



SAGE COLLEGIATE
STUDENT- FAMILY HANDBOOK
2024-25



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OUR SCHOOL

❖ MISSION

Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

❖ VISION

We believe that all children are entitled to a high-quality, rigorous, college-preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. There is an urgency in Clark County right now to ensure that all of our students have an equitable opportunity to receive an education that prepares them to get to and through college, to be on a clear path for a life of opportunity, and to be able to compete in a global community. Less than 25% of Clark County residents have a college degree, and we aim to increase the number of college educated individuals as a K-8 college prep school.

To be full participants in our global society and effective learners in the 21st century, and to build lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This starts in kindergarten, and includes mastering foundational academic skills, ensuring character development, and developing the hope and determination that will drive them to school and life success.

Our vision is one framed first through literacy, with all students reading at or above grade level. By the end of the 2024-25 school year, Kindergarteners will be able to read to siblings, cousins, parents, and grandparents by the end of their first year at Sage Collegiate; 3rd graders will demonstrate literacy skills that reach and exceed state expectations. Our elementary students entering our middle school will be the pride of our city, county, and state with achievement scores that demonstrate their readiness for middle school. Starting in 2026, our 8th grade students will achieve PSAT 8/9 scores that put them on track for college-bound SAT scores and National Merit Scholarships in their high school career, positioning our graduates to successfully enroll in Honors and Advanced Placement courses in high schools throughout the region.

Our vision is also framed through mathematics. Our 1st graders will be able to understand place value, add and subtract through 20 and construct viable arguments and critique the reasoning of others. Our 4th graders will be able to generalize and analyze patterns; represent and interpret data; understand decimal notation for fractions; and compare decimal fractions. Our graduates will be able to define, evaluate, and compare functions; understand and apply the Pythagorean Theorem; and know that there are numbers that are not rational, and approximate them by rational numbers.

Our vision is fully fleshed out with a more robust view of education that envisions students partaking in Latin, Coding, and Speech and Debate and able to advocate for themselves and their community, develop a robust vocabulary, and build skills to participate in a 21st Century global workplace.

This vision includes a deeply supportive school community in which students grow deeply each year through their access to Mindfulness and Physical Education (PE), and a values-rich community built on high expectations, purpose, and integrity, which inspires our students' best selves, and which aligns with the deep dreams and values of our community.

Our vision is the manifestation of our listening to others, collaborating with our community, and studying what works. We have heard the imperatives of our state and local elected leaders; we have listened to the many voices of our

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community; we have studied the best practices of high-performing charter schools across the country; and we have analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unflinching path to college.

In response to significant need, Sage Collegiate Public Charter School is a high-expectations, achievement-oriented K-8 charter school for the children of Las Vegas that reflects the exemplary models of high-performing charter schools across the country and uses the autonomies of a charter to draw upon the most current research in response to the specific needs and desires of our local community.

❖ CORE TENETS

Sage Collegiate's school design is built on the unwavering belief that all children can succeed; high expectations and access to opportunity are fundamental for all children regardless of zip code, race, ethnicity, or socio-economic status; and a warm-strict environment provides the most productive learning environment. Our focus areas are literacy, college readiness, and character development. In a community where 40% of students are identified as English Learners, 65% of children qualify for free/reduced lunch – a proxy of poverty, and only one-quarter of residents have a college degree, literacy and college readiness are critical foundations for a life of opportunity.

Informed by current research and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven core tenets in which we firmly believe:

- **COLLEGE STARTS IN KINDERGARTEN.** All children can achieve high levels and meet high standards. Sage Collegiate is a college-focused community, with high expectations for all, emphasizing what is possible for scholars and proving it with our performance on state and national assessments and national reading inventories. Research shows college readiness is critical for children, especially in a low-income community where educational equity can be life changing.
- **LITERACY IS EVERYTHING.** The most important predictor of high school graduation and career success is whether a student is reading proficient by 3rd grade. Research shows that more than 1 in every 3 children start Kindergarten without the language skills they need to learn to read. To ensure scholars are firmly on a college path and set up for success in middle school and beyond, Sage Collegiate focuses on literacy and sets goals for all scholars reading at or above grade level by the end of second grade.
- **STRUCTURE + ZEST = ALL SCHOLARS LEARN.** Scholars cannot learn in chaos. Extensive research shows that students with behavior problems are more likely to have academic deficits. Studies also show that school wide structures and consistent routines and procedures can positively impact a multitude of factors that impact student achievement, including student attendance, instructional time on tasks, and academic engagement. A structured culture with reliable routines, predictable practices, and constant enforcement ensures our school has an environment conducive to learning for all. Additionally, our daily Morning Motivation and Community Closing, as well as our Weekly Jubilees allow for celebration, zest, and recognition of scholars for their achievement, positive behavior, and academic growth. Recognitions like Scholar of the Week and peer Put Ups allow for a joyful, festive environment coupled with structure and intentionality.
- **WE LEAD WITH URGENCY.** Time is a non-renewable resource. Our scholars have but a single year in each grade. They cannot afford for us to take our time or for change to come at an incremental pace. Research shows that students in low-income communities often face an inequitable amount of time than peers in higher-income schools. It is critical we lead with urgency to ensure instructional time is used effectively and efficiently, and students can maximize their time in school for learning.

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- **EXEMPLARY TEACHERS, EXEMPLARY RESULTS.** The effect of teaching on learning is greater than ethnicity or family income, school attended, or class size. Ambitious, high capacity, and proficient adults thrive in a supportive, collaborative, and professional environment, and we recruit, develop, and retain teachers and staff who live and breathe the mission and whose actions are aligned with our academic priorities and goals, and we support our team through robust and targeted professional development geared to the academic needs of our students and the growth needs of our teaching staff.
- **DATA DRIVES INSTRUCTION.** We assess, analyze, and take action around data to provide targeted support and intentional, standards-based and student-centered instruction to ensure all scholars are able to meet or exceed their goals every year in all core subjects. We know it is critical to ensure students are learning; it is not about what we think we taught; it's about whether students learn it. We know that to get dramatic student achievement results, it takes intentional, systematized practices of data analysis, including regular data conferences and teachers trained in data analysis and data-informed action planning.
- **IT TAKES A VILLAGE.** Family and community participation in scholars' learning is fundamental to their success. Parents' are our partners, and we are grounded in and by our community. Our design elements routinely and consistently allow families and the school to work together for the benefit of children. Through events and activities like Home Visits, Family Orientation, Family Literacy and Math Nights, Fall Festival, bi-annual Family-Teacher Conferences, College Campus visits, Festival of Books, Families for Sage Collegiate, and Cafecitos provide opportunities for strong family and school partnerships. Research shows that when schools and parents partner, students are more positively impacted. We work in partnership because we know it takes a village of commitment stakeholders to get students to and through college successfully.

❖ CORE VALUES

At the root of our work, grounded in our beliefs, are our school's core values. We know character development is a critical life skill for children, and effective character-building of scholars must be informed by extensive research and based upon proven practices shown to be effective with similar communities, serving similar needs, and towards ambitious academic and life goals. What matters most, Paul Tough writes in *How Children Succeed*, is whether we are able to help children develop their non-cognitive skills like persistence, self-control, curiosity, and grit. Recent studies have shown that durable skills are also critical in children's development and the workforce of the 21st century.

As a recent study reports, "The need for students to develop soft skills alongside academic and technical skills was apparent long before the pandemic. However, COVID-19 greatly accelerated existing trends. New ways of learning, working, and connecting have emerged, primarily driven by technological innovation. At the same time, we have become more aware of our vulnerabilities to public and mental health challenges, environmental disruptions, systemic inequities, and aging infrastructure, among other crises. And we have also witnessed the outsized impacts of recent shifts on low-income and rural students and communities of color. ... Durable Skills are a combination of how you use what you know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership."²²

Grounded in this research and with students' non-cognitive growth as a critical part of our school design, we have slightly revised our core values from prior years. We teach, honor, and demonstrate daily and which are exemplified by school leaders, teachers, staff, and scholars through our words, actions, and learning.

¹ For clarification purposes, the words families and parents are used interchangeably at Sage Collegiate to represent individuals with the extended family of a student or persons with a legitimate interest in the student and who are the student's legal guardian(s).

²² <https://americasucceeds.org/wp-content/uploads/2021/04/AmericaSucceeds-DurableSkills-NationalFactSheet-2021.pdf>



Beginning in 2024-25, our school's core values are the following:

- **Communicative:** The act of giving, receiving, and sharing information in a productive manner conducive to building relationships.
- **Critical Thinking:** The ability to think clearly and rationally about an issue or problem.
- **Curious:** Being eager to know or learn something.
- **Determination:** The desire to reach a goal. It is the mindset that defines what you want and how badly you want it.
- **Growth Mindset:** Believing that your brain can grow, and you can learn many new things.
- **Mindful:** Paying close attention to or being especially conscious of something; focused on a calm manner.
- **Integrity:** Having integrity means doing the right thing in a reliable way; it's doing the right thing because it's the right thing to do.
- **Perseverance:** What drives you. It drives you to keep taking action to reach that goal, even when it gets hard.
- **Resilience:** The to withstand adversity and bounce back from difficult life events.
- **Zesty:** Joyful; great enthusiasm and energy.

Scholars will be recognized in weekly jubilees for demonstrating these core values and exhibiting foundational skills they will need to be successful in high school, college, and beyond.

❖ BOARD OF DIRECTORS

Sage Collegiate is governed by a Board of Directors that brings community, educational, and professional perspectives to the governance of the school. The members of the Board are dedicated to our mission and committed to our students. Family members can learn more about the Governing Board [here](#).

❖ LEAD FOUNDER & EXECUTIVE DIRECTOR

Lead Founder and Executive Director Sandra Kinne is an experienced educator, who began teaching at in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at "Teacher of the Year" at King Elementary for the 2005-06 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program, and as an elected CEA representative. Ms. Kinne brings more than a dozen years of teaching experience, including in a special education school for emotionally disturbed students and at a K-8 urban charter school in Syracuse, NY. Ms. Kinne also taught elementary school with the Clark County School District and has worked exclusively in Title I schools.

Ms. Kinne served on staff of Teach for America: Las Vegas for three years, coaching 1st- and 2nd-year teachers in local charters and CCSD; was a School Director for six months at two sites as part of Teach For America's Summer Institute in Phoenix; and was an Assistant Principal at a Title I middle school in Northern California. She brings experience in research evaluation, consulting on education projects – including an early iteration of PBS Kids. She has also worked in education for the State of Nevada.

Ms. Kinne is a former military dependent and grew up on military bases around the world. She first moved to Las Vegas in 2012. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Ms. Kinne has teaching credentials in CA, NY, and Nevada and a preliminary admin credential in California. Ms. Kinne is the parent of four little ones, including two scholars who attend Sage Collegiate in 2024-25.

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❖ **AUTHORIZER: State Public Charter School Authority**

Sage Collegiate's charter was approved by the State Public Charter School Authority in November 2020. The school's charter is authorized for six years – July 1, 2022, through June 30, 2028 – and can be renewed by the SPCSA. Families and the general public can learn more about the SPCSA [here](#).

❖ **PARTNER: BES**

Ms. Kinne was a 2016 Fellow with [BES](#) (formerly Building Excellent Schools and completed the Fellowship with her cohort. BES is a highly selective, nationally recognized organization, that over the course of an intense 12-month period, trains, mentors, and supports Fellows to study the highest performing schools, refine elements of their education and business plan, build a strong Founding Team, and garner wide community support. The BES Fellowship grounds participants in best practices around organizational development, instructional design, charter accountability, and leadership. Through leadership residency in a high-quality urban charter school, ongoing evaluation and consultation, and training specifically focused on school leadership, BES Fellows are prepared to begin the work of running successful schools. In the first six months of the program, Fellows, including Ms. Kinne, received more than 600 hours of direct development, and visited more than 40 schools, while analyzing and studying a dozen more.

As part of the Fellowship, Ms. Kinne completed two extended leadership residencies at high-performing schools, Endeavor College Prep in Los Angeles and Great Lakes Academy in Chicago. As part of her affiliation with BES, Ms. Kinne and Sage Collegiate participated in Follow on Support (FOS) in Year 0–2 and will continue to participate in occasional training and support options.

❖ **PARTNER: Opportunity180**

[Opportunity 180](#) is a Las Vegas non-profit founded in 2015 with a vision of providing 25,000 quality public school seats in Clark County within 10 years. As a harbormaster in Nevada, Opportunity 180 supports the founding and development of high-quality charter schools through provided support with facility and talent pipeline access, as well as individualized direct supports as needed to ensure students have access to high-performing schools. Opportunity 180 allotted a grant of \$100,000 in start-up funding to Sage Collegiate and continues to serve as a regional partner with the school.

OUR ACADEMICS

❖ **ASSESSMENTS**

One of our core tenets is **Data Drives Instruction**. We track students' progress toward goals and observe instruction daily to best educate our scholars. Sage Collegiate uses multiple assessments to monitor student progress, inform instruction, and ensure students' academic success. Teachers and staff work to ensure assessments are not stressful, and our daily mindfulness practice supports students' well-being, especially during assessments. Assessments are intended to be opportunities for students to demonstrate what they know, provide an opportunity to showcase their learning, and provide staff with data to demonstrate students' growth.

Our assessments include state-mandated standardized assessments, like the annual SBAC and MAP, which students take three times each year. They also include assessments of early literacy development, like the STEP assessment and running records. Assessments are used in a strategic, intentional manner, and we have structured our assessment schedule in an effort to avoid "over testing" or testing purposelessly. Our mission, core tenets, and guiding principles require that we measure our results to: inform our instructional, student support, curricular, resource, staffing, and professional development decisions; measure our mission-attainment for all subgroups; and to compare our value-

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added results in relation to neighboring schools and in relationship to state expectations and as compared to a national bar of performance.

Sage Collegiate does not recognize parent opt out or parent/student refusal to test. If a parent keeps their child home during required testing, the school will utilize the progressive attendance policy and the test will be made up upon the student's return to school. If a student is at school and refuses to take the assessment, the school will respond with progressive discipline measures and loss of privileges.

❖ **AT HOME PRACTICE [aka HOMEWORK]**

At Sage Collegiate, we refer to Homework as 'At Home Practice'. We are purposeful about students' learning opportunities, and this includes homework. 'At Home Practice' at Sage Collegiate allows scholars to practice and reinforce the day's skills and develop a deeper understanding of grade level concepts. 'At Home Practice' provides students an opportunity to establish and develop lifelong skills and habits, including organization, time management, study habits, and responsibility. All of these skills help provide the foundation for that allows students to be academically successful and pursue a life of opportunity.

'At Home Practice' is assigned nightly and includes a grade-level appropriate amount of reading time. For emerging readers, this may mean being read to by an older sibling or adult in the home. Families may need to help students with reading instructions, creating routines at home for scholars, and providing a quiet, organized place to work. During school breaks, students will receive a work packet that includes standards-aligned materials as well as seasonal learning activities.

All students are provided with their own 'At Home Practice' folder, which will include a weekly Reading Log. Students will complete the weekly reading log and will earn incentives, including bookmarks and books for completing grade level goals. Reading Logs need to be completed nightly and include a parent/guardian signature. All assigned homework must be completed, signed, and put in the folder for daily checks. Students will learn the procedure for submitting their homework upon arrival at school each morning.

There are high standards for homework; this work truly helps support scholars to build the foundational skills to be prepared for a high-quality high school and to get to and through college. All homework needs to be legible, clean, and completed. Students who do not submit completed homework will face an in-school consequence during an allotted time when homework must be completed. If a scholar completes less than 90% of homework each month, a parent-teacher conference will be required and the student may lose privileges, such as the loss of Dress Down Day passes. Sage Collegiate will contact parents if a scholar has missing assignments, and we expect and need families support to make sure students meet expectations.

❖ **INDEPENDENT READING**

Research shows that the number one way to improve a student's reading skills is to have them **READ, READ, READ**. The students who read every day outside of school are the students who are the best readers and score highest on reading tests. Supporting your child's independent reading at home is the number one way to help her/him improve reading speed, accuracy, vocabulary, and comprehension. Although Sage Collegiate students have high-quality reading time during school, they also must **READ, READ, READ** at home every night, weekend and during any vacations from school. Parents should make sure to supervise their child in reading every night and on weekends. K-1st scholars are expected to read (or be read to) for at least 15 minutes; 2nd – 3rd grade for 20 minutes; and 4th – 6th for 30 minutes.

❖ PROMOTION POLICY

As outlined in our application for authorization, **Sage Collegiate does not endorse social promotion** and is committed to helping students achieve the necessary skills to progress from grade to grade annually. To advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills. We have clearly defined expectations for what students should know and can do at each grade level in each subject to equip all students with the academic skills that enable them to be ready for entrance to and success in college.

Promotion to the next grade is dependent upon mastery of all core content. We monitor daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. Students who have IEPs are promoted to the next grade based on the successful completion of the goals of the IEP in alignment with the school's promotion policy. Grade level promotion will be informed by attendance,³ student mastery of content as depicted in final grades, and final exam requirements. Since we anticipate a student population performing below and potentially significantly below grade level, we have added a growth metric to our policy in grades K-2, at which point Sage Collegiate is committed to having 100% of our student population reading at or above grade level.

Our promotion criteria are outlined in **Figure 1.0**.

Figure 1.0 Promotion Criteria

Grade Level	Attendance Requirement	Grade Component	Exam Requirement
K - 2	Absent ≤ 15 days	Math interim tests average ≥ 80%	NWEA MAP, iReady
3 - 5	Absent ≤ 15 days	Core Content mastery average ≥ 80%	Score of Proficient or Advanced on Interim assessments, and NWEA MAP, and/or SBAC in all subject areas
6 - 8	Absent ≤ 15 days	All interim tests average ≥ 70% (ELA, Math, Science, and Social Studies)	All final exam scores average ≥ 70% (ELA, Math, Science, and Social Studies)

▪ **K-2 Promotion:** To ensure students are fluent readers and have met the school goal of reading at or above grade level by the end of 2nd grade, promotion requirements in grades K-2 are based on literacy and math proficiency and attendance. To be promoted in grades K-2, students must earn the following:

- 1 Reading at/or above grade level OR demonstrated at least one year's levels of growth on NWEA MAPS.
- 2 Mastered mathematics standards with at least 80% proficiency.
- 3 Have no more than 15 days of absence for the school year.⁴

³ A student will never be retained solely because of attendance. Scholars who meet all academic requirements will be promoted to the next grade. We include attendance as a criterion to show families the minimum attendance requirement we believe is necessary to succeed academically each year. Student cases with extenuating circumstances relating to attendance, such as a hospitalization, will be reviewed on an individual basis, and mastery of content will be prioritized.

⁴ As in all grade levels, we will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances.



❖ **REPORT CARDS**

Teachers and staff use report cards to formally communicate scholars' academic achievement and ability to meet behavior expectations. Grades and teacher comments on report cards are grounded in students' mastery of grade level standards and material. Report cards are distributed three times each year; at the end of each trimester.

Conferences take place at the end of each trimester, with all families invited and expected to attend at the end of Trimesters 1 and 2, and specific students' families asked to attend at the end of the school year. These conferences ensure parents and teachers are aligned with student achievement, support systems, and best practices for home and school.

❖ **SUMMER STUDIES PACKET**

At the end of each school year, students will receive a Summer Studies packet with academic content to be completed through the summer. The packet will include ELA and Math activities for one month of the summer to help students keep their skills sharp and ready for the next school year. Students will be required to return the completed packet on the first day of school in the following school year. Students will receive a free book (at the beginning of the year) reading level for completing their summer packet.

Scholars who participate in online summer learning, such as through Waterford Upstart, Khan Academy, or IXL can count those in lieu of the summer packet.



OUR STUDENTS

❖ ATTENDANCE & STUDENT WELLNESS POLICY

Attendance at school is critical for students' success. If students miss school, they are not able to learn the content and skills necessary for academic success. **We have an annual goal and expectation of at least 97% for our Average Daily Attendance.**⁵ Students' presence at school will help us meet that goal and ensure our scholars receive and master the content and instruction they need to be academically successful this year and beyond.

Of course, when students are sick, we encourage them to stay home, rest, and recover. We want them to feel better and mitigate the contagions on campus. To that, we have the following policies in place for various situations.

1. **Fever of 100 or above.** Student must remain at home until s/he is fever free for at least 24 hours.
2. **Vomiting.** One (1) or more times within a 24-hour period, the child must remain home until s/he has not vomited for 24 hours.
3. **Skin rash.** A skin rash of any kind will warrant a child being sent home immediately and the child cannot return to school without a doctor's note.
4. **Ringworm.** The student can return to school 24 hours after treatment has begun. Ringworm of the scalp requires treatment verification from a licensed health care provider.
5. **Pink eye (conjunctivitis).** The child cannot return to school without a doctor's note and at least 24 hours of treatment.
6. **Lice.** The child should stay for at least five (5) days. Upon their return to school, Health Office staff will check to ensure the issue has been remedied.

When students are well, we expect them at school. We will share a one-pager in to help families understand the importance of attendance and the impact on school funding when scholars are absent. We want students who are ill to stay home and take care of themselves. Students should be at school, otherwise.

Each classroom will participate in a competition for an "Attendance Achievement Award". Every day that a class has at least 97% attendance, they earn a star on the wall. When a class has 15 consecutive days of the goal met, they earn 10 extra minutes of recess on a Friday. When a class has 30 consecutive days of the goal met, each student in the class who has met the goal receives a book.

Students with perfect attendance each month earn a book, certificate of recognition, and get featured in our newsletter and school attendance bulletin board. Students with perfect attendance at the end of the year will receive other recognitions such as Scholastic book coupons and a celebratory lunch.

For students with more than three (3) consecutive absences, five (5) absences in a trimester, and/or more than four (4) tardies in a month, a support plan will be created to ensure the student gets to school on time, every day. Incentives and recognitions will be put in place for students who meet/exceed attendance expectations, including recognition at school Jubilees, Dress Down Day passes, and uniform shirts.

It is important for students to be on time, every day; late students cause a disruption to instruction and daily practices. If a student is late, s/he needs to be escorted by a parent/guardian to be signed in with support staff. If a student is late

⁵ <https://www.schoolperformanceinstitute.org/blog/2019/1/18/how-were-learning-to-improve-this-school-year-partv>



more than five (5) times in a four-week period, s/he will not be eligible for school-wide activities, such as Fall Festival or Dress Down Days.

Parents are expected to ensure that their child is in school every day and should not allow their child(ren) to miss a day of school except in case of a serious illness. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of our early Friday dismissal, as well as breaks and Professional Development days, to schedule appointments and travel. Any student who misses more than 15 days of school over the course of the school year may be retained. We will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances.

A student is considered absent with excuse when the student's family has contacted the school regarding a serious student illness, religious holiday, or court-mandated appointment with proper documentation. All other absences will be considered unexcused, including but not limited to: family vacation, participation in sporting events, attendance at entertainment events, absence related to suspension, or when the family has not contacted the school with a satisfactory reasonable dismissal also disrupt learning time.

We will ask that notification regarding early dismissal be given to the teacher and school as far in advance as possible but no later than 8:00 a.m. the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid missing class time. For consideration of instructional time and our dismissal procedures, and as aligned with common practices at schools in the region, we will not release any students within 30 minutes of daily dismissal. In consideration of students' safety, we will not accept early dismissal notices by phone. All students must be signed out and picked up by an adult listed on the early pick-up notice and/or child's emergency contact card.

We acknowledge the challenges since 2020 and the impact of a global pandemic on students' attendance at school, as well as their well-being. We fully recognize that school attendance has been impacted as families navigate caring for sick family members, joblessness, and the inconsistencies of virtual learning and quarantines. That said, we also recognize the impact the last two plus years have had on student learning and have heard from families about the loss of learning due to students being out of school so much. Attendance will be a critical focus on our program at Sage Collegiate, particularly in Year 1, as we help students make up for learning loss and meet/exceed grade level standards. We ask for your collaboration and cooperation as founding family members as we aim for our **annual goal and expectation of at least 97% for our Average Daily Attendance.**

❖ BEHAVIOR MANAGEMENT

Following the model of logical consequences and identifying the need for a growth mindset around student behavior, recognizing that students learn from their mistakes, we take a restorative approach and provide opportunities for students to reflect on their behavior. We have clear, schoolwide expectations and consequences, and they are consistently upheld by all staff members.

▪ Schoolwide Rules

To build and maintain a strong school culture, we have schoolwide rules:

1. Follow directions the first time they are given.
2. Keep hands, feet, and objects to yourself.
3. Listen attentively and silently to the speaker.
4. Be respectful of yourself, others, and the school.
5. Be a sage scholar.

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Through Scholar Orientation during the first week of school, we explicitly teach schoolwide procedures and repeatedly practice procedures and routines so that students learn and internalize these school expectations and are given examples and definitions of each rule. We connect our rules and expectations to our core values: We are audacious, brilliant, curious, and determined. We have zest, integrity, and purpose. We emphasize what we do, who we are, and what we must do to foster college-ready actions, habits, and mindsets.

We teach students how to manage their own behavior and develop self-autonomy and accountability for their choices and actions. The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of their communities who embody our core values: **We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.** As students grow from Kindergarten through 8th grade, we support their character development and independence as they develop their own moral code, helping students move from compliance to the development of their personal ethical code.

In Lower and Upper Academies, when students violate a rule and fail to meet expectations, they receive an immediate consequence. Consequences allow students to immediately change their behavior, as well as support the notion of learning from one’s mistakes and developing a growth mindset that helps students understand they are not their behavior and their behavior is a choice, and they can choose better.

▪ **Lower Academy: Kinder & 1st grade**

K-1 students are held to the same high standards and expectations as their older peers. Kindergarten is likely the first time that students will spend full days in a highly structured, high-expectations environment, and those expectations are enforced from Day 1. Through Student Orientation, repeated practice of routines and procedures, and modeling of expectations, students quickly acclimate and embody the ‘Sage Collegiate Way’ or ‘Being a Sage Scholar.’ Teachers in K-1 track students’ behavior using a five-tiered clip stick. Students start each day on green and move up and down the colors in response to their positive and negative behaviors.

Purple	Exceeds expectations. Students on purple exceed expectations and are an exemplary scholar. Students on Purple at the end of the day receive a Purple Put Up at Community Closing and a Parent Sunshine call.
Green	Meets expectations. Students on green meet expectations and model the expected behavior. Students on Green at the end of the day get a prepared “Good note” to take home. Good notes can be saved and exchanged for prizes once a month.
Yellow	Below expectations. Students on yellow fail to meet expectations but can quickly turn around behavior and need minimal reminders to meet expectations. Students on yellow may choose to sit in the Calm Down Corner for two minutes and practice mindfulness strategies.
Red	Far below expectations. Students on red have repeatedly failed to meet expectations and require additional support to be successful throughout the day. For each clip to red, a student loses a minute of recess. Students who are repeatedly on red will be sent to the Reflect & Refocus Seat for five minutes, complete an age-appropriate reflection, and practice mindfulness strategy. [There will be no third clip to red; it becomes a move to Orange on the third offense.] They will need a brief conference with the teacher to return to their seat. Scholars’ Reflection Sheet gets put in their Life Work folder, and a parent must sign it – in addition to the Daily Report – and return the next day. Students who end the day on red lose a quarter of recess. Students who are consistently on red will have a conference with School Leadership.



Orange	Students on orange have committed a community violation, such as putting their hands on another student, displaying destructive or disrespectful behavior toward a staff member, and/or have repeatedly failed to meet expectations. Students on orange at any point of the day receive a phone call home and lose privileges. A Parent Conference with School Leadership will be required for scholars after their second orange.
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▪ **Lower Academy: 2nd & 3rd grade**

Students in 2nd and 3rd grade continue to follow a tiered-color system and use cards instead of clips. This provides for more ownership over changes in colors and requires a lengthier display of positive choices and intentional behavior for students to move back up to green or purple. Colors are similar with consequences more appropriate for the age and reflective of students' ability to self-monitor.

Purple	Exceeds expectations. Students on purple exceed expectations and are an exemplary scholar. Students on Purple at the end of the day receive a Purple Put Up at Community Closing and a Parent Sunshine call.
Green	Meets expectations. Students on green meet expectations and model the expected behavior. Students on Green at the end of the day get a prepared "Good note" to take home. Good notes can be saved and exchanged for prizes once a month.
Yellow	Below expectations. Students on yellow fail to meet expectations but can quickly turn around behavior and need minimal reminders to meet expectations. Students on yellow may choose to sit in the Calm Down Corner for two minutes and practice mindfulness strategies.
Red	Far below expectations. Students on red have repeatedly failed to meet expectations and require additional support to be successful throughout the day. For each clip to red, a student loses a minute of recess. Students who are repeatedly on red will be sent to the Reflect & Refocus Seat for five minutes, complete an age-appropriate reflection, and practice mindfulness strategy. [There will be no third clip to red; it becomes a move to Orange on the third offense.] They will need a brief conference with the teacher to return to their seat. Scholars' Reflection Sheet gets put in their Life Work folder, and a parent must sign it – in addition to the Daily Report – and return the next day. Students who end the day on red lose a quarter of recess. Students who are consistently on red will have a conference with School Leadership.
Orange	Students on orange have committed a community violation, such as putting their hands on another student, displaying destructive or disrespectful behavior toward a staff member, and/or have repeatedly failed to meet expectations. Students on orange at any point of the day receive a phone call home and lose privileges. A Parent Conference with School Leadership will be required for scholars after their third orange.

Upper Academy: 4th & 5th Grades

In 4th and 5th grades, students need to develop more autonomy and self-discipline. This will better prepare them to be more independent in middle and high school, as well as further their college-ready skills, including self-advocacy. We eliminate the color-coded system for our Upper Academy students, and instead shift to "Professional Practices" that allow students to demonstrate their developing maturity, as well as model their acquired habits, mindsets, and actions. Comparable to the Brooke Charter Schools' upper grades Professional Impression system, students have specifically defined Professional Practices in a tiered system.

- **Sage Professional Practice:** "You are making repeatedly positive choices that leave an excellent impression on your community. You are a role model who is helping our community grow."
- **Proficient Professional Practice:** "You are making positive choices that leave a good impression on your community. You are helping our community grow."



- **Unexceptional Professional Practice:** “You are making choices that leave an unexceptional impression on our community. We know you can make more positive choices to help your community.”
- **Unprofessional Practice:** “You are making repeatedly unprofessional choices that leave an undesirable impression on our community. Your choices are hurting our learning environment and community. We know you can do better.”

As with our younger students, students in 4th and 5th grades receive a Weekly Report that shows parents their students’ Professional Practice for the week. Students who repeatedly demonstrate ‘Unexceptional’ or ‘Unprofessional’ Practice will meet with the Executive Director and/or Manager of Community and Culture, as well as their care-giving parent or guardian, to develop an action plan and set goals for improving the choices the student makes and better setting themselves up for success and academic achievement.

Middle School: 6th – 8th grade

In the Middle School, we will move to a merit/demerit paycheck-based behavior system similar to that of Excel Collegiate and Brooke Charter Schools, both high-performing charter schools. In 2024-25, we will again use FliT, a locally created behavior management app that incorporates a financial literacy component.

Merits will be considered for schoolwide benefits, such as schoolwide auctions, school store purchases, etc. Points are also averaged over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival and Middle School dances. In Middle School, we intentionally create space and opportunity for increased student autonomy and choice as it relates to their schedules and responsibilities. These freedoms, however, must be earned over time by showing our Core Values. As such, points on student’s Core Value Trackers will be cumulative over time. At various markers, students will be awarded specific privileges such as wearing a college T-shirt on Friday rather than their school uniform shirt. Once on the back parcel, we plan to have an outdoor student space, similar to the indoor space at Freedom Prep in Tennessee, where students can earn the opportunity to access this space during their lunch break. When scholars abuse freedom, their privilege is revoked, they have a focused conversation with their advisor to develop a plan to earn back their opportunity.

We recognize that it is inevitable that students will occasionally make mistakes as they grow and learn how to navigate the world. It is our goal to quickly demonstrate to students when their behavior is unacceptable, provide an appropriate consequence, and help them resume their focus as quickly as possible. We are also aware that student behavior stems from a variety of sources and seek to address the root cause of student misconduct. By weaving academic intervention opportunities into the school day, we expect to alleviate much of the student misconduct typically rooted in low academic achievement. Students will receive daily support to allow them to feel academically successful and engaged. Attendance-related concerns will be addressed proactively through collaborative problem-solving with parents, as students who are not present cannot learn.

Lower & Upper Academy Consequences: Positive and Negative

Through systemized Positive Consequences, in agreement with our daily and weekly routines and traditions of joy, students will celebrate and take pride in making good choices and meeting/exceeding behavior expectations. We will have individual, class, and whole-group positive consequences, and they will be tiered for immediate and delayed gratification to help develop students’ non-cognitive proficiencies and character. As previously outlined, when students end the day on Sage Purple, they will receive a Purple Put Up during Community Close Out and the classroom teacher will make a Sunshine call home to their parents. There will be a celebratory lunch at the end of each month with the School Leadership team for any student who is a Sage Purple. For students on green at the end of the day, they will receive a Good Note signed by their teacher. Students can save their Good Notes and exchange them each month for specific prizes and tokens (i.e., a school pencil may be worth 10 Good Notes, pass for wearing a college t-shirt on Spirit



Day might equal 25 Good Notes). Additionally, each teacher and a designated staff member (Manager of Community and Culture, for example) select a Scholar of the Week. Scholars of the Week are selected based on overall behavior and academic performance centered around the core values. Students' behaviors are tracked daily and entered in the school's Student Information System. Averages are calculated over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival or Spirit Weeks.

▪ Behavior Recognitions & Incentives

We use school wide consistency for our behavior management, and this includes positive behavior incentives. We want to ensure there is clarity and consistency with our expectations and ensure there is equity and fairness for all scholars across classrooms. We also want to ensure positive behavior and good choices by scholars are recognized and celebrated. To that, we have the following incentives in place to support students' positive choices.

- ❖ **Scholar of the Week:** Each week, teachers and classmates select one peer from each class who has been a 'SAGE Scholar' and demonstrated the core values. They get recognized in the school newsletter and in our Weekly Jubilee.
- ❖ **Treasure Box:** Students will earn tickets from school leadership and non-instructional support staff (i.e., Manager of Curriculum & Instruction, Coordinator of Operations) for demonstrating the Sage Collegiate Core Values. These Treasure Box will be collected each week, and students whose tickets are pulled can select from a range of prizes.

❖ GRADING POLICY

Sage Collegiate will implement a highly consistent and clearly codified mastery-based grading system across the school in all classes and at all grade levels. Implementing mastery-based grading will help to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum.

Teachers use a grading system organized around state standards. Each portion of a scholar's test is broken into standards; when grading, teachers enter the performance of the scholar as it relates to the separate standards addressed within the assessment. In this way, teachers can see quickly who has mastered which standard and which scholars need additional work in which areas. When the grade per subject is linked to mastery of skills, we identify those standards on which the scholar is academically excelling and any deficiencies that need to be addressed. Communication with families and the scholar around academic achievement is focused, clear, and specific.

Sage Collegiate's grading policy is based on demonstration of mastery of foundational skills and the Nevada Academic Content Standards. Teachers are trained on the school's grading policy and methodology during summer professional development and work through the school year with school leadership to ensure that grades are calibrated and assigned in a fair and, consistent manner that corresponds with mastery of rigorous, college preparatory standards.

▪ Grading scale

Our grading policy, particularly in our Middle School grades, is aligned with best practices of high performing high school requirements and provides evidence of scholars being on a college path. Further, our scoring scale for grading aligns with expectations for highly competitive high schools throughout Clark County.

Figure 3.0 indicates the numeric grade, letter grade, percentage, and rubric score used to indicate a scholar's level of mastery of Common Core State Standards.

Figure 3.0. Scholar Mastery

Definition	Standard Aligned Metric	Letter Grade	Percentage	GPA
Exceeds standards. Scholars earning a 4 or A in class consistently demonstrate advanced mastery of skills and content standards.	4	A+	98% -100%	4.0
		A	93%-97%	4.0
		A-	90%-92%	3.7
Meets Standards. Scholars earning a 3 or B in class consistently demonstrate proficiency with skill and content standards.	3	B+	88%-89%	3.3
		B	83%-87%	3.0
		B-	80-82%	2.7
Approaching Standards. Scholars earning a 2 or C in class consistently demonstrate proficiency with skill and content standards.	2	C+	78-79%	2.3
		C	73%-77%	2.0
		C-	70%-72%	1.7
Does Not Meet Standards. Scholars earning a 1 or less than a C need to demonstrate improvement and have not demonstrated mastery of skills and content. Mastery of standards needs to occur before credit is earned.	1	Less than C	Below 70%	1.3

Middle School grades and promotion

Middle School students who have received lower than a 2 (70%) in three or more courses for the academic year are eligible for retention. The Executive Director prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, teachers, Executive Director and/or School Leadership Team. Any student who receives below a 70% in one or two core content classes will be invited to attend Summer Prep and may retake the end-of-year exam(s) in the subject(s) needed after the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher to receive credit for the course. A student's final annual grade will be calculated as the average of their three trimester grades.

❖ HEALTH and EMERGENCY INFORMATION

- **Accident or Medical Emergency:** If a medical emergency occurs to a scholar at school, first aid will be administered and parents/guardians will be contacted immediately. If parents/guardians cannot be reached, emergency contacts will be contacted. If the situation warrants, the school will call Emergency Medical Services (911).
- **Emergency Information:** Having up-to-date emergency contact information is crucial to the safety



of your child. Please ensure that all emergency contact information provided to the office is accurate and up to date throughout the year. If your phone number or address changes during the school year, please notify the school immediately.

- **Medication:** If your scholar requires medication during school hours, we will assist by administering medication. However, medication will not be given without the completion of a form which must be completed by a healthcare provider. Families can get a copy of this form from the school. This policy and the requirement to have a form on file applies to all medicine including aspirin, Tylenol, and other over-the-counter medication.

Please DO NOT attempt to give your scholar's medication to her/his teacher. ALL medications must be cleared by the school nurse and the main office. **Please do not send scholars to school with medication as students are not permitted to carry medication in their backpacks.** Medication must be dropped off with the Administration of Medication form by an adult to the main office.

All student medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.

- **Prescription Medications:** Per policy, Sage Collegiate will not administer any medication to your scholar without a completed Student Medication Request Release Agreement. This form must be completed by your scholar's doctor and turned into Sage Collegiate. The medication must be in its original box with a pharmacy label.
- **Over-the-Counter Medications:** If your scholar needs over-the-counter medication (i.e. Benadryl, topical creams, etc.) it must be in the original sealed box and a Student Medication Request Release Agreement completed by a healthcare profession must be turned in.
- **Asthma Inhaler:** The medication dispensation authorization form requirement also applies to asthma inhalers, which will be stored in a locked space in the school building. If a scholar needs to use her/his asthma inhaler during the school day, s/he should go to the main office to self-administer the inhaler.

❖ STUDENT UNIFORM ATTIRE

We are a uniform school. Sage Collegiate's culture, practices, and policies are all driven by academic excellence for all and our mission to educate all students for academic success, college readiness and a life of opportunity.

A clear, specific, appropriate student dress code, which we call **student uniform attire**, is a critical component of the culture at Sage Collegiate. It ensures more time on task and focus on instructional content because teachers and staff do not need to spend time addressing student attire. All students, regardless of family income, home language, or other demographics share one college-bound identity through our common uniform.

We value students' diversity and support students' identities. Our policies are meant to be inclusive and ensure non-discriminatory practices for all races, ethnicities, and identities, while maintaining a practice that ensures a focus on academics and minimize distractions.

Students are expected to wear their complete uniform to school every day. The first shirt will be provided by Sage Collegiate. In Year 3, we are fortunate to have a grant from the Sobek-Zhang Foundation to help provide uniform pieces to families and subsidize their costs. Families may purchase school uniform shirts from the office or our uniform vendor, Campus Club, whose information is on our website and will be provided during Home Visits and Family Orientations. We will work with families on a plan for purchase in the instance of multiple students or economic hardship.

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Should a child have a medically-identified sensory issue and/or an IEP related to sensory matters and need accommodations related to the student attire policy (i.e., can only wear sneakers), supporting documentation from a medical provider will need to be provided to the Director of Student Services, the Executive Director, and the classroom teacher so appropriate adjustments can be made.

Students are expected to wear the following:

Figure 4.0 Kindergarten – 6th grade Student Attire

	All
Shirts	<p>School polo shirt with school logo or long sleeve shirt with school logo. Plain white, gray, or black undershirts are allowed with the school polo. Long-sleeve polos are available for purchase and encouraged.</p> <p>Middle School scholars will wear a uniform blouse or dress shirt under their cardigan. (see below for details) Middle school scholars may wear a school uniform polo on Fridays.</p> <p>Founding scholars who have the Founding t-shirt may also wear the t-shirt as part of student attire. Founding t-shirts are available for purchase or replacement in 2024-25</p>
Sweaters or Sweatshirts	<p>School logo sweaters and school logo sweatshirts are required if a scholar is wearing a sweatshirt/sweater/hoodie. The school polo shirt must be worn when a sweater or sweatshirt is worn. Middle school scholars may not wear sweatshirts and will be required to wear cardigans. (see below for details)</p>
Pants/Shorts/Skirts	<ul style="list-style-type: none"> ▪ Khaki, gray, or black pants ▪ Khaki, gray, or black shorts ▪ Khaki, gray, or black skirts below the knee ▪ Tights and leggings are allowed with skirts/dresses (not as pants) in solid white, purple, gray, or black. Tights/leggings under skirts/dresses are not required and are at the discretion of parents. <p>The following attire is not allowed as pants in 2024-25:</p> <ul style="list-style-type: none"> ▪ Joggers, sweatpants, and pants with elastic at the ankle. ▪ Leggings under shorts in lieu of pants. ▪ Leggings as pants. ▪ Cargo pants ▪ Denim pants/Jeggings ▪ Jumpers will not be available nor allowed in 2024-25. ▪ Pants with holes in them <p>Given the challenges with adherence to the pants/short/skirts piece of the dress code in Years 1 and 2, families are strongly encouraged to buy pants/shorts/skirts directly from the school in 2024-25 or directly from Campus Club.</p>

Shoes	<ul style="list-style-type: none"> ▪ Sneakers (athletic shoes) in K-5 and dress shoes in 6-8 <ul style="list-style-type: none"> ○ Sneakers are strongly encouraged in K-2. Students have PE daily M-Th and will not have time to change shoes. ▪ Rain boots and winter boots (i.e. Uggs) may be worn to/from school, when weather warrants, i.e. during monsoon season, during winter. Students will be required to change out of boots in the building. Boots are not permissible in the building. ▪ Roller shoes, shoes that light up, and shoes that make sounds/play music are not allowed to minimize distractions and ensure student safety. ▪ Crocs, open-toed shoes, flip flops, sandals, slippers, slides, and wheelies are not allowed, even on Free Dress/Spirit Days. <p>In Middle School, scholars will be required to wear flat dress shoe that is black, brown, white, or gray. These include penny loafers, oxfords, derbys, top-siders, loafers, ballet flats, saddle shoes, and the driving shoe/driving moccasin.</p> <p>Middle School scholars need to bring sneakers for PE. They will be given time to change their shoes before/after PE.</p> <p>Middle School scholars may wear other flat shoes (i.e., sneakers, Chuck Taylors, Keds) on Fridays when they wear a school polo, have a Dress Down Day pass, or on Spirit Days.</p>
Socks	Socks of any color, design are acceptable.
Belts	<p>Solid black.</p> <p>Students in K-1 are discouraged from wearing a belt unless a student can independently buckle and unbuckle.</p>
Jewelry	<ul style="list-style-type: none"> ▪ Jewelry accessories are minimal and non-distracting to guarantee our focus on academics not appearance. Scholars are not allowed to wear disruptive jewelry. Disruptive jewelry will be defined at the discretion of the school. ▪ Only stud earrings are allowed. (For safety purposes, no hoops or dangling earrings are allowed. Studs need to be dime size or smaller.) Only hidden necklaces are allowed (tucked into shirt). ▪ Students may not wear bracelets, rings, or fake nails as they prevent young children from learning to write and type properly. ▪ Talking or beeping watches are disruptive and not allowed. This includes, but is not limited to, Apple watches.
Headwear & Hair	<ul style="list-style-type: none"> ▪ Students are not allowed to wear hats, bandanas, or wave caps. ▪ Head wear for religious purposes is allowed. ▪ Distracting hair is not allowed (i.e. Mohawks. multi-colored hair) ▪ Natural hair is encouraged.
Make-Up	Make-up is not allowed to be applied while on campus
Middle School (6th – 8th grade)	Scholars will be required to wear a purple or gray cardigan and a dress shirt with uniform pants, skirt, or shorts. Middle school scholars may wear a school uniform polo or school t-shirt (i.e. Founders) on Fridays.

- **College days: Once purchased/distributed**, students may wear college t-shirts on **designated Fridays** in lieu of uniform shirt. Students must still adhere to the student uniform attire policy for other clothing items, including shoes, pants, belt, socks, and outerwear.



- **Dress Down Days:** As part of our core value of Zest, students will be able to earn dress down day passes for use on **designated Fridays** only. Students must adhere to the jewelry and headwear uniform policy on Dress Down Days. Student safety is of utmost importance, and on Dress Down Days, students must wear clothes that are safe, hole-free, and appropriate for a K-8 school. **In Year 3 no Dress Down Day passes can be used until October.** On Dress Down Days, students who have earned participation passes will be able to wear attire of their choice. Scholars who earn a Dress Down Day pass must return the pass to their teacher on the Friday they dress down. Specific guidelines will be sent home with scholars prior to Dress Down Days. Scholars or parents with questions about attire on Dress Down Days should contact the Executive Director.
- **Incentive for Families:** Recognizing children grow quickly and may outgrow their uniform pieces, we encourage families to donate uniform shirts that are in good condition back to the school. For every three items donated back, a family will receive a free uniform shirt for their scholar. This buyback program will take place on designated Fridays with volunteers. More information will be provided during Family Orientations.
- **Outerwear:** Students may not wear outerwear inside classrooms. This includes, but is not limited to, coats, rain jackets, hats, scarves, mittens, gloves, earmuffs, boots, or rain galoshes, particularly during monsoon season. (Students who wear rain galoshes to school will need to bring school uniform shoes to change into at the start/end of the day.) School outerwear, including fleeces, will be available for purchase in Year 3. Hoodies are not considered outerwear, and school hoodies may be worn in the building.
- **Support for Families:** Families who have financial difficulties purchasing school uniform pieces should speak with the Executive Director or the Community Engagement Manager. Families may also purchase gently worn uniform pieces at a discounted rate. These pieces have been donated back to the school by other families. An inability to purchase uniform pieces will not be an obstacle for student attendance; we will work with individual families to find solutions.
- **PE:** For safety purposes, students are strongly encouraged to wear sneakers for PE.
- **Picture Day:** During the Fall Picture Day, students will wear our school uniform, including polos. During the Spring Picture Day, free dress will be allowed. We will notify families of these days when they are scheduled.
- **School Spirit Days:** As part of our core value of Zest, students will be able to participate in School Spirit Days during designated days/weeks. Students must adhere to the jewelry, headwear, and shoe uniform policy on School Spirit Days. Student safety is of utmost importance, and on School Spirit Days, students must wear clothes that are safe and appropriate for a K-8 school. In Year 3, we will not have any School Spirit Days until October. On School Spirit Days, students who will be able to wear attire of their choice that fits the theme of the Spirit Day (i.e. Twin Day, Pajama Day, 100th Day). Specific guidelines will be sent home with students prior to School Spirit Days. Scholars who choose not to participate in Spirit Day are required to wear school uniform. Scholars or parents with questions about attire on School Spirit Days should contact the Executive Director or our Community Engagement Manager.
- **Kinder Support:** Students in Kindergarten, as well as any other student with identified medical conditions or as needed, are required to keep a change of uniform in their classroom in the event of a bathroom accident. Teachers will track these items and follow up, with the support of school leadership, to ensure students' needs are met and uniforms are available. Please notify the scholar's teacher and our school nurse of any known medical conditions.
- **Students who identify as Transgender:** Students have the right to dress in accordance with their gender identity within the constraints of the uniform policy and Safe & Inclusive policy adopted by the school.
- **Uniform Violations:** Students who are out of uniform will receive a notice home on the first offense. Parents/guardians will be called after three uniform violations. After five uniform violations, a parent/guardian conference will be required. Students may not be eligible for school events, such as Fall Festival, School Spirit Days, and end-of-year field trips with more than five uniform violations.



Our uniform partner is Campus Club, and detailed visuals of our uniform can be found on our [school website](#). Our school colors, for purposes of hair bows, spirit days, etc. are purple, light green/mint green, and white. Campus Club is the vendor more than 75% of the charter schools in the region, and they have proven to be the most cost-effective local vendor in the region. We encourage families to place orders for the 2024-25 school year in June and plan for growth spurts.

❖ STUDENT SUPPLIES

Sage Collegiate will purchase all of the school supplies required in the classroom. The only supplies students' families will need to provide are a backpack and those scholars will use at home. We welcome and encourage donations from a school supply wish list. Each grade level will provide a list of supplies students will need at home during Family Orientations before the start of the school year.

We especially appreciate continued donations of the following:

- Tissues
- Hand sanitizer
- Paper towels
- Pencils
- Dry erase markers
- Clorox wipes
- Lined paper
- Snacks (no nuts)

- **Backpacks:** We ask that students have a backpack in order to adequately support bringing school books, homework, supplies, and family communication to and from school. **Students may not bring rolling/wheeled backpacks to school.** All backpacks should be school appropriate and free of distractions. Requests for medical exemptions related to backpacks should be put in writing to the Director of Operations and must be accompanied by a doctor's note.

If you would like to purchase supplies for your student's classroom, a general supply list is provided on the Families Hub page of the school's website, at Family Orientations, and Back to School Night. We do not require families to purchase materials; this is completely voluntary.

Based on CDC guidelines and local and state rules, students may be required to carry and use masks and Personal Protective Equipment (PPE).



OUR FAMILIES

Sage Collegiate recognizes the crucial role that families play in students' success. One of our core beliefs is **"It Takes a Village."** Therefore, for us, parents are our partners, and as a school we are grounded in our community. Family participation in scholars' learning is fundamental to their success. We know that when families and teachers have high standards for children, then students generally exceed expectations. We will communicate proactively and clearly with all families, engaging them in conversations about school policies and practices, including academic expectations, homework, uniform, attendance, and behavior. We have a goal of having 80% of families attend our Family Engagement events.

Parents have a choice in enrolling in Sage Collegiate, and we value the choice by families to enroll their children in Sage Collegiate. We recognize our responsibility to facilitate and ensure the full participation of all families, including families with limited English proficiency, parents with and of students with disabilities, and parents of migratory children, and we have the necessary conditions in place to ensure effective outreach practices and to provide clear, understandable information for all families. We understand and appreciate that an effective partnership between school and home sets students up for success. Our commitment to families in our shared village is demonstrated in several key ways:

- Home Visits for all new families and annual Family Orientations for all families
- Cafecitos
- Monthly Family Nights and tri-annual Conferences
- College Campus tours
- Weekly, and monthly formal communication
- Opportunities to provide feedback and inform school growth through semi-annual surveys
- Families for Sage Collegiate and opportunities to volunteer; and
- Monthly board meetings with public comment time at all meetings

We detail these events and critical family engagement pieces below and provide our Annual Academic Calendar on our school website. All documents, including newsletters, report cards, and weekly reports, are also available in Spanish, and translators and/or bilingual staff will be available at events.

❖ EXPECTATIONS of SAGE COLLEGIATE FAMILIES

Family and community participation in scholars' learning is fundamental to their success. Parents are our partners, and we are grounded in and by our community. Families need to be actively engaged with the school; the responsibility of educating a child calls for the collaboration of the school, the student, and the student's family. We reflect that commitment in the Shared Contract of Commitment (at the end of this handbook), and we encourage families to actively participate in their scholar's education.

To that, Sage Collegiate families are asked to:

- Support the school's expectations by reinforcing Sage Collegiate's core values and behavior standards at home.
- Establish a consistent daily routine for scholars at home.
- Provide a quiet, focused space for scholars to complete their At Home Practice each evening and support them with their work
- Offer positive reinforcement of scholar achievement and progress.
- Chaperone field studies.
- Assist with student recruitment.

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- Support other Sage Collegiate families
- Model language and communication that we want scholars to emulate
- Adhere to the policies, procedures, and practices of the school including, but not limited to, arrival/dismissal procedures, check in/out procedures, and
- Recognize that our staff are people, too, and treat them with grace, humanity, and courtesy.

❖ CAFECITOS

Beginning in September, on the third Thursday of select months, the Executive Director and Community Engagement Manager hosts an hour-long Cafecito. Cafecitos provide a chance for parents to engage in conversation with our school leader, build and strengthen relationships between home and school, share concerns and praise about the school's team, and learn more about the school's vision. Pastries and beverages are provided, and younger (non-school age) siblings are welcome along with parents. We offer a blend of curriculum exposure, workshops for families, and open forum for families to share ideas and ask questions.

❖ COLLEGE CAMPUS TOURS

In Year 3, we will have college campus tours each year for students. College begins in Kindergarten, and we invite and encourage families to participate in these college tours. Parent involvement in campus visits helps students and families better plan the path to college, and families have an opportunity to see the possibility for their scholars. Specifics about our college campus visits will be sent to families at least one month in advance.

❖ COMMUNICATION: FAMILIES to SCHOOL

While we aim to have open and frequent communication with families, it would take an incredible amount of staffing and coordination to provide message services, and we will not guarantee that all non-essential messages will be delivered before dismissal. Scholars may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention. In that case, a parent needs to leave an emergency message or have urgent need to contact a student, they must contact the main office.

- **Classroom Interruptions:** At Sage Collegiate, we recognize our obligation to minimize the number of classroom interruptions so that scholars and teachers may maximize learning time in the classroom and minimize disruptions. Any item (i.e., homework, lunch), that needs to be delivered to scholars must be brought to the Front Office and not to classrooms. Staff members will ensure students get their items in a timely manner.
- **Social Media comments:** The team does not actively monitor messages on social media; we simply do not have the staffing capacity. Please reach out directly to teachers or the appropriate staff with a question/concern. We reserve the right to delete comments on social media.
- **Teacher Contact:** Parents are encouraged to communicate with their child's teacher. Teachers are not available for unscheduled phone calls or visits during school hours. Messages may be left for teachers with the Front Office, and families will have a phone number that they can use for teachers. When leaving a voicemail or emailing, message, please identify yourself *and* your scholar. Please provide a phone number and time you may be reached, and a brief message regarding the reason for the call/email. Teachers will return a parent's call/email within two business days. *Please remember that messages will not be received until after the instructional day ends.* **Teachers are also available through their Sage Collegiate email address**, which is the preferred means of communication with instructional staff. Teachers will provide their contact information in the introductory letter to scholars' families during the first week of school, as well as on the cover page of the scholar's homework folder. Teacher emails are also linked on our staffing page.



Parents should contact their child’s teacher directly with questions about academic progress, including homework, as well as behavior. Respectful communication is expected between all parties.

Parents can contact the main office directly for any of the following issues:

- Attendance issues
- Breakfast/Lunch schedules
- Calendar and schedules
- Information about your student’s records
- Updating contact information
- Uniform questions or purchases
- Visits or volunteering

Please note, as in Years 1 & 2, in 2024–25, we will **not** have a full-time Office Manager nor does our Executive Director have an assistant. We are a lean staff, and we put our priorities into instructional positions to best support students. Our front desk is not staffed full time, and we ask for patience as we answer the front door and return phone calls/emails.

School office hours in Year 3 will be:

- Monday – Thursday: 9:00 am. – 3:00 p.m.
- Friday: 9:00 a.m. – 1:00 p.m.

❖ **COMMUNICATION: SCHOOL to FAMILIES**

Families receive regular updates on the academic and behavioral progress of their scholar(s).

Each week, families receive a purple folder with all announcements, permission slips, monthly calendar, and students’ weekly behavior reports, that show how well their child(ren) met behavior expectations during the week. These folders are signed and returned to the school as evidence parents have received and read the materials, in keeping with our shared goals for students as partners in our mission. These folders are sent home on the first day of each school week, typically Mondays. Students’ adults are encouraged to check it each week and take action to return any documents, follow up with teachers on any matters, and support students to complete their ‘At Home Practice’ packets.

Each month, our family newsletter goes home to families. This allows us an opportunity to celebrate student achievement, share data around academics, attendance, and goals, and highlight upcoming school events. Newsletters are also shared on our website, which is updated regularly with school news and information. Every six weeks, we send home our mid-trimester report to families, informing them of students’ academic achievement and progress toward goals. These reports include updated performance data that outlines students’ academic proficiency in literacy development, targeted intervention action plans that maximize academic progress, and tangible supports for families to provide at home. Sage Collegiate communicates scholars’ progress as compared to state standards to keep parents apprised of the students’ individual, collective (whole group), and comparative (ranking within classroom) achievement.

Our school has an extended day, and Sage Collegiate teachers work exceptionally hard. Additionally, teachers make bi-weekly Sunshine calls to allow parents to hear about the great choices their students make and how proud we are of students’ progress.

Teachers/staff may have a Google Voice number, if they choose. Teachers/staff are discouraged from sharing their personal phone numbers with families. We strongly encourage use of the school’s established app and staff emails.



❖ EXECUTIVE DIRECTOR OFFICE HOURS

Beginning in September, our Executive Director will have regular office hours for families to pop in without an appointment to discuss any matters of concern. Office hours will be posted on social media and sent home in Weekly Updates. Office hours will be scheduled at various times to better accommodate families' schedules, including work schedules.

❖ FAMILY and COMMUNITY ENGAGEMENT

Beginning in our second trimester, we welcome parents to volunteer at the school, though **volunteering is not a requirement**. Family members may assist in a variety of ways, from co-managing drop-off and pick-up, helping with the set up and supervision of breakfast and lunch, assisting in our office, running copies for teachers, and more. Volunteers receive training and development to assure they are allies in school culture and practices. Per Senate Bill 187,⁶ volunteers will be required to complete a background check.

Additionally, to allow families an opportunity to provide feedback and inform the school's growth, we seek parent input through semi-annual surveys. Surveys are administered during Family-Teacher Conferences in November and March. We value the voice of parents, and we welcome their feedback.

❖ FAMILIES for SAGE COLLEGIATE

We will establish this group in Year 3. Each month, the group works closely with the Executive Director, and other school leadership, to identify and coordinate support for the school. The group coordinates May's Teacher Appreciation Week, identifies parent volunteers for field studies, facilitates welcoming events for new families, and plans other events as identified. Based upon strong family engagement practices at high performing schools, Families for Sage Collegiate also engage and coordinate parent volunteers for everything from helping to copy reading books (Reading A-Z books, which many Kindergarteners and 1st graders use for homework) to organizing the school library and establishing rituals that infuse the community. Opportunities to participate in Families for Sage Collegiate will be communicated in the fall of each school year..

❖ FAMILY ENGAGEMENT NIGHTS and CONFERENCES

Every month, we have a least one family event, including Family Nights and Family-Teacher Conferences. Family Engagement Nights are centered around math and literacy and provide engaging workshops to help parents learn strategies for at-home skill practice. We have other events to bring our school community together and to create safe alternatives and festive options and showcase our students' talents, including a Family Fall Festival each October, Family Holiday Arts Event each December, and a Spring Carnival. Families are invited to join students and staff at the fall Las Vegas Book Festival. This free, annual event provides students with exposure to authors, artists, and literature. A calendar of events is provided at the end of this handbook.

Conferences take place at the end of each trimester, with all families invited and expected to attend in November and March, and specific students' families asked to attend at the end of the school year. These conferences ensure parents and teachers are aligned with student achievement, support systems, and best practices for home and school.

⁶ https://www.leg.state.nv.us/Session/79th2017/Bills/SB/SB287_EN.pdf.



❖ HOME/COMMUNITY VISITS and FAMILY ORIENTATION

Our partnership with families begins before the school year with Home/Community Visits and Family Orientations. Home Visits allow the school leader and other staff to get to know the new family, better understand the shared high expectations for student success, and discuss families' reasons for choosing to enroll their child(ren) in Sage Collegiate. Annual Family Orientations offer another opportunity for parents to learn about our cultural procedures and practices, routines and rituals, ambitious academic expectations, and day- to-day logistics prior to the first day of school. We communicate proactively and clearly with all families, engaging them in conversations about school practices, including academic goals, homework, uniform, attendance, and behavior, making sure parents are clear on our consistent expectations and policies. **We remind families: We are a different type of school because if you want to be different, you actually have to be different.** Prior to the start of school, Sage Collegiate hosts at least three Family Orientations. We will provide opportunities both in the evening and during the day, and on a Saturday, to allow families ample opportunity to attend Family Orientation for which the goal is 100% attendance.

At Home /Community Visits, school leaders will meet with students and family members to review the Student and Family Handbook and walk through the Shared Contract of Commitment, which again lays out the school's promotion and graduation requirements as well as expectations regarding attendance, punctuality, homework, and parent communication.

❖ MONTHLY BOARD MEETINGS

Every Board meeting is open to the public, and a forum for public comment is structured to solicit feedback from families at all meetings, in alignment with Open Meeting laws. Board meetings are open to the public, are announced on our website and in our weekly newsletters, and parents are welcome to attend.

Per [NRS 388A.240](#), Sage Collegiate will have a parent of an enrolled student on the Board. As with all Board members, the parent who fills this seat is identified on our school's website.

❖ VOLUNTEERS

Through the summer and after the first month of school, we welcome parents to volunteer at the school, though **volunteering is not a requirement.**

[Per state regulation](#), parents/family members **are not required to volunteer** their time. However, we welcome parents/family members to volunteer their time, should they choose to do so. Per [Senate Bill 187](#), volunteers will be required to complete a background check. When the budget permits, the school will cover the costs of background checks for parent volunteers of up to 10% of our student population (on a first-come, first-serve basis each year) to support families' engagement and participation in volunteering.

All prospective volunteers must complete the required Sage Collegiate volunteer application form and satisfy the requirements of the applicant review process annually. Misrepresentation on any of the application forms or during the review process may result in immediate disqualification of a volunteer applicant.

Any individual who has been convicted of any criminal offense outlined in state statutes shall be ineligible to be a volunteer. An individual who has been convicted of an offense that requires her/him to appear on a sex offender registry in any jurisdiction shall be ineligible to serve as a volunteer. All volunteers serve on an "at-will" basis and at the pleasure of Sage Collegiate.

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While our schools' policy prohibits discrimination and harassment on the basis of race, color, national origin, creed, marital status, gender (including gender identification or expression), sexual orientation, sex, religion, age, disability, military or veteran status or any other protected status as defined by federal, state or local law, we do reserve the right to deny volunteers on factors including, but not limited to:

- Positive approach and enthusiasm for working with children;
- Ability to work cooperatively with school personnel and participate regularly; and;
- Strong communication skills, character, dependability, health and personal hygiene.

We do encourage families to volunteer, and to ensure we make the best use of parents' time and efforts – and that we limit disruption to our instructional program – all classroom volunteers must abide by the guidelines below.

- **Schedule your volunteer time in advance.** School leaders and teachers are responsible for preparing and delegating work to family volunteers. In order for school staff to prepare for a volunteer's time and productivity on campus, all family volunteers must be scheduled in advanced by calling the Family and Community Engagement Manager or the Front Desk.

Family members may assist in a variety of ways, from supporting drop-off and pick-up, helping with the set up and supervision of breakfast and lunch, assisting in our office, running copies for teachers, and more. Volunteers receive training and development to assure they are allies in school culture and practices. All volunteers must check in with the Front Desk when they arrive and receive a Visitor's Pass. Volunteers are expected to wear their Visitor's Pass through the entire duration of their visit to Sage Collegiate.

- **Refrain from talking to, engaging with, or disciplining students – including your own – in classrooms, as well as talking to or engaging with school staff who are teaching or transitioning students.** Scholars are expected to remain focused on their learning while in school. Family members should not engage with scholars or school staff during instructional time by talking with them, observing their work, etc. One of our core tenets is "We lead with urgency.", and it is critical that instructional time is maximized and protected. We ask that you respect our work toward our mission by avoiding disruptions to our school environment and instructional day. Our staff has been extensively trained on specific teaching methods and behavior management strategies. Volunteers must not interfere and should allow teachers to lead all aspects of the instructional program and behavior management, even when their own child is involved.



OUR CAMPUS & SAFETY

❖ ARRIVAL

One of our core tenets is, "We lead with urgency." Time is a non-renewable resource, and we use our time effectively and efficiently. Promptness is a lifelong skill; learning begins when students walk through the door. One of the most common reasons that people lose their job is persistent tardiness to work.

In Year 3, Sage Collegiate opens its doors to students at 8:30 a.m. Scholars will be considered late if they've not arrived by 8:45 a.m. If a student is late, they need to check in at our front desk. For students with more than four (4) tardies in a month, a support plan will be created to ensure the student gets to school on time, every day. Incentives and recognitions will be put in place for students who meet/exceed attendance expectations, including recognition at school Jubilees, Dress Down Day passes, and uniform shirts. Late arrivals will be reflected on students' report cards.

Unless an appointment has been made with a specific staff member ahead of time, **family members, including parents, must remain outside of school building until 9:00 a.m.** Our priority during arrival is the safety of students, and we want to ensure we are able to begin our instructional day on time and with consistency and focus on students and their well-being.

❖ CELL PHONES and ELECTRONIC DEVICES

Other than schools that issued technology (i.e. Chromebooks), students are not allowed to have electronic devices in schools. This includes games (Nintendo DS, e.g.), and cell phones, personal tablets, iPads, iPods, and smart watches.

None of these devices are needed during the school day and are often more of a distraction rather than a tool for learning. Further, the conflict that arises when these items are lost or stolen distract from the mission-driven work of our school. Sage Collegiate is not responsible for electronics/cell phones that are lost, damaged, or stolen on school property. We, obviously, aim to prevent the theft of any item, but the staff does not spend extra time or energy tracking down electronics that should not be at school.

Students are not allowed to use cell phones during the instructional day or during field studies. **Scholars are strongly discouraged from bringing cell phones to school.** If a cell phone used during school, rings during school, or is seen by a staff member, it will be confiscated from the student and only returned to a parent/guardian when the adult picks it up from the school. Repeated violations will result in a parent-admin conference.

We acknowledge the concerns related to safety matters, especially given tragic school incidents in recent years. However, during crises on campus, students' safety is our number one priority, and staff communication with students is of utmost importance. If students are on the phone with a parent during an emergency, they are putting themselves and their classmates in further danger because they are not focused on the directions and information being provided to them by staff and safety personnel. If a student is talking or texting a cell phone, with a family member during a campus security breach, they are violating school safety procedures and putting themselves and their classmates and staff in further danger by potentially providing information that could benefit the perpetrator, including location, number of people in the building, and implemented safety protocols.



We strongly discourage students from bringing cell phones to school, and any cell phone that is brought to campus is not allowed to be used during the instructional day.

❖ **CLOSED CAMPUS**

Student safety is of utmost concern at Sage Collegiate. Under no circumstances are scholars allowed to leave the school building without permission. A scholar with permission to leave may only leave under the escort and supervision of an authorized adult and should be signed out per our early dismissal policy.

❖ **DISMISSAL POLICY**

For consideration of instructional time and our dismissal procedures, we will not release any students within 30 minutes of daily dismissal. In 2024-25, students will not be dismissed after 3:00 p.m. After that time and through dismissal, our team is focused on the dismissal process and ensuring a safe dismissal for our scholars. In consideration of students' safety, we will not accept early dismissal notices by phone. All students must be signed out and picked up by an adult who is listed on the early pick-up notice and/or child's emergency contact card and must have an ID.

Dismissal is 3:30 – 3:45 p.m. Monday through Thursday and 1:30 – 1:45 p.m. on Friday. Over the last two years, we've streamlined the arrival and dismissal procedures and have both down to less than 15 minutes

- As established in Year 2, any scholar not picked up by 3:45 p.m. Monday through Thursday or 1:45 p.m. on Friday will be subject to the school's late pick up fees. **In 2024-25, this is \$1 per minute per child until the scholar is picked up.** If emergency aftercare is available in Year 3, scholars will be required to register for this. So long as they are registered for emergency aftercare, they will be sent to our aftercare provider in lieu of the late pick up fee.

Families with late pick up fees will be billed monthly. Unpaid fees will result in scholars being ineligible to participate in school events such as field studies, Field Days, school dances, student council, and other identified activities. We have an extended day, and our staff has a contracted time, and more than half of the staff have their own children to pick up from daycare/school. We will have a grace period in the first week of school as families (re)adjust to the school year, but beyond the first week, this policy will be in place.

❖ **EMERGENCY SITUATIONS and CRISES RESPONSE**

Sage Collegiate takes the safety, security, and well-being of its student, staff, and facilities very seriously, and during a crisis on campus, student and staff safety is our number one priority. We have developed protocols and procedures for a range of situations and scenarios, including, but not limited to, campus breaches, safety threats, hazardous conditions, and natural disasters. Staff will rehearse and prepare for each scenario during summer PD, and we will ensure facilities and each classroom is prepared for such events before the first day of instruction.

Sage Collegiate is required by local and state authorities to practice drills monthly, in response to fires, active shooters, and/or crises. It is critical students take these drills seriously and follow all directions and guidance of Sage Collegiate staff to ensure they are familiar with how to appropriately and safely respond to an emergency. Failure to do so will result in students facing consequences by school administration.

In the event of serious emergencies, Sage Collegiate will follow the lead of emergency personnel and authorized agencies. Following their guidance, families will be notified by Sage Collegiate staff at the appropriate time.

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❖ MANDATED REPORTER POLICY

According to [NRS 432B.220](#), et seq., all school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that “reasonably appears to have been caused by brutality, abuse or neglect.” Under this law, failure to report such abuse is a Class A Misdemeanor.

Once any staff member becomes aware that a scholar may be the victim of abuse or neglect, they must:

- Contact the Child Abuse and Neglect Hotline (702.399.0081) as soon as possible, but not more than 24 hours after they know or have reasonable cause to believe that a child may have been abused or neglected, to report the suspect case of child abuse or neglect.
- Notify the Executive Director.
- Complete a school incident report.

While these steps are taking place, the Executive Director will assist both the faculty member and student in understanding the ramifications of the call. The Executive Director or designee will debrief the scholar and, when appropriate, will contact the parent(s)/guardian.

❖ SCHOOL SEARCHES

In order to maintain the security of all scholars, the school authorizes the Executive Director and the Executive Director’s designee(s) to conduct searches of scholars and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the policies and procedures of Sage Collegiate or otherwise constituted a threat to the health, safety, welfare, or tenets of the school, other scholars, school personnel, or any other person lawfully on school property or attending a school function. In authorizing searches, the school acknowledges both state and federal constitutional rights, which are applicable to personal searches of students and searches of their possessions.

Scholars have no reasonable expectation of privacy rights in school desks, cubbies, or other school storage places. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials. Scholars may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search.

Reasonable individualized suspicion to conduct a search of a scholar or a scholar’s possessions and the scope of the particular search shall be based upon, among other things, the scholar’s age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

An authorized school official may search a scholar or the scholar’s belongings based upon information received from a reliable informant. Individuals will be considered reliable informants if they have previously supplied information that was accurate and verified, make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.



❖ VISITORS

Visitors, especially families, are a vital part of the Sage Collegiate community. We welcome them as volunteers, observers, and partners in the education of our scholars. We will not permit 'parent pop-ins' or unplanned visits to classrooms. Parents who would like to visit should simply call/email at least one day in advance to coordinate and schedule a class-visit appointment, as unannounced visits can be disruptive to our educational program. Upon arriving, **all visitors must sign in at the front desk.** Any visitor, including parents, who do not report to the office or who is found in the building without authorization, will be asked to leave immediately. Visitors must wear visitor badges to indicate that they have checked in at the main office.

If a parent is visiting campus to observe in class, s/he should enter classes during a regular-scheduled transition period between classes, although they may leave at any time. Visitors may not talk to a child or a teacher during class, although they may contact the teacher after school to discuss what they observed. Parents who wish to observe in a classroom need to coordinate that observation time/day with the classroom teacher so as to avoid disrupting instruction. Occasionally, pop-in observations of student behavior are arranged. In those cases, teachers will provide a range of appropriate times for these pop-ins so they do not disrupt particular blocks within the instructional day.

If a visitor is coming to school to drop something off for a student or to leave a message, we still require that the visitor come first to the main office. For the sake of student safety, we cannot have anyone in the building who has not signed in.

Visitor policy may be restricted as deemed necessary by the school administration to maintain a healthy and safe school environment. For the safety and well-being of our scholars and staff, Sage Collegiate reserves the right to deny parent requests to visit/observe classrooms or school events.

Please note, the first month of every school year are critical in establishing our school culture. As such, no visitors will be allowed in the building during the first month of school annually, and we will not permit observations by external guests. This includes parents, family members, external partners⁷, and community members.

⁷ We make very few exceptions to this policy regarding external partners, and ultimately the decision is left to the Executive Director. Our authorizer, the State Public Charter School Authority, is not considered a partner, and is allowed at their staff's discretion. BES is a full partner and may visit at any time, particularly as the nature of their work includes coaching and support, and the first month of school lends itself to immediately addressing any needs of the staff. Our local partner, Opportunity 180, is also a full partner, but we would ask that they coordinate a visit with us, limit their participants to 2 during the first month of school, and have a specific objective for their visit.



OUR GENERAL POLICIES

❖ ACCEPTABLE USE of TECHNOLOGY

One of the adopted goals of Sage Collegiate is to assist in advancing the use of technology to enhance student learning. Access to Sage Collegiate’s technology is a privilege, not a right, and students enrolled in school or after-school programs or activities must follow school guidelines and procedures regarding acceptable use of technology.

All Sage Collegiate students and their parents and families shall sign the Acceptable Use of Technology Agreement prior to using Sage Collegiate technological resources. Sage Collegiate shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using school technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

▪ Internet Safety

Sage Collegiate encourages parents to talk with their child about the potential danger of social media and the Internet. Parents should ask their child if they have an account with Facebook, Instagram, Snapchat, Kik, Vine, Periscope, WhatsApp, YouNow, Burn Note, Whisper, Twitter or similar web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

Sage Collegiate also encourages parents to establish rules and guidelines to ensure the safety of their child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example, SafeKids.com, located online at <http://www.safekids.com>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-WEB-WISE, or by e-mail at webwisekids2@aol.com.

Sage Collegiate will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home. If parents have questions or would like more information, please contact the Executive Director.

❖ ANNUAL CALENDAR

Please see the Sage Collegiate school calendar for the scheduled instructional days for the school year. Our 2024-25 calendar is at the end of this handbook and available on our school website. It has been approved by the Sage Collegiate Board of Directors and the State of Nevada Department of Education. **PLEASE NOTE, WHILE WE ARE SOMEWHAT ALIGNED WITH THE CCSD’S ANNUAL CALENDAR, WE DO NOT DIRECTLY FOLLOW THEIR ANNUAL CALENDAR.**

❖ BATHROOM POLICY

As a college prep school, we want to maximize instructional time for every child. As a result, we discourage students from using the restroom at a time when they would miss out on academic content. Instead, we schedule specific times of the day for the class to take restroom breaks, particularly in K-2 All students should attempt to use the restroom during these scheduled breaks and try to minimize requests happening during class time. If a child needs to use the restroom during class, s/he should request the teacher’s permission. The teacher will often indicate that a child should wait for an appropriate moment during class, though will also respect a child’s need in the case of an emergency and in recognition of a child’s bodily autonomy.



Exceptions to this policy will be made for children with medical conditions or other immediate emergencies. If your child needs a temporary or permanent exception due to illness or other medical condition, please send a note to her/his teacher(s) explaining the accommodation needed and the reason.

❖ BEFORE SCHOOL/AFTER SCHOOL

In Year 2, the Heinrich Y provided on-site before/after care. We anticipate continuing this partnerships in Year 3 and will provide updated details on our school's website once the agreements are finalized.

We will not have before care on campus before 6:30 a.m., and after care on campus will conclude at 6 p.m. The Boys & Girls Club has aftercare at their center until 7 p.m., and our school buses provide transportation to their center from our campus.

All payments and charges are handled by the providers. Sage Collegiate does not subsidize before/after care; the fees are solely the responsibility of scholars' guardians.

ALL families will be required to register for emergency care with our on-site after-school partner. This will ensure any late pick-ups have supervised care after school.

Before care will not be offered the first day of school. On the following days, the campus will close at 2:15 p.m., and on-site after care will **not** be offered:

- Friday, November 22
- Friday, December 20

The last day of aftercare for the school year will be Wednesday, May 21, 2025. Before care will be provided through the last day of school.

- As established in Year 2, any scholar not picked up by 3:45 p.m. Monday through Thursday or 1:45 p.m. on Friday will be subject to the school's late pick up fees. **In 2024-25, this is \$1 per minute per child until the scholar is picked up.** If emergency aftercare is available in Year 3, scholars will be required to register for this. So long as they are registered for emergency aftercare, they will be sent to our aftercare provider in lieu of the late pick-up fee.

Families with late pick up fees will be billed monthly. Unpaid fees will result in scholars being ineligible to participate in school events such as field studies, Field Days, school dances, student council, and other identified activities. We have an extended day, and our staff has a contracted time, and more than half of the staff have their own children to pick up from daycare/school. We will have a grace period in the first week of school as families (re)adjust to the school year, but beyond the first week, this policy will be in place.

❖ BIRTHDAYS

We know it's important to celebrate students on their birthdays and that every birthday is a special day for a child. We also want to protect instructional time and ensure we are working toward our mission.

To this, we will allow families to bring store bought cupcakes on the day of the child's birthday for consumption after lunch or the last few minutes at the end of the day. The discretion of when to distribute will be up to the child's teacher. Please provide enough for all students in your child's class. If there are not enough cupcakes for all the children in the

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class, they will not be served. Cupcakes should be sent in during arrival in the morning. Teachers will be responsible for distributing.

Homemade baked goods may not be brought; they will not be served. Cake or anything requiring cutting may not be brought; it will not be served. Ice cream or anything requiring scooping may not be brought; it will not be served. Please ensure all cupcakes are nut free to ensure we are inclusive of students' allergies. **Large productions and food, such as pizza or subs, are not allowed and will not be served.**

Goodie bags, balloons, and presents may not be brought. These items are not permitted at school, and they will not be distributed.

Families must coordinate with their student teacher at least 48 hours in advance. (For birthdays on weekends or over breaks, parents will need to coordinate with the teacher on when to bring in cupcakes.)

❖ CELEBRATIONS

We know holidays and seasonal celebrations can be exciting times of year for children. At Sage Collegiate, there are many celebratory activities focused on school traditions, academics, and our college prep culture. Our 100th Day celebration, field studies, and School Spirit Days are part of these events. If you require accommodation for sincerely held religious beliefs, please communicate with your child's teacher so accommodation can be made.

❖ FERPA NOTICE

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. Sage Collegiate will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill her/his professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, Sage Collegiate shall disclose educational records without parental consent. Parents' request to access their student's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Any challenge to school records must be submitted in writing to the School Director. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202



❖ FIELD STUDIES⁸

Field studies offer an exciting opportunity for scholars to learn outside the classroom. In Year 2, we were able to offer two field studies for every grade level. Our goal is to have at least one each trimester in Year 3 with. At Sage Collegiate, field studies are an extension of learning and instruction. We do not like to prohibit scholars from participating in them, but in some cases, including unpaid late pick up fees and recurring behavior concerns, scholars will not be allowed to attend. In some cases, a parent/guardian may be required to escort the child in order for them to attend. This requirement is rare and will be determined by the child's teacher and school leadership team on a case-by-case basis.

For scholars to attend field studies, the following must happen:

- Permission slips must be signed by the parent or guardian and submitted to the classroom teacher by the specified date. Phone calls and emails will not be accepted as permission.
- Scholars must wear school uniform, unless otherwise specified.
- All scholars must follow all rules of the school, field trip sponsor, and bus lines.

Classroom teachers will provide permission slips to scholars prior to each field trip giving specific information and cost details.

❖ HARASSMENT of STAFF

Neither verbal nor written (email) harassment of any school personnel will be tolerated. The Executive Director reserves the right to issue a 'Trespass Letter' pursuant to Nevada Revised Statute 207.200 to any parent/adult who is deemed to harass staff. Appeals may be made to the Governing Board of the school pursuant to our Reporting Policy (see page 45).

❖ INDEPENDENT STUDY

At Sage Collegiate we are committed to getting our scholars to college, and one of the ways we do that is by holding our scholars to high learning expectations. We do not have command of the student learning when scholars are not present at school. However, if it is absolutely impossible for a student to be present at school for a certain period of time, Independent Study can be an option.

The minimum period of time for any Independent Study option shall be two consecutive days. If Independent Study becomes an option, families should be referred to the office. The Executive Director shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student.

The written agreement shall specify the length of time in which each independent Study assignment must be completed. Because excessive leniency in the duration of Independent Study assignments may result in a student falling behind her/his peers, the due date for the completion of independent study assignments shall be no more than one week. However, when necessary, based on the specific circumstances of the student's approved program, the School Executive Director may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

⁸⁸ * We use the phrase field studies in lieu of field trips to describe the intentionally planned experiences. Field studies complement the classroom experience and are designed with our vision and mission at the forefront. EL Education's Ron Berger best explains the rationale for the terminology in a "Classroom Discussion Q & A" with Education Week.: "At EL Education we use the term fieldwork, rather than field trips. This is not just a semantic difference. Fieldwork is not sitting on a miniature train looking at sites, and it is not just taking a tour of an historic home or walking through an aquarium. Fieldwork is what adult professionals do: research in the world. It may happen to take place in an historic home or an aquarium, but the students are not there as passive listeners. They are there to conduct research for their studies: taking notes, taking photos, interviewing experts." Read the article [here](#).



❖ **MEDICAL and IMMUNIZATION RECORDS**

Pursuant to multiple state statutes, including NRS 392.435; 392.437; 392.439; 392.443; and 392.446, **all** students enrolled at Sage Collegiate are required to provide records documenting immunizations as is required at public schools. Students' medical records are kept on file at the school and made available to school staff as necessary to protect student safety and confidentiality.

❖ **LOST and FOUND**

The school will have a small 'Lost and Found' box near our main desk. Under staff supervision, students may check the box during lunch or recess, and parents may come in any day after dismissal has concluded to search the box for their lost item. At the end of each month, items left in the box will be donated .

To avoid confusion and prevent the loss of items, parents should write their scholar's name in permanent marker on the tags of all clothing. All Sage Collegiate scholars have the same uniform pieces; please label your child's uniform with their name.

❖ **PHYSICAL EXAMINATIONS and HEALTH EXCLUSIONS**

Schools are required by Education Code to conduct physical examinations including sight, hearing, and scoliosis testing. A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the student. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

❖ **RESTORATIVE JUSTICE**

At Sage Collegiate, we use and focus on Restorative Justice practices. Restorative Justice, coupled with our Mindfulness instruction, provide students with applicable strategies and practices that develop their character, mindsets, and habits. Further, these approaches support their autonomy and interpersonal communication skills, critical for high school, college, and life preparation.

We will use tools, practices, and guidance from well-established resources including those from Mindful Schools. Elements of Restorative Justice which we will incorporate include restorative justice circles, student reflections, and student leadership of implementation of the practices. Further, we will also abide by [state law](#) to incorporate restorative justice prior to expulsions and suspensions.

❖ **SCHEDULE**

Sage Collegiate's daily schedule is designed to maximize academic instruction. In Year 3, students in K-5 attend 8:30 a.m. – 3:30 p.m. Monday through Thursday. On Fridays, we have early dismissal to provide weekly staff professional development, and students attend 8:30 a.m. – 1:30 p.m. A daily schedule for each grade level will be posted in classrooms and provided during Family Orientations.

Scholars who are not picked up by 3:45 p.m. on Monday – Thursday or 1:45 p.m. on Fridays and who are not registered for emergency care will be subjected to late charges. We charge \$1/minute per student for late pick-ups.

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❖ SCHOOL BREAKFAST & LUNCH PROGRAM

Breakfast and lunch will be available daily at Sage Collegiate. Sage Collegiate qualifies for the National School Lunch Program's Community Eligibility Provision, which allows the school to provide breakfast and lunch **free** of charge to all students. All families need to complete a form that allows the school to participate in this program.

- **Breakfast:** In Year 3 breakfast is served from 8:30 a.m. to 8:45 a.m., and all food needs to be consumed by 8:50 a.m. when we transition to our Morning Motivation. Students who arrive to school after 8:45a.m. will not be offered breakfast, and food is not served in classrooms.
- **Lunch:** Families may send lunch to school; however, students will **not** have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send only nutritious foods. Please do not let your child bring unhealthy drinks (sodas, juices that are not 100% juice, sports drinks, and/or energy drinks) or unhealthy snacks to school. Candy, gum, and soda are not allowed at school in accordance with Sage Collegiate's School Wellness Policy, which is available on the school's website. If you choose to send lunch, the entire lunch must be in one bag or container that has the student's name on it. Delivery of food to school is not allowed and will not be accepted.
- **Nut allergy policy:** Sage Collegiate is a "nut-free zone." Do not include any nut-based products in any food item brought into the school. This includes peanut and almond butter. All lunches will be subject to search to ensure no nut-based products have entered the building.

❖ SCHOOL CLOSINGS

In the rare event that school is closed, such as for a building, safety, or weather issue, Sage Collegiate will send schoolwide emails and texts to families to let them know when the decision has been made to close the school for the day. Families will be notified when reopening will take place.

When Clark County School District (CCSD) closes for inclement weather, a state of emergency, or modifies the calendar or mode of at least 75% of its schools, so will Sage Collegiate. Please listen to the local radio and television stations.

****As noted on our approved calendar, any instructional days lost due to a school closure will be made up at the end of the school year.**

❖ SCHOOL FIELD STUDIES and SCHOOL BUS SAFETY

Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

❖ SCHOOL LOGO

The use of the school's logo is prohibited without permission from the Executive Director or Board Chair. We have had a handful of parents request to use the logo to make gifts for teachers and scholar t-shirts. While we appreciate the gestures and acknowledgement of our team, the logo is proprietary, intellectual property and cannot be shared or used for non school business, images, or creations. This includes, but is not limited to, sweatshirts, mugs, and other handmade items.



❖ SEXUAL HARASSMENT

Sage Collegiate is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the school(s) may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact the Executive Director.

❖ STUDENT BELONGINGS

Scholars who disrupt class for any reason are violating school rules. This rule applies to scholars' personal possessions as well. Items including, but not limited to: game cards (i.e., Pokémon Cards); trading cards (baseball cards, football cards, etc.); portable electronic games, toys, portable electronic devices, and portable electronic devices.

Scholars who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent and will be subject to consequences. Repeated violations of this policy may result in indefinite confiscations irrespective of any costs or fees scholars and/or their families may incur as a result. Sage Collegiate is not responsible for the loss or damage of student belongings.

❖ STUDENT DELIVERIES

WE ARE NOT ABLE TO ACCEPT DELIVERIES OF ANY KIND (balloons, flowers, meals, etc.) FOR STUDENTS. Food will NOT be sent to classrooms nor given to students outside of their lunchtime. In addition, students are not permitted to order and/or accept deliveries of any kind, i.e.. Uber Eats, Grubhub, Door Dash, during the school day. This is a matter of student/school safety.

❖ STUDENT RECORDS

The Operations team is in charge of student records. If a parent/guardian would like to examine a child's record, the parent/guardian should submit a request in writing and submit it to the Director of Operations. Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school during normal business hours to the person requesting it.
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

❖ SUSPENSIONS and EXPULSIONS

To create and maintain a safe, supportive, fair, and consistent school community and culture, Sage Collegiate will suspend scholars from school when there are serious breaches in discipline policies.

Pursuant to NRS 392.4655, parents or guardians will be informed of a suspension and will be **required to attend a conference to address behavioral concerns before the scholar can return to school.**

Causes for student suspension include, but are not limited to:

- Fighting, hitting, or physical aggression toward another scholars
- Bullying another scholar
- Physical aggression towards a teacher, staff member, or other adult at school



- Inappropriately touching other scholars after a conversation with a Sage Collegiate staff member (private areas etc.)
- Taking or attempting to take money or property from another scholar or adult.
- Constant disruptive behavior or continued and willful disobedience.
- Excessive disrespect
- Habitually coming to school unprepared
- Harassment or violent threats
- Open defiance of authority
- Banging, throwing or kicking school furniture or other property
- Willfully causing or attempting to cause substantial damage to school property.
- Possessing, using, or dispensing illegal substances such as drugs, alcohol, cigarettes or firecrackers (Any illegal substances will also be reported to the police, as required by law.)
- Accruing more than two discipline referrals in one day
- Other misbehaviors identified at the discretion of the school's administration.

Pursuant to [NRS 392.4657](#) and [392.467](#), if a scholar may be suspended for three or more consecutive days, the scholar shall receive written notice of the following:

- Charges and a statement of the evidence.
- Date, time and place of a hearing.
- Notice of the right at the hearing to:
 - ❖ Be represented by their parents, legal or other representative (at the scholar's/parent's own expense).
 - ❖ Present evidence.

Expulsion is defined as the exclusion from Sage Collegiate on a permanent basis at the discretion of the Executive Director. The Executive Director reserves the right to request that the Board of Directors hold an expulsion hearing and consider the scholar for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures outside of infractions that merit automatic expulsion. Specifically, regarding the latter, a parent meeting will be required once a scholar has served 5 out of school suspensions. A contract will be made between the scholar and school if s/he has served six (6) out of school suspensions. A scholar's breach of this contract may lead to the recommendation of an expulsion hearing. Whenever an expulsion hearing is recommended, the below procedural safeguards will be in effect:

Pursuant to [NRS 392.466](#), suspension or expulsion is mandatory for a first offense of any of the following acts, and permanent expulsion is mandatory for a second offense:

- Commission of a battery which results in the bodily injury of an employee of the school:
- Selling or distributing any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus.

However, before a student in grades 1-6 may be suspended or permanently expelled pursuant to NRS 392.466, the board of trustees of the school must review the circumstances and approve this action in accordance with the procedural policy adopted by the board for such issues.



Pursuant to [NRS 392.466](#), any pupil who is found in possession, without the express permission of the Director, of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus must, for the first occurrence, be expelled from the school for a period of not less than 1 year.

In the event of suspension or expulsion, the scholar shall receive written notice of the following:

- Charges and a statement of the evidence.
- Date, time and place of a hearing.
- Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the scholar's/parent's own expense).
 - Present evidence.

However, a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, or who is selling or distributing any controlled substance or is found to be in possession of a dangerous weapon as provided in [NRS 392.466](#) may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the pupil's suspension or expulsion.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request. Notices and proceedings will be translated into the scholar's/parent's primary language if necessary for their understanding of the proceedings. A scholar and/or parent, upon request, will have the right to review the scholar's records in accordance with federal and Nevada law. All decisions by the Board of Directors regarding expulsion of a scholar will be issued to him or her in writing. In addition to the above stated policies, any breaches of federal, state or local laws will be handled in cooperation with the local police department.

▪ **Procedural safeguards for students with special needs or disabilities**

Federal and state law provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability. A copy of the Notice of Procedural Safeguards can be found in the Main Office.

IEP behavior plans and other modifications must be followed in accordance with state and federal law. Additionally, a manifestation determination and functional behavior assessment must be conducted if the student's behavior is, or will potentially inhibit the student's access to FAPE.

Sage Collegiate campus officials may suspend scholars with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Detentions do not count toward the 10-day limit. The Executive Director has discretionary flexibility in regards to the amount of days of suspension given to each special education student with disabilities. Scholars with disabilities can be suspended in excess of 10 school days in certain circumstances. When campus officials anticipate a referral for expulsion, the following apply:

- Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of the decision to discipline the scholar.
- The IEP team must:

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a. Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP and placement. The behavior is not a manifestation of the scholar's disability if:

- ❖ The scholar was given appropriate special education supplementary aids and intervention strategies; and
- ❖ Disability does not impair the ability to control behavior.
- ❖ A modification can be made so that the behavior plan is consistent with the IEP.

b. Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the scholar to continue to participate in the general curriculum and address the behavior so it will not recur.

❖ TOYS

Scholars are **not** permitted to bring toys to school unless they are allowed to do so by a teacher as part of an instructional activity. Teachers will communicate with families when there is an appropriate time for scholars to bring toys.

❖ TRANSPORTATION

In Year 2, Sage Collegiate began bus transportation thanks to a state grant. In Year 3, we will continue to provide bus transportation. Information about routes and registration will be sent out over the summer. Scholars must adhere to the bus line's expectations, rules, and policies in order to be allowed to continue to ride the bus.

- **Arrival/Dismissal.** At all times, families are required to follow directions from designated Sage Collegiate staff to allow for proper traffic flow and safety. All students must be passed onto Sage Collegiate staff at designated drop-off points, and all students will be dismissed into the custody of a parent, or other designated adult on the student's pick-up card. We are exploring the purchase of buses for Year 3 and beyond.
- **Student Pickups/Ride Share.** Unless the driver is the parent/guardian of the scholar they are picking up, we will not release students to any ride share company. This includes Lyft, Uber, and the like. All scholars must be picked up by a designated adult listed on their pick-up form/emergency contact.

❖ WATERBOTTLES

We live in the desert, and our scholars need to stay hydrated. Proper hydration is also a staple of TBRI. Nutrition and hydration play key factors in a child's ability to regulate, and we can help set them up for success by making sure they are eating and drinking enough. We welcome students to bring reusable water bottles and encourage them to bring ones that are not distracting, minimize noise when dropped, and are leak proof.

Staff reserves the right to confiscate water bottles if they are being misused, distracting, or otherwise disruptive to the learning environment.

❖ YEARBOOK

When possible and the team has the capacity to develop a yearbook, the school will produce one. Our social media policy does not apply to the yearbook, and all scholars for whom we have photos will be included in the yearbook.



❖ ZERO TOLERANCE

There is zero tolerance for fighting. Parents will be required to come to school and pick up the scholar(s) involved in the fight immediately following the incident. Sage Collegiate encourages non-violent conflict resolution, and stresses to scholars that even if a peer has shown physical aggression toward them, they are expected to inform their teacher immediately. If a scholar retaliates with physical aggression, then both scholars will be suspended from school.

Scholars are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Staff will work to identify problems and scholars are expected to report conflicts before they escalate.

There is zero tolerance for bullying. Bullying is defined under Nevada law in [NRS 388.122](#) and [NRS 388.123](#). Generally, it means doing something *on purpose* to hurt another person or group of persons or make another person or group of persons feel bad, hurt, scared, feel bad or hurt. Cyber-bullying” means bullying through the use of electronic communication and includes the use of electronic communication to transmit or distribute a sexual image of a minor. Bullying can be done with physical actions or gestures, or with verbal, written or electronic expressions. Often bullying is done repeatedly, but even a single severe act or expression may be a bullying act. Bullying can include physical acts, and also threatening, taunting, belittling, mocking, spreading false rumors, trying to damage the friendships of the other person or persons, blackmailing or extorting money, and preventing access to school facilities and supplies.

If a scholar bullies another teammate, s/he will conference with a Sage Collegiate staff member and the parent will receive a phone call or written notice about the incident. If the scholar is caught in another bullying incident, then he/she will be suspended. In order for the scholar to return to school the parents must meet with the Executive Director to develop a plan for the bullying to stop.



OUR REPORTING & GRIEVANCE POLICY

The school's Executive Director and the Board of Directors work in tandem to hear, address, and resolve any complaints.

If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If you are dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Executive Director. The Executive Director will also request a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Executive Director will present a decision to the complainant.

If the situation has still not been resolved and you would like to submit an appeal, the Board encourages you to fill out a grievance form to be addressed to the Board of Directors by requesting one at the school and submitting it to be delivered to the Board of Directors. The Board of Directors will not hear complaints that have not first followed these procedures of complaints being addressed directly to staff, and properly documented in writing.

We welcome you to contact us at any time. Please use the information below to contact us at your convenience.

Sandra Kinne, Executive Director
skinne@sagecollegiate.org

Jennifer Braster, Board Chair
Board@sagecollegiate.org



OUR SHARED CONTRACT of COMMITMENT

One of Sage Collegiate’s core tenets is **“It Takes a Village.”** Parents and families are our partners, and as a school we will be grounded in and by our community. Family participation in scholars’ learning is fundamental to their success. We know that when families and teachers have high standards for children, then students generally exceed expectations. We know the importance of alignment with our most important partners – families – to achieve all mission and ensuring all students have a strong K-8 academic foundation that allows them to go to a high achieving high school and to get to and through college successfully. We have a shared responsibility of promoting student learning, supporting the school’s culture and academic expectations, and valuing all contributions to our school community.

The following are the minimum expectations needed to best support student learning and are signals of our shared collaboration for the sake of our scholars.

STUDENT: I know that my education is critical to my success. I want to ensure my academic achievement, college success, and a life of opportunity by making good choices and taking my learning seriously. I agree to show determination and responsibility by carrying out the following to the best of my ability:

- Do my best to follow our school’s core values at all school events, whether on or off campus.
- Arrive at school each day on time and being prepared to work hard.
- Use all school equipment and property appropriately and safely.
- Complete and submit homework on time.
- Read every day.

FAMILIES: I understand that as my child’s first teacher my participation in my child’s education will help her/his achievement. To the best of my ability, I will continue to be involved in her/his education through the following:

- Supporting the school’s rigorous academic program, high expectations of conduct, and the extended school day/school year.
- Ensuring my child’s daily on-time attendance at school.
- Ensuring that my child is in uniform every day.
- Reading to my child or encouraging my child to read.
- Reviewing and checking my child’s homework, schoolwork, and academic reports, including grades.
- Monitoring the activities of my child, such as the amount of time spent using media or screen time.
- Communicating with my child’s teacher(s) regarding her/his progress, as needed, in a manner that is professional and models what we want students to emulate.
- Actively engaging with through activities like Cafecitos, parent-teacher conferences, and Family Nights.

TEACHER AND STAFF: We know the necessity of a safe, supportive, effective learning environment that is student-centered and allows students to meet or exceed grade level expectations. In our roles as educators, we serve to lead by example and hold ourselves to a high professional bar. As a staff member, we agree to the following:

- Arrive on time and prepare for an academically rigorous, mission driven, student centered learning environment every day.
- Maximize the academic and socio-emotional experience of every student by enforcing and supporting all rules and expectations with consistency, equity, and fairness.
- Fulfill the professional responsibility of educators to prioritize the best interest of each student; and
- Communicate often to parents regarding their children’s academic progress.

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ACKNOWLEDGEMENT of HANDBOOK

Each student at Sage Collegiate must have a signed form on file. As a parent, I understand the importance of the Sage Collegiate Student-Family Handbook and have explained it to my child(ren) in depth. My child/children and I agree to adhere to the policies and regulations of the Student-Family Handbook and recognize that if we have any questions, we should reach out to the Executive Director or the Family and Community Engagement Manager.

Parent/Legal Guardian

_____ I have received, read, and understand the Sage Collegiate Student-Family Handbook.
(initial)

_____ I have read, understand, and agree to "Our Shared Contract of Commitment" on page 39.
(initial)

Scholar

_____ I have received, read (or had read to me), and understand the Sage Collegiate Student-Family Handbook.
(initial)

_____ I have read, understand, and agree to "Our Shared Contract of Commitment" on page 39.
(initial)

Scholar Name: _____ Scholar Grade: _____

Scholar Signature: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

This form is the last page of our handbook before the annual calendar. Families can sign and submit electronic versions of this "Acknowledgement of Handbook." This form will also be available as a hard copy during Home Visits and Family Orientations. Hard copies of the Student-Family Handbook will be available by request. We are in the process of having the Student-Family Handbook translated into Spanish and will post it to our website and have hard copies available, by request, when the translation is complete.

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