In any case where a teacher or other school employee directs a student to cease a given activity, the student should comply. Violation of the AUP will result in a loss of technology privileges for a time to be determined.

Personal Responsibility

Ryan Academy of Norfolk expects students to act responsibly and thoughtfully when using technology. Technology is a shared resource offered by the school to its students. Students bear the burden of responsibility to inquire with the teacher or school administrator when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

School-Provided Technology Resources

All students are provided with a school Microsoft account, which provides intranet email access to students. All emails sent from this account are representative of the school, and students should keep in mind school policies regarding appropriate language use, bullying, stalking, and other policies and laws. Student email accounts are subject to monitoring and have limited privacy.

Students are expected to allow email recipients--teachers or peers--24 hours to respond to an email before sending a follow-up message.

The school provides individual technology accounts for all students. Students must log off when they are finished using a school computer, or another user may access their account, files, and email. Actions that take place under a given user account are accountable to the owner of that account. Users should

keep network passwords private and should never deliberately share network account information with another student.

Cell Phones, Portable Game Devices, and other Mobile Devices

Cell phones, smart watches and any other communication/technology devices that send/receive text messages, accept phone calls, play games, and/or take photographs may not be used while on campus. Students must turn off their cell phones and smart watches prior to starting their day on campus. During each class, phones/smart watches will be stored in lockers. Phones/smart watches are to remain off while in Assembly, dismissal, and other “down” times, including walking from class to class. Students can have medical exemptions if cell phones are used to monitor bodily statistics including but not limited to blood sugar levels. **Earbuds and headphones are prohibited during the day without explicit permission from the teacher.**

Texting is not permitted anytime during the school day; ***this includes texting with parents/guardians***. If a student needs to make an emergency phone call to a parent/guardian during the day, they may use a school phone with the permission of the teacher. Students may also request to use the phone in the front office. Failure to follow these guidelines will result in an immediate confiscation of the phone/smart watch/communication device, which may be retrieved by the student from the Front Office at the end of the day.

Recording, Video, and Photography

Students are only permitted to capture or send photographs, video or live streaming content on school property or at school events under the direct, immediate supervision of a teacher for academic purposes. At no time are students allowed to transmit photographs, audio and/or video from on campus or virtual learning sessions to anyone who is not a teacher or administrator with Ryan Academy of Norfolk. Failure to uphold the privacy of students and teachers will result in revocation of technology privileges.

Inappropriate Material

Students may not access or disseminate material that is offensive, profane, or obscene including pornography and hate literature. Hate literature is anything written with the intention to degrade, intimidate, incite violence, or incite prejudicial action against an individual or a group based on race, ethnicity, nationality, gender, gender identity, age, religion, sexual orientation, disability, language, political views, socioeconomic class, occupation, or appearance (such as height, weight, and hair color).

Inappropriate Communications

Inappropriate communication is prohibited in any public messages, private messages, shared documents, and material posted online by Ryan Academy of Norfolk students. Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images, typed, posted, or spoken by students; information that could cause damage to an individual or the school community or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or

stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices.

Students may not engage in any form of cyberbullying, i.e., using any technology to harass, insult, antagonize, slander, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in the community. Cyber-bullying in any form is unacceptable and will not be tolerated. Any cyber-bullying, on or off-campus, that is determined to substantially disrupt the safety and/or well-being of a person or the school is subject to disciplinary action.

Students may not post or send chain letters or spam. Spamming is sending an unnecessary and unsolicited message to a large group of people. Spamming can occur through emails, instant messages, or text messages.

Intellectual Property, Academic Honesty, Personal Integrity and Plagiarism

Plagiarism – claiming or implying that someone else’s work, image, text, music, or video is a student’s own, or incorporating portions of someone else’s works into a student’s own work without citing – is unacceptable and will not be tolerated. All students are expected to maintain academic honesty. Students may not pretend to be someone else online or use someone else’s identity without express permission from that person and/or his/her parent/guardian if he/she is a minor. A student should not post or make accessible to others the intellectual property; including, but not limited to text, photographs, and video; of someone other than him/herself. This includes intellectual property that students were given permission to use personally, but not publicly. Plagiarism violates our Ryan Academy of Norfolk Honor Code, as well as state and Federal laws.

A work or item is copyrighted when one person or one group owns the exclusive right to reproduce the work or item. Songs, videos, pictures, images, and documents can all be copyrighted. Copyright infringement is the copying or reproducing of copyrighted material without the authority to do so. Students must make sure to appropriately cite all resources used in all work. Students should never utilize someone else’s work without proper permission.

Downloads and File Sharing

Downloaded media files should not be stored on school-provided local or cloud storage. Students may never download, add, or install new programs, software, or hardware onto school-owned accounts, unless expressly directed by a teacher. Students may never configure a school computer or personally owned computer to transmit or receive copyrighted material, or to engage in any illegal file sharing. The school cooperates fully with local, state, and/or Federal officials in any investigations related to illegal activities conducted on school property or through school technologies.

Respect for the Privacy of Others and Personal Safety

Our school is a community, and as such, community members must respect the privacy of others.

- Students may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others.

- Students may not misrepresent or falsely assume the identity of others.
- Students may not repost information that was received privately without the permission of the sender/owner of the information.
- Students may not post private information about others.
- Students may not use another person's account.
- In circumstances where a student has been given another user's account with special privileges, that account may not be used outside of the terms under which it was given.
- Students may not voluntarily post private/personal information online, including name, age, school name, address, phone number, or other identifying information.

Respect for Ryan Academy of Norfolk and the Ryan Community

Ryan Academy of Norfolk takes pride in the integrity of its students and its reputation as a quality institution; therefore, no person/organization, including students, may use the school's name, logo, mascot or other likeness or representation on a non- school website without express permission from Administrators. This includes pictures of anyone wearing clothes with the school's name, emblem, or logo. This also includes not sharing personal information about community members from the digital school directories.

Computer Settings and Student Behaviors

All school technology users are expected to understand that the same rules, guidelines, and policies that apply to other student behavior also apply to technology-related student behavior. Students are expected to use their best judgment when making decisions regarding the use of all technology and the Internet. While no policy could detail all possible examples of unacceptable behavior related to technology use, here is a brief list highlighting some examples:

- Students may not alter, change, modify, repair, or reconfigure settings on school-owned computers.
- Students will be respectful, mindful to keep their hands only on their own devices.
- Students may not purposefully spread or facilitate the spread of a computer virus or other harmful computer program or alter settings on school-owned technology in such a way that the protection software or other security measures would be disabled.
- Students may not take action to circumvent any school-applied system security measures. ***This includes using a VPN while on campus.***
- Students may not use domestic or international websites to tunnel around firewalls and Internet content filtering software, or to hide their identity when browsing.
- Students may not use websites or other software utilities to circumvent any security meant to ensure compliance with this policy and state and/or Federal law.
- Students may not attempt to guess passwords or utilize any password hacking utilities to acquire passwords.

- Students may not log in to more than one computer with the same account at the same time.
- Students may only log in to school owned Chromebooks with the school issued Google account.

Artificial Intelligence (AI)

Artificial Intelligence (AI) resources such as ChatGPT may be useful in a number of ways, with the explicit permission from a teacher. Because it can also be abused, however, you are required to acknowledge the use of AI in any work you submit for class. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI must be clearly described at the end of your assignment.

While AI tools can be useful for studying and researching assignments, it is important to use them responsibly and ethically. The following are some guidelines for what not to do when using AI when permitted:

- Do not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on your own, using AI tools as a supplement rather than a replacement for your own work when your teacher allows.
- Do not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity.
- Do not assume that AI responses are always correct. It has been noted that AI can generate fake results.

Failure to use AI in an ethical, responsible manner when allowed can result in revocation of technology privileges and/or consequences related to plagiarism.

III. General Safety and Security Tips for the Use of Technology

Posting Online and Social Networking

Students should never post private/personal information online. Personal information includes phone number, address, full name, siblings' names, and parents' names. When creating a parent approved account on a social networking website, make sure to set privacy settings so only friends can view pictures and profile information. Students should avoid accepting "friends" not already known. Social networking accounts should be configured to notify of all photo tagging. Students should avoid posting any personally identifiable information or content to publicly available social network profiles.

Downloads and Attachments

Students should not open or run electronic files from unknown or suspicious senders or websites. Harmful and undesirable consequences can result from opening these items.

Stay Current

Students should protect their devices by keeping antivirus and antispyware, operating systems, and application software up to date. Students should disable file sharing, and other ad hoc peer-to-peer

networking capabilities on personal devices, and they need to charge devices at home overnight to avoid work interruptions.

IV. School Liability

The school cannot and does not guarantee that the functions and services provided by and through our technology will be problem free. The school is not responsible for any damages students may suffer, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy, or the quality of the information obtained through school technologies. Although the school filters Internet and email content, the school is not responsible for a student's exposure to "unacceptable" information, nor is the school responsible for misinformation. The school will not be responsible for financial obligations arising from student use of school technologies.

V. Responses to Violation of the Acceptable Usage Policy

The school's administrators shall have broad authority to interpret and apply these policies. Violators of the school's technology policies will be notified and invited into a conversation with administration about their actions, unless an issue is so severe that notice is neither possible nor prudent in the determination of the school administrators. Restrictions may be placed on the violator's use of school technologies. **Depending on the nature of the action, and to protect the safety and well-being of our community, technology privileges may be revoked entirely.** Violations may also be subject to discipline of other kinds within the school's discretion. The school cooperates fully with local, state, and/or Federal officials in any investigations related to illegal activities conducted on school property or through school technologies. School administration has the right to confiscate personally-owned technology devices that are in violation or used in violation of school policies.

Students in receipt of, or gaining access to inappropriate information, even accidentally, should immediately inform a teacher or administrator. Failure to do so may place responsibility for the inappropriate content on the student. Any student who witnesses another, either deliberately or accidentally, access inappropriate information or use technology in a way that violates this policy should report the incident to a school administrator as soon as possible. Failure to do so is in violation of our Ryan Academy of Norfolk Honor Code.

The school retains the right to disable network user accounts, and/or suspend access to data, including student files and any other stored data without notice to the student if it is deemed that a threat to school safety or to the integrity of the school accounts/network exists.

**Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the computers and Internet.*

Section 7. Digital Learning Policy

To meet the needs of the 21st century student all students—K through 8—need to develop advanced critical thinking and information literacy skills and master new digital tools. At the same time, they need to develop the initiative to become self-directed learners while adapting to the ever-changing digital information landscape.

Digital technologies create new opportunities for accelerating, expanding, and individualizing learning. The appropriate use of technology in education improves student learning, quality of instruction, and teacher effectiveness.

Although digital learning will never replace the direct contact students have with their teachers and peers as members of the Ryan Academy community, it will allow students to continue to progress in their studies. The backbone of our delivery of digital learning is Office 365, our learning management system; we will also be using a videoconference platform, Microsoft Teams (formerly Skype), which is widely used by universities and businesses and is included in Office 365. There is no additional cost for these services. Ryan Academy will be using resources that are available when you log in to the Parent Portal. We are using resources with which students and parents are already familiar.

During digital learning, students will be expected to engage in lessons synchronously, with everyone learning at the same time using technology tools, and asynchronously, which means students learn the material at different times and locations. Digital learning lessons will take many forms, as teachers will employ a range of tools and techniques to facilitate learning and interaction. These may include real-time video instruction, pre-recorded video, group chats, and much more!

Parents and caregivers can help! Help your child establish and stick to routines. While your child may at first enjoy the freedom from some of the usual school routines digital learning allows, many will come to miss the boundaries and social connections that these routines provide.

Depending upon your child's age, you may wish to help your child establish norms around getting up and getting dressed, setting up an organized space to work, staying organized, and taking breaks for physical activity.

Below are some of the terms that are used to describe how digital learning is delivered. They are:

Synchronous: Synchronous digital learning takes place in real-time using a video-conferencing platform like Teams to allow students and teachers to meet for instruction and community building.

Asynchronous: Asynchronous digital learning takes place through recorded video presentations and related learning activities posted to Class Notebook. This form of instruction does not involve real-time interaction.

Blended learning: Blended learning uses a carefully planned mix of synchronous and asynchronous strategies to combine real-time student-teacher interaction through video-conferencing and related learning activities.

Video conference: A video conference is a virtual class meeting that allows all participants to meet with real-time audio and video. Our video-conferencing platform is Teams.

Level 1 and Level 2 Digital Learning Days

Level 1 Days would be for short term closures such as inclement weather days.

Level 2 Days would be for longer forecasted closures such as during the pandemic or a natural disaster.

When in Level 1, teachers communicate with students and their parents via the school's Class Notebook student/parent portal. All teaching and learning are done through video presentations and related assignments that students **complete at home on their own daily schedules.**

When in Level 2, teachers deliver lessons through online videoconferencing in Teams, in real-time instruction. Teachers combine real-time lessons with related asynchronous learning activities to deliver high quality instruction within a predictable schedule of regular class meetings. For example, a student will be expected to "attend" his or her regularly scheduled classes from 8:30 a.m. to 11:00 a.m. Monday through Friday, via

Teams. Outside of the Teams classes, the students will have additional work that they must complete and turn into their teachers, just as they normally would do. And resources, such as art, physical education, languages continue in this format!

Level 2 Schedule

8:30 a.m.-10:15 a.m.	Digital learning through Teams, including group activities, resource learning and individual assignment completion.
10:30 a.m.- 11:00 a.m.	Specials: K-4: Mon: Language, Tues: Art, Wed: PE, Thurs: Art, Fri: Language 5-8: Mon: Art, Tues: Language, Wed: PE, Thurs: Language, Fri: Art
11:00 a.m. - 12:00 p.m.	Lunch and Break
12:00 p.m. - 3:00 p.m.	Outside time, nap time, play time, reading time, independent practice- Virtual conferences available by appointment

Digital Learning Day Policy

School closings can disrupt the instructional programs of Ryan Academy. To help students remain on pace with their studies during extended absences, administration and teachers of Ryan will implement Digital Learning Days (DLD) in the event of a school closure. During Digital Learning Days, students will use their school-issued email to sign into their class Notebooks and keep up with assignments posted by their teachers. All virtual meetings, coursework, and assignments are intentionally designed to keep student learning on track with the course curriculum. Students will be held accountable for logging into online Notebook, completing all assignments, and turning them in on time, as determined by the subject teacher. Please see more about DLD procedure below.

Procedure and Specifics Level 1

- Digital Learning Days will be in effect beginning Day 2 of an Inclement weather closing. During this time, students will continue to keep up with assignments posted by teachers each day.
- On Monday-Friday students will log into the notebook for each class period and learning will be asynchronous. Students will have work to complete for their classes, but they may do so within their own schedule.
- Teachers will post all assignments, daily agendas, and links in Class Notebook by 8:00 AM.
- If a home is without power and connectivity, the parent must communicate with the teachers once the situation is resolved; students are still accountable for the assigned work per the late work policy outlined in each teacher's syllabus.
- If a student is ill to the point that they will not be able to log on or complete their work, parents must email or call for approval as an excused absence.
- Teachers will be checking email regularly between 8:00 - 3:30 to address students' questions.
- On these days, specific attendance will not be taken. However, students are expected to complete the work assigned to them in order to gain credit and stay on pace with their learning.

Procedure and Specifics Level 2

- Level 2 Digital Learning Days will be announced when the school needs to close for more than a day or two. During this time, students will continue to attend classes digitally and keep up with assignments posted by teachers each day.
- Each morning students will attend classes digitally, logging into a live Teams meeting for each class period.

- We will follow a consistent schedule on Monday - Friday. This schedule will allow for virtual instruction each morning, with asynchronous learning in the afternoon.
- On these days, teachers will post links to Team meetings on the Class Notebook calendar. Students will be expected to follow these links and log into these meetings per the Level 2 schedule.
- Teachers will post all assignments, daily agendas, and links in Teams by 8:00 AM.
- Students are expected to be on time for all class periods and follow all Professional Standards for the Online Classroom (below) when in Teams.
- Attendance will be taken in each class period. To be counted as present, students must log in on time, remain present for the entire class period, and complete any classwork assigned by their teacher.
- Students that are marked absent will receive an unexcused absence for the day. Student participation and attendance at each period is a requirement.
- If a home is without power and connectivity, the student must communicate with his/her teachers once the situation is resolved; students are still accountable for the assigned work per the late work policy outlined in each teacher's syllabus.
- If a student is ill to the point that they will not be able to log on or complete their work, parents must email or call for approval as an excused absence.

Note for Parents

As we go into this new style of learning, parent support is an important aspect of student success. Teachers will communicate expectations and assignments with students through the Class Notebook streams. Parents are encouraged to check-in regularly on the expectations and assignments by reviewing Class Notebook streams and discussing the content with their children.

PROFESSIONAL STANDARDS FOR THE ONLINE CLASSROOM

1. Find the right location to attend class professionally.

- If a class is meeting virtually through TEAMS, students should set up a designated workspace. Ideally, the workspace is a desk or table with adequate lighting and a clear area for a charged computer and all school materials. An organized approach and workspace will be essential during DLDS. Students should be seated upright during class and not lying on the floor, in bed, walking back and forth, etc. The workspace must be free of background noise (TV, music, etc.) and distraction so that you can give your full attention to the class. Neither you nor others should be distracted by your location or background.

2. Always keep your camera on and dress/act professionally.

- Please keep your camera on throughout the duration of the class. You should be attentive and professional in front of the camera. This includes wearing clothing that is appropriate for a class session. A t-shirt or collared shirt with pants or shorts would be a good example of what would be considered appropriate. Your uniform would be ideal. Pajamas, tank tops, bathing suits would be considered inappropriate.

3. Remain attentive in class

- You should not be having side conversations, engaging with other devices such as a phone or iPad, or taking part in other distractors while in class. Creating side chats, engaging in off-topic chats, or distracting others when class is in session is not permissible.

4. Mute your microphone when not speaking.

- When not speaking, your microphone should be muted to cut down on interference, static, and background noise.

5. Arrive on time to class and remain for the duration of the period

- Students are expected to arrive at the virtual class on time and to stay attentive in the virtual learning setting until the teacher dismisses them.

6. Use a set of headphones with microphone capability (if you have them).

- If you have them, these are often more reliable for others to hear you participate than utilizing the microphone built into your computer. If you do not have these, you should be able to use the microphone and audio built into your device

7. Take ownership of your learning

- Digital learning requires a great deal of focus, organization, and maturity. Set high expectations for yourself each day behaviorally and academically and hold yourself accountable for them.

If any of these protocols are consistently broken, a student may be dismissed from class, and the dismissal will be considered an unexcused absence. The student may receive a 0 for any graded classwork that day and could be subject to further discipline.