



LEAD Cameron Student Handbook 2018-2019

**1034 1st Ave. South Nashville, TN 37210
615.806.6230**

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The Core Values & Ethos of LEAD Cameron

Who We Are:

LEAD Cameron was founded in 2011 as Tennessee's first zoned, public charter school and is located in the historic Cameron School building in South Nashville. Cameron was created in partnership with Metro Nashville Public Schools to create a model of public education that serves ALL students.

It is the mission of Cameron and of LEAD Public Schools to prepare all of our students with the knowledge and skills needed to succeed in college and in life. We will actualize our mission by being a cohesive, hard working team of educators who share core values, exemplify the LEAD Ethos, and push our students to embody the Ethos, preparing them for college and life.

Ethos in Brief:

The ethos are the traits we teach our students to live by. The definitions outlined here are through a student lens.

Ethos	Definition
<i>Serve others</i>	I work together with my class- and schoolmates. I listen to and understand what they are asking and I approach each day with an understanding of the importance of being an active and positive member of my school community.
<i>Self-reliant</i>	I take charge of and responsibility for my own life and my own choices both in school and at home. I have confidence in my abilities to do what is right in all situations.
<i>Courage</i>	I stand up for what's right and do the right thing both in school and at home. I believe in myself and my abilities and I show great fortitude.
<i>Committed</i>	I persevere and never give up. I come to my school and my community with the understanding that I will struggle and with the dedication to learning and getting better every day.
<i>Disciplined</i>	I work hard to improve over time through intentional decisions around completing work, changing behaviors, and raising grades. I understand the mission of my school and our community and I work hard every day to put my best self forward.

Ethos: These character traits are stressed and shared across the LEAD network by teachers and students alike. As professional educators, we believe that by sharing and practicing our core values and by exemplifying the Ethos, we will build these traits in our students.

Student & Teacher Ethos Examples	
Serve Others	
<p>Student Example:</p> <ol style="list-style-type: none"> 1) Making sure your student area is neat and tidy 2) Encouraging someone who is sitting alone to sit with you 3) Demonstrating kindness to everyone in your class 4) Being a full participant in crew 5) Asking someone to explain his/her thinking instead of just assuming that person's intent 6) Pushing those around you to be the best they can be 7) Helping a classmate catch up on notes/ class materials they missed while they were absent 8) Translating when needed 9) Providing visible support to peers in the classroom; silent love, snaps, etc. 	<p>Teacher Example:</p> <ol style="list-style-type: none"> 1) Reaching out, proactively, to a family to talk with them about their child's success/struggles in the classroom 2) Offering tutoring during the lunch hour for students that need advancement/remediation 3) Picking up your teammates copies 4) Showing up to / volunteering at school level events (sports, SLCs, and other student events) 5) Offering in-depth, targeted feedback to students to help improve student performance and requiring students to revise their work and resubmit it using that feedback 6) Translating when needed
Self-Reliant	
<p>Student Example:</p> <ol style="list-style-type: none"> 1) Doing the right thing when no one is looking 2) Calling your teacher to clarify a homework assignment or notes from class 3) Reflecting on behavior and coming to a teacher independently to offer apology or insight after the fact 4) Picking up, completing, and turning in missing work from absences 5) Reading an activity's directions independently and volunteering to clarify for classmates 6) Revising classwork when given feedback to make it better. 7) Requesting additional help during lunch, recess, or electives. 8) Taking out an independent reading book without being asked 9) Cleaning up after yourself/take charge of your own actions 10) Using online resources to extend learning. 	<p>Teacher Example:</p> <ol style="list-style-type: none"> 1) Meeting school deadlines 2) Giving timely feedback to students 3) Keeping gradebooks up-to-date 4) Turning in attendance without reminders 5) Using exemplary planning practices 6) Reaching out to students and families in order to close the loop 7) Finding coverage for fair-share duties when out 8) Seeking out feedback 9) Engaging in peer observations 10) Utilizing Sustaining Saturdays and other professional development opportunities to improve our craft. 11) Asking for help/be squeaky wheel 12) Submitting announcements in the CNotes

Courageous

Student Example:

- 1) Persevering through a difficult problem
- 2) Standing up/ speaking up if you see something wrong- no bystanders
- 3) Shouting out a classmate
- 4) Being original
- 5) Finding the strength to do the right thing when no one is looking
- 6) Volunteering an answer in class even when you are not sure if you are correct
- 7) Offering a novel or unexplored avenue of thought during discussion
- 8) Reminding teacher (with positive framing) of a missed procedure, learning opportunity, or objective
- 9) Coming to a teacher to discuss a class issue or concern- for oneself or for a fellow classmate
- 10) Reminding students of the task at hand and keeping them on-task when working in a pair or group
- 11) Focusing on learning and not being right the first time
- 12) Taking responsibility for all actions

Teacher example:

- 1) Having hard conversations with teammates
- 2) Holding students accountable for both academic and behavioral performance
- 3) Taking calculated risks in the classroom
- 4) Allowing students / yourself to fail and then coming back the next day stronger than the day before.
- 5) Maintaining emotional constancy
- 6) Looking for ways to grow, improve, change, and get out of your comfort zone.
- 7) Asking for help from your coach or teammates
- 8) Participating in morning meetings and all staff PDs

Commitment

Student Example:

- 1) Working through a difficult task
- 2) Coming to school on time and everyday
- 3) Giving the wrong answer, learning the misunderstanding, and then giving the right answer
- 4) Asking the teacher for tutoring on a specific topic or learning target
- 5) Conducting yourself as if you are a representative of the school at all times.
- 6) Listening and participating actively in Crew

Teacher example:

- 1) Holding students accountable for each detail of their assignments
- 2) Maintaining consistent high expectations
- 3) Attending after school events: sports, electives nights, optional PD
- 4) Finding the empathy to understand our most difficult students
- 5) Developing the team mentality of accountability for oneself, one's team, and one's school
- 6) Taking the extra effort to communicate with students about expectations and making sure students know that you are accessible.
- 7) Conducting yourself as if you are a representative of the school at all times.
- 8) Answering your phone in the evenings to help students with homework
- 9) Having repair conversations with students

	after issuing a major mark or sending to ISR
Discipline	
<p>Student example:</p> <ol style="list-style-type: none"> 1) Staying silent when voice level zero is expected 2) Making hard, correct decisions 3) Wearing a complete uniform everyday 4) Completing homework every night 5) Getting your agenda signed by a parent every night 6) Being on time for school and class 7) Waiting patiently through discussion for your turn to talk. 8) Responding to redirections, corrections, misbehaviors, and marks by accepting them and returning to the current task in the classroom 9) Being respectful to all adults in the building. 10) Meeting expectations even when others are not. 	<p>Teacher example:</p> <ol style="list-style-type: none"> 1) Holding students to high expectations, every time. Making students “Do it Again” when they didn’t do it right the first time. 2) Reading of CNotes and all whole staff communications in a timely fashion 3) Keeping students in the classroom 4) Working with urgency and making sure all students receive instruction at their level 5) Maintaining emotional constancy 6) Assuming positive intent with students and teach them the right way to behave instead of placing blame. 7) Teaching bell-to-bell. 8) Sticking to classroom procedures and expectations until they are routinized. Reteaching if needed.

Cameron Educator Values

Cameron teachers and staff have committed to embracing the following values:

- A. **Bring the joy:** We make sure to recognize our students, parents, and teachers for the joy they bring to their daily work. Specifically joy looks like the following:
 - a. **Urgent** classrooms that do not waste time or resources
 - b. **Invested** students who want to participate because their teachers have created learning lairs where dragon-slaying¹ is rewarded and celebrated through shoutouts, positive phone calls home, etc.
 - c. **Efficacy** as reflected through students’ beliefs that they can and will learn and teachers’ beliefs that they can and will be able to teach their students
 - d. **Passionate** teachers who are knowledgeable about the content and who convey the value, intrigue, and importance of our curricula and of our school.
- B. **Growth mindset in class:** Learning is hard and learning is fun. We focus not only on what it takes to grow students enough to get on grade level, but on the habits of mind it takes to approach the difficult challenges that prepare our students for college and life. Praise risk-taking and use growth-mindset language.
- C. **Daily commitment to excellence:**² Excellence is an iterative process. It is exemplified through refined effort, systematically reworking ideas, and striving for the best in ourselves and our community.
 - a. **Teach our students our high expectations:** Be transparent with students about your expectations for excellence by making the criteria crystal clear and providing targeted feedback to help students achieve the high expectations you have set.

¹ The act of improving your academic skills and conquering goals

² We want to think of excellence in an Aristotelian sense - [the pursuit of versus the actual thing](#)

- b. **Sweat the Small Things:** It is the accumulation of little things that add up to a step in the right direction and many steps in the right direction that add up to success.
- c. **Have a Good, Better, Best (GBB) attitude:** GBB means picking up trash that someone else left on the floor; it means covering for a teammate because they had to stay home and watch the kids; it means early days and late nights; it means laughing with your students, and it means failing them even when you know they tried as hard as they could; it means doing something that makes you uncomfortable because it needs to be done; it means being firm; it means finding ways to help; it means Cameron.
- d. **Rigor:** Our students are capable of doing challenging work. The key is providing them with the needed scaffolds and supports to get there. We approach planning classes by determining what students need to know to be competitive with their peers, and then how we will help them get there.
- e. **Data driven:** We use, collect, analyze, and act on data before, during, and after class to provide our students with exactly what they need.

School-wide Systems

Dress Code:

Students are expected to be in neat and complete uniform everyday. A consistent uniform ensures that students are professional and prepared for class without wardrobe distractions. Here are the dress code specifics:

- LEAD Cameron polo- 5th and 6th grade is royal blue. 7th and 8th grade is gray.
 - Shirts must be kept tucked in throughout the day
 - During cold months, students may wear any solid color long sleeve shirt underneath their LEAD Cameron polo
- Tan or navy khaki pants- Pants must be professional “khaki/dockers” material. No jeans, no leggings, no black pants, no other color khakis.
 - Students may wear tan or navy khaki shorts and skirts as long as they extend past the student’s fingertips when their hands are at their sides.
 - Pants may never be tucked into socks.
- Belt- If a student’s pants have belt loops, they must wear a belt. The belt can be any color as long as it is school appropriate.
- Closed-toe shoes- Students can wear any color shoes they’d like as long as they are closed-toe. Students may wear sneakers, boots, flats. Students may not wear clogs, sliders, or sandals.
- Cameron/ College outerwear- All student outerwear must have the LEAD Cameron logo or a college name or logo. We sell Cameron logo patches in our main office that can be sewn on a solid navy or gray sweatshirt. Patches cannot be pinned on.
 - Students may not wear blankets throughout the school day.

Because we want the Cameron student wardrobe to be free of distractions, students should not bring any items to school that are not needed for a day of learning or are not part of the school uniform. For example, students may never bring in toys, stuffed animals, balloons, hats clipped around belt loops, or blankets.

If a student has a \$100 paycheck balance at the end of the day on Thursday, he or she may wear jeans and a Cameron or college shirt on Friday. Jeans may be any color, but must be school appropriate. Jeans may not have rips that expose legs and may not be leggings.

Cell Phones:

Many families would like to have a means to communicate with their student before or after the school day. However, cell phones are distracting during the day. Students may NEVER use their cell phone during the school day.

If a family is trying to reach their child, they must call the main office and the student will be pulled from class. Please do not call or text your student during the day. If a student's phone is in use during school hours, the phone will be confiscated and locked in our main office until a guardian comes to retrieve it.

Here are the student cell phone expectations:

- Turn cell phones off before entering school
- Once inside the school building, ask permission to shut off phone if you haven't already.
- Student is responsible for keeping phone safe. School is not responsible for any lost or missing phones.
- Cell phones must be in backpacks, NOT in pockets. Cell phones in pockets will be taken if a student refuses to put it in his or her bag.
- Cell phones must stay off and be in bags until students are on the bus or out front at dismissal
- Students may never play music or stream video out loud from their phone when on campus

Food/Snacks:

We want to provide a healthy environment for our students. Students are never allowed to have gum, candy, chips, soda, or energy drinks. Any junk food brought to school will be confiscated.

Our cafeteria does sell small bags of chips that students are allowed to eat during lunch. No outside chips can be brought to school.

Students are not allowed to eat in class. Students can and should bring a water bottle to school. Water bottles can be purchased using CCP cash from the school store.

Homework & Agendas:

Students have homework every single night for all subjects they attended that day. All students are given an agenda in which they write the concept they learned in class that day AND their homework for each subject. Parents are expected to sign their child's agenda each night. Students show their signed agenda to their first period teacher every morning. If a student's agenda is not signed, he/she loses points from his/her weekly paycheck.

Communication From School to Families:

It is the policy of LEAD Public Schools that timely communications between school personnel, students and families is crucial to the success of our schools, as is the work/life balance of our employees. Therefore, teachers are expected to communicate with students and families as a best practice to track progress, behavior and other school-related issues. However, all phone calls and text messages to students and families must be made before 7 p.m. Any communication to a teacher from a student or parent after 7 p.m. will be

answered the following school day. Teachers are not expected to communicate to students and parents during the weekend. In case of any emergency with students and families communicate after 7 p.m. or on weekends, teachers will immediately contact their Principal, Assistant Principal or Deans, and/or Head of Schools.

Every Tuesday, Cameron sends home a red folder with each student. Your student will get a filled red folder in his or her last period class. The folder will contain:

- The “weekly notes” which lists and describes all Cameron events and important dates for the upcoming month.
- Behavior progress report, which lists all the positive and negative behaviors of your child from the previous week. You are expected to sign this report and your child must turn it in to his or her Crew teacher the following morning. Students who do not turn in a signed progress report will earn an “unprofessional mark” and serve mark time (lunch detention/no recess).
- Academic progress reports or report cards. Academic progress reports come home in red folders twice a quarter. At the end of each quarter, your child will bring home his or her official report card with final grades. Parents are expected to read the progress reports and contact the school with questions or concerns. These must also be signed and shown to your child’s Crew teacher. An unsigned academic progress report or report card also earns an unprofessional mark and mark time.
- All important school information- Any paper communication from the school will come to you via the red folder. This includes: notices of academic concern, immunization reminders, home language survey, field trip permission slips, continuation forms, and MANY other important documents.

In addition to calling the school, families are encouraged to email teachers directly with any questions or concerns. All staff emails are included at the end of this handbook, but they are always the teacher’s firstname.lastname@leadpublicschools.org. Every Cameron student is issued a LEAD email that he/she can use to contact teachers for homework help at night until 7pm.

Cameron Paychecks:

Each week, students begin with \$100 Cameron Cash. They gain and lose points (dollars) based on their behaviors at school. Student paychecks are sent home every Tuesday in red folders for parents to view and sign. The negative behaviors found on paycheck are called misbehaviors and marks. The positive points are called plus points or Ethos points. Below is a description of each of these categories as well as examples.

Misbehaviors- Misbehaviors refer to actions that distract from or deter the learning process. These do not necessarily make learning or continuing the lesson impossible for the student or the class, but they are behaviors that we want students to curb or replace with more productive actions. We want to be consistent with our expectations and consequences, so misbehaviors are not warnings. Misbehaviors are reminders about how to have positive habits in the classroom.

Misbehaviors	Examples (Not exhaustive)
Talking (-1)	Talking out of turn Inappropriate volume Making inappropriate noises
Off Task (-1)	Reading a book instead of focusing on lesson Drawing on paper

	Dozing off
Disruptive (-1)	Kicking the table or chair Making any unnecessary noises in class or at whole school events Pencil tapping, drumming, singing/rapping in class Slamming book or door
Unprepared (-1)	Not having class materials (Notebook, packet, etc) <i>If a student is missing easily replaced class materials such as a pencil, eraser, notebook paper, charge their Cameron Cash account instead of issuing an "Unprepared" misbehavior</i>

Marks- Every day we strive to make sure our kids feel safe and respected while they are learning. Therefore, in the instances in which students choose to stop the learning environment by being disrespectful or creating an unsafe learning space, a mark is warranted.

Mark	Examples
<p>Unprofessional (-5) Dressing for success is important to help us cut down on the amount of distractions that take away from learning time. We all have a uniform we wear that shows that we are present and ready to work. In addition to looking professional, there are duties that come along with the "job." We are trying to build in the habit of accountability to major duties for our students.</p>	<p>Combing/Braiding Hair in class Writing on your body or uniform Putting on Makeup in class Shirt Untucked (out of uniform generally) Sleeping in Class after reminders to stand or walk around Chewing Gum, eating in class, etc. Horseplaying or throwing objects Failure to turn in Progress Report or other signed form Phone rings in class On wrong website, inappropriate use of school materials Copying or cheating Public display of affection</p>
<p>Disrespect (-5) As a school we are fostering a culture of respect. Respect of each other and respect of learning must be paramount. We do not allow disrespect and take it very seriously because we want all students and staff members to work in a safe environment.</p>	<p>Calling someone a negative name Pushing/kicking/hitting someone Using profanity Seeking a different answer (one teacher says no, you ask another teacher) Writing on school property Refusing to respond to a staff member Refusing to follow a specific direction Walking away from a staff member Skipping others in line for breakfast or lunch</p>
<p>Out of Area (-5) It our responsibility to keep our students safe. Therefore, it is important that we know where students are at all times. This helps our students learn responsibility and communication skills.</p>	<p>Skipping class Being late to class without a pass (give the mark but keep the student in class. Do not send them to get a pass). In the hallway during class without a pass (paper or</p>

	digital) Being anywhere in the building without permission
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Mark Time:

If a behavior warrants a mark, the student will serve mark time during lunch and recess. This is a negative consequence for negative student behavior. During mark time, students are not allowed to communicate, even silently. This includes the sharing of food or materials. All communications go through the adult and are communicated with a silently raised hand. Students spend this time productively- they must do their homework or be reading. Different from other settings where talking or being off task warrants a T, if a student violates the rules of mark time, it is an automatic mark.

Homework Time:

Homework assignments are planned practice opportunities that support our students’ understanding of class content. Additionally, the responsibility of completing and returning homework requires the demonstration of three of our five Ethos: Discipline, Commitment, and Self-reliance. We give homework not just for the extra exposure to content, but also because it reinforces skills needed to succeed in college and in life- skills that are an essential component of a comprehensive middle school curriculum.

We consistently hold students accountable for quality homework completion. Below outlines the process for holding students accountable to their homework:

- Every subject teacher will check homework during his/her classes. Students with missing or incomplete homework will receive a homework deduction from their bank accounts in Kickboard. The teacher will select the “No HW AM” or “No HW PM” button, determined by whether his class is in the morning or the afternoon. This deduction must be entered before the student leaves the classroom.
- Students with a homework deduction in Kickboard, either from the previous afternoon or that morning, will serve “homework time” during lunch and recess.
- During Homework Time:
 - Students complete the previous night’s and day of homework assignments.
 - Student-tutors may assist homework time students with homework and organization
 - The homework time teacher circulates to check on student work and help students organize their folders, backpacks, agenda, etc.
 - The homework time teacher calls the parents of students who have served HWT more than once that week and communicates with the student’s Crew teacher regarding any academic patterns/concerns
- If a student earns Homework Time, but has also earned a mark, the student will serve Mark Time.

Student Culture & Support

Crew Mountains:

Crew is a joyous and formative experience that fosters connectedness within our community. We believe that if every student has at least one adult in the building that knows him/her on a deeper level, Cameron will have a high level of student engagement and efficacy. Crews are named after mountains. We have six mountains school-wide, with a male and female Crew representing each mountain at each grade level. Each staff member will be assigned a single grade and gendered crew. Crew teachers are an advocate for the students in their crew and are the point person for families to call with questions. Crews meet once a week with lesson plans being designed by the school counseling team.

Cameron Student Survey:

We survey our students two times a year, once in fall and once in spring, to get their perspective of our school culture and to assess their individual student needs. The student survey is taken in two parts, both administered during Crew. Every student takes part one, pertaining to whole school culture. Some families may elect to opt out of part two, which surveys student needs. The data from the Cameron Student Survey is confidential, but trends and conclusions are shared with the staff. This data informs interventions run by the Student Support Team.

Lunchtime Behavior Groups:

Lunchtime behavior groups are a targeted intervention for students who are struggling to respond to the general points and marks system in place. This is a behavior support system that we use to help our students who demonstrate a repeated struggle to meet expectations in our school. The goal is to empower these struggling students to positively contribute to our school culture.

Students are considered for a behavior intervention group if, over a 4 week period, their paycheck average is near or below \$70. This does not mean that all students with this balance or lower qualify for a group. Students who do not qualify for group, but continue to earn many marks, will continue to serve mark time and receive additional alternate interventions. Families of qualifying students will be

Factors considered when determining whether a student qualifies for a lunchtime behavior group:

- The number of marks each student earned in those 4 weeks
- ExEd. designation and IEP goals and requirements
- Mistaken goals of behavior: based on Kickboard reports, what patterns have emerged for this student?
- Intensity of behaviors: some students would be detrimental to the productivity of intervention groups and need an alternate placement with alternate support measures put in place.

Lunchtime Behavior Intervention Placements

Group	Curriculum	Facilitator	True for all students in all groups
Self-named Behavior Intervention Group 1	-Lessons directed toward self-identification of mistaken goals of behavior -Practice of school expectations with reinforced rationale -Scheduled teacher repair conversations and rehearsals	Ms. Brooks (SSC)	-Meet 1-2 times per week -Meet for 4-8 weeks -Report to mark time on off days if a mark is earned. Otherwise will go to recess
Self-named Behavior Intervention Group 2	-Lessons directed toward self-identification of mistaken goals of behavior -Practice of school expectations with reinforced rationale -Scheduled teacher repair conversations and rehearsals	School Counselor or Mrs. Schumacher (APS)	-Report to group even if earned mark or homework time.
Self-named Counseling Group 3	-Self Efficacy, self Regulation, choices, organization -Exact lesson plans will vary based on groups' collective mistaken goals (attention, power, avoidance, revenge)	Ms. Proffit/Ms. Carroll (Counselor)	

Individual Mentor	-Building trust and investment in the community	Mr. Rodriguez, Mr. Drummond, any teacher	-Meet weekly for 4+ weeks -Student still reports to Mark Time
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After the lunchtime behavior intervention concludes, next steps for the participants will vary depending on their individual progress. Some students may no longer require a lunchtime intervention, some may move to a check-in/check-out system, and some may participate in an intervention for the majority of the school year. The Student Support Team and teachers involved will determine next steps, based on student data.

Possible Action Steps Once Lunchtime Behavior Intervention Concludes:

- Phone calls home to update on progress- positive or negative
- Checkin-checkout plan with SST member
- Student is shouted out for great growth in Crew
- Student continues to be mentored by teacher/SST member
- Student put on a Student Success Plan- monitored by a school counselor
- S-Team referral
- Centerstone or outside agency referral
- Complete FBA (rare cases)
- Request parent meeting
- Request parent observe their child in class
- Student repeats the program, but as a member of a different intervention group
- Create alternate consequences for misbehaviors

Procedures & Policies

Attendance:

In order for students to be ready for college and life, they must come to school on time everyday.

Absenteeism may affect the final grade a student receives in any class, as well as impact services provided for those students working from IEPs. All students are expected to maintain regular attendance.

The school day at Cameron starts at 7:30 and ends at 3:30 Monday-Friday.

* Note: Students must be in school for at least 3.5 hours in order to be considered present for the day.

Tardy to School

A student is considered at 7:45am and must sign in the front office.

Any tardy student will lose 1 point from their Cameron paycheck.

Students must bring a doctor’s note to excuse the tardy.

Absences

As a public school, Cameron adheres to state guidelines regarding truancy. Please reference the section (#) regarding truancy in this handbook.

- Students must turn in a parent hand-written excuse note or a doctor's note within 3 days of their return.
- LEAD Cameron only allows 5 hand written excuse notes per school year. The note must include student's name, date of absence, reason, parent signature and phone number.
- If a student is absent 3 consecutive days or more, he/she must have a medical note to excuse his/her absence.
- It is the parent and student's responsibility to provide the school with an excuse note, failure to bring this note will result in an unexcused absence.
- Ten (10) consecutive days of absences will result in a student being dropped from school.
- Falsely representing a parent/guardian and/or their signature in any way is a violation of the Honor Code and will result in disciplinary action.

Chronic Absenteeism: A student is considered chronically absent if they miss 10 percent or more of the instructional days he/she is enrolled. This includes all absences (excused, unexcused, or due to suspension). Research shows that students who miss more than 10 percent of school days are far less likely to graduate on time.

Tennessee Compulsory Attendance Laws

(Compulsory School Age is 6 Years to the 18th Birthday)

T.C.A. 49-6-3001 – School Age - (c) (1) Every parent, guardian or other person residing within this state having control or charge of any child or children between six (6) years of age and seventeen (17) years of age, both inclusive, shall cause such child or children to attend public or non-public school, and in event of failure to do so, shall be subject to the penalties hereinafter provided. (The courts have ruled that the word "inclusive" requires a child to attend school until the day before his/her eighteenth birthday.)

T.C.A. 49-6-3007 – Attendance and truancy reports. - (e) (1) It is the duty of the principal or instructor of every public, private or parochial school to report promptly to the superintendent, or to the superintendent's designated representative, the names of all children who have withdrawn from school, or who have been absent five (5) days (this means an aggregate of five (5) days during the school year and not necessarily five (5) consecutive days) without adequate excuse. Each successive accumulation of five (5) unexcused absences by a student shall also be reported.

T.C.A. 49-6-3009 – Penalty for Violations - (a) Any parent, guardian or other person who has control of a child, or children, and who violates the provisions of this part commits a Class C misdemeanor (b) Each day's unlawful absence constitutes a separate offense.

T.C.A. 40-35-111 – Terms of Imprisonment or Fines - (3) Class C misdemeanor, not greater than thirty (30) days or a fine not to exceed fifty dollars (\$50.00), or both, unless otherwise provided by statute.

Early Dismissal

- Must be arranged prior to departure and a parent/guardian or pre-approved representative must report to the Main Office and sign that student out prior to the student being dismissed.
- If a child attends less than one half of a school day, the student will be marked as absent. A written excuse note or doctor's note should be turned in to the front office for this to be considered an excused absence.
- Siblings, persons unrelated to the student, or persons under the age of **eighteen (18)** will not be permitted to sign out a Cameron student. ONLY pre-approved adult representatives will be permitted to sign out a Cameron student after showing ID.

- You will NOT be able to do the following past 2:30 pm each day:
 - ❖ call for us to tell your student a message
 - ❖ bring an item for us to deliver to your student
- Or Pick up your student after 3:00 PM

Missed Work

- Cameron follows MNPS's guidelines for make-up work. Students with EXCUSED absences must be given the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full grade. Students with UNEXCUSED absences should generally be provided this opportunity as well, though a teacher can choose not to provide the make up work to a student with an unexcused absence if he or she confers with the principal first.
- Make up work must be requested by the student or parent no later than three days after returning to school or he or she may forfeit the opportunity to complete the work. Teachers must have a designated place in their classroom for students to collect missed work.
- The work must be turned in by a mutually agreed upon time frame between the teacher and student.

Late Pick-up

Adults stay with walkers and carriers after school until 3:45. At that time, all adults are relieved and students are not allowed back in to the building but may wait in the security vestibule.

Students who stay after school for clubs or sports are expected to go directly there after school. They will not be allowed back in the building if they choose to leave instead. Students who stay after for a club or sport must get permission from a parent first and will be told the time they are expected to be picked up by. Students who are not picked up by this time may no longer be allowed to participate in the club or sport, at the leader or coach's discretion.

In the event of a school bus running late at dismissal, students from that bus will wait with school staff in the auditorium until their bus arrives. Students will be allowed to call parents/guardians to inform them of the delayed bus.

Morning Arrival

Students who arrive to school before 7:25 am are welcome to wait outside in front of the school until the doors for Cameron open. Doors will not be opened earlier than 7:25am, and students are expected to wait respectfully.

Emergency & Inclimate Weather Days:

In the event of particularly dangerous weather conditions, Cameron will either cancel or delay the opening of school. Such announcements will be made on local news channels as well as an "all call". Please note that we will follow Metro Nashville's lead on cancellation or delays. On such days, please do not call the school as all information on school cancellations or delays will be reported via the television and radio by Metropolitan Nashville Public Schools (MNPS).

Families Visiting Students or Observing Their Child in Class:

If you are requesting a quick conference with your student during the school day, your child will be brought to the main office for you to speak with him/her. We do not allow families to come eat with their student in the

cafeteria, unless the parent is shadowing the student for the day. Additionally, bringing in celebratory food for students and their friends is prohibited- no pizza, cupcakes, or birthday celebrations are allowed as it excludes others and creates conflict among students.

We love when families visit and welcome guests in our classrooms. If you are interested in observing your child in class, you must reach out to the teacher of the class and let him/her know you'd like to sit in. When you come into the school for an observation, you will sign in at the main office and review the Parent Observation Guidelines with a staff member. It is important to us to allow families to see what learning looks like at Cameron, but we are also aware of how some visits can be distracting or even embarrassing for students in class. Because learning is our top priority, we have created the following guidelines for parent observations:

Parent Observation Guidelines

Thank you for coming in to see your child's classroom! We are excited to have you and appreciate our partnership in providing an excellent education to your child.

Below are some guidelines we have put in place to preserve the classroom environment during your time here:

1. Introduce yourself to the teacher.
2. Don't distract or interact with other students or your own child during class unless the teacher asks you to participate.
3. Please refrain from using your phone/technology while in the classroom. We want to make sure the students are not easily distracted by having a guest using technology.
4. Write down any questions or comments you have.
5. If you are not staying until a transition time, leave your phone number with the teacher so he/she can follow up with you after.

Reglas para Visitas de Padres a las aulas de su Estudiante

¡Gracias por venir a ver el aula de su estudiante! Estamos muy contentos de recibirle y apreciamos su colaboración en la provisión de una excelente educación para su estudiante.

Debajo hay algunas reglas que hemos puesto en efecto para preservar el ambiente del aula durante su visita:

1. Preséntese con el maestro.
2. No distraiga o interactúe con los estudiantes (incluyendo el suyo) durante la clase a menos que el maestro le pida su participación.
3. Por favor absténgase de usar el teléfono u otro artefacto electrónico mientras esté en el salón de clase. Queremos asegurarnos que los estudiantes no se distraigan porque nuestro invitado esté usando tecnología.
4. Escriba cualquier pregunta o comentario que tenga.
5. Si usted no se piensa quedar hasta el cambio de clases, déjele su número de teléfono al maestro para que pueda darle seguimiento después.

قواعد زيارات الآباء إلى فصل الطلاب الخاصة بك

أشكركم على حضوركم في الفصول الدراسية لرؤية طفلك! نحن سعداء جداً باستقبالكم ونقدر تعاونكم في توفير تعليم ممتاز لطلابك.

فيما يلي بعض الإرشادات التي وضعناها للحفاظ على بيئة الفصل الدراسي زيارتك:

١. قدم نفسك للمعلم.

٢. لا تشتت انتباه أو تتفاعل مع الطلاب الآخرين أو طفلك خلال الفصل الدراسي إلا إذا طلب منك المعلم مشاركتك.

٣. يرجى الامتناع عن استخدام الهاتف أو أي جهاز إلكتروني آخر أثناء وجودك في الفصل الدراسي. نريد أن نتأكد من أن الطلاب لا يتشتت انتباههم لأن ضيفنا يستخدم التكنولوجيا.

٤. اكتب أي أسئلة أو تعليقات لديك على ورقة وإعطائها للمعلم أو في المكتب الرئيسي عند الانتهاء من الزيارة.

٥. إذا كنت لا تخطط للبقاء حتى تغيير الفصول ، اترك رقم هاتفك للمعلم حتى تتمكن من المتابعة معه.

School Conduct Policies:

The pages that follow are the Cameron Student Conduct Policies. When a student engages in negative behaviors that harm school culture or endangers the learning environment, the corresponding policy is reviewed with him/her. Each time a policy is reviewed with a student, the student's family is contacted. Often, consequences are paired with a policy review. Some possible consequences are a mark, ISR, community service, in school suspension (ISS), out of school suspension (OSS), and bus suspension.

Cameron Conduct Policy

At Cameron, we are in the business of learning. Our school culture is driven by the belief that ALL students can meet the demands of high academic rigor. Any threat to our school learning environment is considered a violation of conduct and may result in any number of responses beginning with solutions-oriented, restorative interventions and extending to suspensions or, in cases concerning the endangerment of others, expulsion from school.

To provide disciplinary responses that are appropriate to the misbehavior, the Student Support Team distinguishes between minor and serious offenses, as well as between first time and repeated offenses.

At Cameron, the following behaviors are considered especially harmful to the culture of the school and will result in immediate disciplinary action:

- Threatening behavior- threaten physical harm, make physical gestures that could cause a student another to feel at risk.
- Instigating a physical fight
- Physical violence- pushing, hitting, kicking, grabbing, spitting, slapping, shoving, biting, scratching, etc.
- Stealing- taking an item that does not belong to you without permission from the owner
- Vandalism- damaging school property or any property that does not belong to you, including but not limited to: marking on walls or desks, bending or breaking school materials, etc.
- Using technology inappropriately- searching/creating/sending profane or offensive language, violent content, sexual content, etc.
- Causing repeated disruptions in class- being sent to ISR more than two times in a week for classroom disruptions

- Elopement- leaving school grounds, refusing to go to the appropriate zone requested by staff (ISR, class, bus, etc.); standing in the hallway rather than complying

Grounds for disciplinary action will apply whenever the student's behavior is reasonably related to school or school activities, including but not limited to on/off school grounds, school sponsored activities, traveling to or from school or a school activity, and the greater community.

Cameron Bus Riding Policy

Riding a school bus is a privilege provided by the school district and should be treated as such. The privilege of riding a school bus in Metro is one that can be revoked if the Rules of Conduct are not followed. Students are expected to uphold the same behavioral conduct on the school bus as in the Cameron school building, as the bus ride and journey to and from the bus are an extension of the school day.

When rules of bus conduct are not followed, disciplinary responses that are appropriate to the misbehavior will be applied. Possible disciplinary responses include but are not limited to : assigned seat, community service, suspension from the bus (of varying lengths), in school suspension, out of school suspension, etc.

As a school bus rider you must:

- Obey the instructions of the bus driver at all times. At no time can you act toward, or address comments to a bus driver in a disrespectful manner, or refuse to cooperate with the driver.
- Board and leave the bus at designated stops only.
- Only ride the bus to which you are assigned.
- Remain seated.
- Know that the bus driver may assign seats.
- Keep head, hands and feet inside bus.
- Not distract the driver through misbehavior. This makes the bus unsafe.
- Never walk behind the bus. Before crossing in front of the bus, make sure all traffic is stopped.
- Never engage in illegal activities such as possessing weapons or drugs, destruction of property.
- Never record or photograph others using digital technology
- Know that violence or the threat of violence is strictly prohibited

Cameron Bullying & Harassment Policy

Student safety is a priority at Cameron we know that acts of bullying and harassment cause school to be unsafe. In accordance with Tennessee law, bullying is strictly prohibited and will result in immediate disciplinary action. The determination of appropriate consequences will include the consideration of: the severity of behavior, the context of the situation, and the documented history of behavior of all involved students.

The following definitions are adapted from the MNPS Bullying and Harassment Policy.

Bullying

Bullying is any intentional act that is severe, persistent, or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

- 1) Physically harming a student or damaging a student's property;
- 2) Knowingly placing the student or students in reasonable fear of physical harm to the student or damage to the student's property;
- 3) Causing emotional distress to a student or students; or

4) Creating a hostile educational environment.

Bullying may involve, but is not limited to, the following: unwanted teasing, threatening, intimidating behavior, cyber bullying, physical bullying, theft, sexual, religious, or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations.

Harassment

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the internet; or other conduct that may be physically threatening, harmful, or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex, gender identity, gender expression, and appearance. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently serious (severe, pervasive, or persistent) and objectively offensive so as to deny or interfere with or limit a student's ability to participate in or benefit from the programs, services, activities, or opportunities offered by a school or MNPS.

Behaviors that constitute sexual harassment may include, but are not limited to sexually suggestive or offensive remarks; sexually suggestive pictures, sexually suggestive gesturing, verbal harassment or abuse of a sexual nature, harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium, subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

Cyber Bullying

The use of electronic information and communication technologies, including, but not limited to email, cell phone and pager voice, text, still photograph or video messages, instant messaging, defamatory personal websites, social networking sites and online personal polling sites or journals, to support deliberate and harassing behavior that frightens, harms or embarrasses others and unreasonably impacts or disrupts the orderly operation of the school environment.

Academics

Cameron Vision for Effective Teaching:

Effective teaching at Cameron is facilitating data-driven, student-centered work that is balanced by both rigor and love and is supported by a strong classroom culture and high expectations.

Assessments:

Cameron students participate in the Measures of Academic Progress (MAP) exam every fall and spring. The MAP exam is a nationally normed assessment that gives students a score and percentile ranking, which compares our students to how other students in the same grade scored nationwide. We use the MAP exam to track student growth and it is our goal to grow our students at least one grade level in reading and math every year.

Cameron students take the TCAP TNREADY assessments each spring during the Metro Nashville Public Schools state testing window. Middle school students are assessed in ELA, math, science, and social studies.

Many of our students are English Language Learners. Our students who are ELL participate in the ACCESS exam. This exam is required by the state. ACCESS evaluates our students in speaking, reading, writing, and listening.

In addition to the larger assessments described above, student learning is regularly assessed in classrooms from every subject area, including electives.

The results of every scored assessment will be shared with students and their families.

Class Grades:

The chart below is a guideline Cameron teachers use to determine how much assessments and assignments should be worth. Cameron is consistent with point values to keep grading fair for students across grade and content levels.

60% of a Student's Grade			40% of a Student's Grade	
Tests	Projects, Essays	Quizzes	Homework	Exit Tickets, Classwork
50-100 points	30-100 points	20-30 points	5-20 points	5-20 points

Grading Scale & GPA:

The Cameron grading scale is aligned to the MNPS and State Board of Education Tennessee Uniform Grading Scale. To calculate a student's GPA, add the total number of points earned and divide by the number of courses taken. Students are graded based on their mastery of standards using the following scale:

Grade	Percent Range	Standards-Based Designation
A (4.0)	93-100	Above Standard / Advanced
B (3.0)	85-92	Meets Standard / Proficient
C (2.0)	75-84	Nearing Standard / High Basic
D (1.0)	70-74	Nearing Standard / Low Basic
F (0.0)	50-69*	Below Standard / Below Basic

Assessment Retakes:

We offer retakes to all students in order to demonstrate a growth mindset, along with discipline towards and commitment to our goals.

- Students who score below a 70 on a summative assessment **must** retake the exam. The maximum score allowed on a retake is an 85. Any student with below an 85 can retake the exam.
- Times for retake are as follows:
 - Lunch / Recess
 - The morning during whole school breakfast
 - Specified and pre-approved electives periods: The electives teacher, including guided reading teachers, are the ones who give approval in a particular instance.
 - Students do not retest during class as they would then be missing valuable time.
- The type of retake is at the discretion of the teacher, but the following are examples of types:
 - Test corrections where students explain in writing, at a minimum, what the correct answer is, how they know, and what misconception they had initially. Test corrections are graded for points back, not to exceed an 85. (best practice for weekly summative assessments for all students)
 - Retake scores should be entered into the Illuminate Gradebook only after unlinking the associated assessment to preserve original assessment data.
 - **Test corrections must be looked at carefully. Teachers must provide feedback to these corrections.**
 - Create an entire new assessment or sections to reflect the areas students need to practice.
 - Re-submit work post-feedback (projects, essays)

Report Cards:

Report cards are sent home with students in red folders shortly after the start of quarter two and three. The exact dates will be printed in the weekly notes home. Your child's quarter four report card will be mailed after the last day of school. Final report card grades do not come home on the last day of each quarter, because teachers are still entering grades. We work hard right through the end of each quarter. If you ever have questions about whether reports cards have been sent home or mailed, do not hesitate to call the Cameron main office.

Celebrating Academic Progress and Achievement:

All students take Measures of Academic Progress (MAP) exams, once in the Fall and Spring, that provide students information on their academic growth in reading and math. Throughout the year we work to help students set and calibrate their academic goals so that they make at least 1 years' academic growth in reading and math.

In addition to recognizing and celebrating those students who have made significant academic growth, we recognize and celebrate those students who earn honors as evidenced by their academic performance and grades earned in their classes. Every quarter, we invite families to attend an Honors Ceremony. The honors designations are as follows:

summa cum laude - Average of 95%+ with all grades 93% and above

magna cum laude - Average of 90% - 94% with all grades above an 85%

cum laude - Average of 85% - 89% with all grades above an 80%

Cameron Staff Directory

Administrative Staff

Name	Title	Email
Dr. Kate Ring	Principal	kate.ring@leadpublicschools.org
Regina Schumacher	Assistant Principal of Students	regina.schumacher@leadpublicschools.org
Maggie Stampley	Dean of Instruction	maggie.stampley@leadpublicschools.org
Sarah Terry	Operations Manager	sarah.terry@leadpublicschools.org
Rania Agaib	Family Engagement Coordinator تتحدث اللغة العربية	rania.agaib@leadpublicschools.org
Deborah Holguin	Office Manager	deborah.holguin@leadpublicschools.org
Angela Gibson	ELL Coordinator	angela.gibson@leadpublicschools.org
Lindsey Seifert	Exceptional Education Coordinator	lindsey.seifert@leadpublicschools.org
Bettina Pulliam	RTI Coordinator	bettina.pulliam@leadpublicschools.org
Ellie Gray	Data & Assessment Coordinator	ellie.gray@leadpublicschools.org
Annie Baldwin	ELL Support	annie.baldwin@leadpublicschools.org
Bri Shelton	Instructional Coach	briana.shelton@leadpublicschools.org
Tom Schoen	Instructional Coach	thomas.schoen@leadpublicschools.org
Sam McEnhimer	Media Specialist	samantha.mcenhimer@leadpublicschools.org
La'Toya Brooks	Student Support Coordinator	latoya.brooks@leadpublicschools.org
James Drummond	Student Support Coordinator	james.drummond@leadpublicschools.org
Ernie Rodriguez	Student Support Coordinator	ernest.rodriguez@leadpublicschools.org
Laura Grace Carroll	School Counselor	lauragrace.carroll@leadpublicschools.org
Courtney Proffit	School Counselor	courtney.proffit@leadpublicschools.org
Holly Jones	Nurse	holly.jones@leadpublicschools.org
Lupita Chavez	Office Support	lupita.chavez@leadpublicschools.org

Instructional Staff

Name	Title	Email
Hadley Bales	5th ELA	hadley.bales@leadpublicschools.org
Sydney Day	5th ELA	sydney.day@leadpublicschools.org
Renita King	5th Science	renita.king@leadpublicschools.org
Katie Lerg	5th Math, GLC	katie.lerg@leadpublicschools.org
Anna Lombardi	5th ExEd	anna.lombardi@leadpublicschools.org
Faith Metcalf	5th Math	faith.metcalf@leadpublicschools.org
Ashley Ridley	5th Social Studies	ashley.ridley@leadpublicschools.org
Shaun Breslin	6th ELA	shaun.breslin@leadpublicschools.org
Jessica DePaolantonio	6th Grade ExEd	jessica.depaolantonio@leadpublicschools.org
Morgan-Taylor Dumas	6th ELA	morgantaylor.dumas@leadpublicschools.org
Alex Martin	6th Math	alexandra.martin@leadpublicschools.org
Alyssa Patel	6th Math, GLC	alyssa.patel@leadpublicschools.org
Elizabeth Phelps	6th Social Studies, Content Lead	elizabeth.phelps@leadpublicschools.org

Valini Ramcharan	6th Science, Content Lead	valini.ramcharan@leadpublicschools.org
Kasey Crosthwait	7th ExEd	kasey.crosthwait@leadpublicschools.org
Marissa Forte	7th Math	marissa.forte@leadpublicschools.org
Kirsten Lindquist	7th ELA	kirsten.lindquist@leadpublicschools.org
Jazmine Orozco	7th ELA	jazmine.orozco@leadpublicschools.org
Ellie Poole	7th Social Studies	ellie.poole@leadpublicschools.org
Katrina Radek	7th Science, Content Lead	katrina.radek@leadpublicschools.org
Leah Railey	7th Resident Teacher	leah.railey@leadpublicschools.org
Ashley Tate	7th Resident Teacher	ashley.tate@leadpublicschools.org
Abigail Upperman	7th Math, Content Lead	abigail.upperman@leadpublicschools.org
Tyler Braddy	8th ELA, GLC	tyler.braddy@leadpublicschools.org
Jordan Cooper	8th Social Studies	jordan.cooper@leadpublicschools.org
Kevin Hritz	8th Math	kevin.hritz@leadpublicschools.org
Tricia Kelley	8th ELA, Content Lead	tricia.kelley@leadpublicschools.org
Caroline McDaniel	8th Science	caroline.mcdaniel@leadpublicschools.org
Brecia Mitchell	8th Math	brecia.mitchell@leadpublicschools.org
Renesha Todd	8th EE	renesha.todd@leadpublicschools.org
Aubrie Velleca	8th Resident Teacher	aubrie.velleca@leadpublicschools.org
Jane Carroll	All grades - ELL EA	jane.carroll@leadpublicschools.org
Lindsay Roe	All grades -ELL ELA Teacher	lindsay.roe@leadpublicschools.org
Rhonda Keckley	All grades- ELL EA	rhonda.keckley@leadpublicschools.org
Hannah Newman	All grades -ELL ELA Teacher	hannah.newman@leadpublicschools.org
Carlton Adkins	All grades- Art	carlton.adkins@leadpublicschools.org
Brandi Beckham	All grades- Read 180, Electives Chair	brandi.beckham@leadpublicschools.org
Cory Dalton	All grades - keyboards/music	cory.dalton@leadpublicschools.org
Marly Foad	5th, 7th, 8th- Arabic/Spanish Teacher	marly.foad@leadpublicschools.org
Quan Jones	All grades- Physical Education	quan.jones@leadpublicschools.org
Jake Sidley	All grades- Physical Education, Content Lead	jake.sidley@leadpublicschools.org
Chris Atkins	6th-7th - Educational Assistant	Chris.Atkins@leadpublicschools.org
Ebony Freeman	5th- Educational Assistant	ebony.freeman@leadpublicschools.org
Krystal Nichols	All grades- Educational Assistant	krystal.nichols@leadpublicschools.org
Christy Patterson	All grades- AIM Teacher	christy.patterson@leadpublicschools.org
Rebekah Reisner	6th-7th -Resource EE	rebekah.reisner@leadpublicschools.org
Alicia Thompson	All grades- Educational Assistant	alicia.thompson@leadpublicschools.org
Ronnie Vinson	7th - Educational Assistant	ronnie.vinson@leadpublicschools.org