

Haliwa-Saponi Tribal School/Parent/Student Compact

Creating a Positive Learning Environment Catching the Vision

Parent, guardian, and community support and enthusiasm towards our school and learning is an important part of your child(ren)'s development and success at Haliwa-Saponi Tribal School. The faculty and staff of the school would like to extend an open invitation to you. We welcome and encourage any ideas, suggestions, questions or concerns you would be willing to share with us. Our intent is to create a community of support and learning that allows our children to reach new horizons. We invite each of you to catch that vision and help make it happen for every child in our school community.

Mission statement: Haliwa-Saponi Tribal School will provide high quality education through academics, technology, and community involvement with integration of American Indian culture. Our students will become positive, productive, and independent citizens in an ever-changing global society.

School Pledge: We, the students of Haliwa-Saponi Tribal School, pledge to become positive, productive, and independent citizens in an ever-changing global society.

Vision: Our vision is to create new educational opportunities for students, parents, teachers, and curriculum leaders in Warren, Halifax, and surrounding counties with a school that provides:

- Programs and activities to help students develop character, citizenship, physical fitness, and an appreciation for the arts;
- A challenging, traditional curriculum with a clearly defined set of academic subjects and skills to be mastered;
- Professional opportunities for teachers to be involved in innovative teaching methods with accountability for results;
- An academic program that meets the needs of a wide range of learners from academically gifted to average to those at risk of failure;
- An atmosphere recognizing the vital role of parents in their children's education by encouraging parent volunteers and involvement;
- An environment which motivates students to strive for excellence, with high standards of conduct and discipline; and
- A curriculum that will incorporate American Indian culture and technology.

HSTS Core Values

Students and staff are encouraged to demonstrate behavior and attitudes that represent each core value as it relates to the overall community.

1. Respect – Having concern for harmonious relationships; honoring yourself, your peers, your family, your elders, your ancestors, your teachers, your school, your community, your tribe/nation. Having courteous regard for others' feelings and values. Respect helps people get along better with each other.

2. Responsibility – We are responsible to our People; past, present and future, as well as our environment and other living things. Being responsible is a form of trustworthiness; being accountable for your words, actions, and conduct in all that you do.

3. Community/Service – We belong to the HSTS community as well as the communities of our neighborhoods, cities, tribes, and nations. This means that, along with rights, we have the responsibility to provide service to make our community a better place for all.

4. Culture – We honor and value our own cultures and those of others. We recognize we are influenced by many cultures, including Indigenous, youth, and contemporary western cultures and are mindful in how this impacts the development of identity.

5. Perseverance – Indigenous people have endured because of the perseverance and determination of those that came before. We make our ancestors proud by remaining constant to a purpose, idea or task in spite of obstacles. We engage our innate strengths and build relationships with others that support us in developing to our full potential.

6. Reflection – Indigenous thinking and learning is a reflective process involving a deliberate looking inward, self-awareness and contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change.

History

The Haliwa-Saponi Tribal School was formed under the Charter Schools Act of 1996. In 2000 the school opened in the same building used by the Haliwa Indian School. Since opening, the school has added one grade level per year and now offers classes from Kindergarten to grade 12. The school follows the North Carolina standard course of study with a focus on Native American Culture and technology. It is the desire of the school to provide students with a historical knowledge and appreciation of

Haliwa-Saponi culture, while providing them with the technological skills that are vital to keeping up with today's society.

Educational Program

The Haliwa-Saponi Tribal school serves grades K-12. We offer a college and career readiness preparatory curriculum while following the North Carolina Common Core Standard Course of Study. We strive to provide a challenging educational environment for students to enable them to become productive citizens in the 21st century. In our charter, we have ensured that students will not experience overcrowding in their classes. It is our vision that this concept will allow students to receive more one on one instruction, lead to fewer discipline concerns, and result in more productive instructional time. We also envision that smaller classes will allow teachers to recognize students' learning styles and create learning opportunities that address a wide range of multiple intelligences. We also hope to help students begin to recognize and address their personal strengths and weaknesses. It is our vision for learning to be looked upon as a joyful enterprise. Learning should be thought of as a life-long process that leads the learner to understand the world around them. Past experiences should connect with new knowledge and concepts to help the learner grow.

Haliwa-Saponi Tribal School Family School Partnership Expectations

- The Haliwa-Saponi Tribal School is a learning community committed to discovery, innovation, and the pursuit of excellence.
- Parents and the Haliwa-Saponi Tribal School work together to create and sustain effective partnerships. The following principles of good practice describe the role and responsibilities of the parents.
- Parents working with the Haliwa-Saponi Tribal School
- Parents recognize that effective partnerships require a shared commitment to collaboration, open lines of communication, understanding each others' views, and mutual respect.
- In selecting the Haliwa-Saponi Tribal School, parents seek an optimal match for the needs of the student, their own expectations and the philosophy and programs of the school.
- Parents seek and value the school's perspective of the student.
- Parents and the Haliwa-Saponi Tribal School communicate candidly and honestly.
- Parents involve themselves in the life of the school, through active participation in social, extracurricular, and academic events, as well as sharing of time, talents and/or resources.
- Parents are familiar with and supportive of the Haliwa-Saponi Tribal School's policies and procedures as contained in the school publications.
- When concerns arise, parents seek information directly from the professionals at the Haliwa-Saponi Tribal School, consulting with those best able to address those concerns.

- Parents share with the school all religious, cultural, medical, academic, or personal information that the school may need to work most effectively with students.
- Parents will alert the school to issues and situations that come to their attention that may impact the safety of the school and its students.
- Parents provide a home environment that supports the development of positive learning attitudes and habits

Parent visits

Parents who would like to visit their child's classroom should expect to be embedded into the lesson and to work with students during their visit. For this reason all parents must contact the teacher in advance so the teacher can prepare a role for the parent while visiting. We encourage our parents to be involved. Parent visitors should not distract from the learning of the children in the classroom.

Volunteers

Volunteers will help enrich the lives and educational experience of every child at the Haliwa-Saponi Tribal School. Your presence, regardless of the role you serve, will play an important part in developing the community we are striving to establish. We feel that significant involvement by parents and community members will ensure continuous improvement of the school. If you wish to volunteer at the school, whether on a regular basis or when time permits, we have a place for you. Please call the main office so we can arrange your visit. Background checks may be required. Tasks may range from being in the classroom, working on the grounds, or in the office. We look forward to working together with you.

Ways to become actively involved include but are not limited to:

- Actively supporting students' ongoing learning outside the classroom.
- Assisting with specific projects in the classroom.
- Reading with a child.
- Supervising a club.
- Sharing special expertise with students.
- Participating in school events.
- Mentoring student graduation projects.
- Assisting with athletic practices.
- Assisting with daily office tasks.
- Helping to maintain and beautify the grounds.
- Participating in parent committees.

Parent Teacher Team (P.T.T.) Committee

Towards the beginning of the year you will be contacted about joining the Parent Teacher Team Committee. The P.T.T. Committee helps support the educational programs of the school through various fund-raising opportunities. The group is also a voice for parents and helps establish further communication between parents and staff. Our goal is to have every parent actively involved in the P.T.T.

Responsibilities: The partnership of teachers, parents, and children

Success in school depends on the partnership of teachers, parents, and children. Each party has certain responsibilities and obligations. We believe that academic achievement is maximized when school and home work effectively together.

Teachers are responsible for:

- Modeling appropriate behaviors
- Planning and implementing appropriate educational experiences for each student
- Developing with students clear expectations for classroom conduct and procedures
- Monitoring expectations and accountability consistently
- Regular and clear communication with students and parents
- Respecting confidentiality regarding students and families

Parents are responsible for:

- Providing sufficient rest and nutrition for your child
- Ensuring punctual and regular school attendance from 7:45 to 3:00
- Reinforcing school codes for dress and conduct with your child
- Providing a quiet place and time for daily reading, writing, or homework
- Keeping an ill child at home
- Communicating to the teacher any questions or concerns

Students are responsible for:

- Acting with consideration and respect for all other students, staff, volunteers, and visitors
- Using all school materials in a responsible and careful manner
- Keeping track of personal belongings
- Following all school rules about dress, conduct, and safety
- Accepting and completing all school assignments to the best of their ability, neatly, and on time
- Not displaying inappropriate physical affection for other students on school grounds. If parents allow their children to date, expressions of physical attention will take place off the school grounds.

Homework

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Haliwa-Saponi Tribal School staff to

assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, review concepts covered in class, complete unfinished class assignments, and develop independence.

Homework assignments include:

Practice exercises to follow classroom instruction

Preview assignments to prepare for subsequent lessons

Extension assignments to transfer new skills or concepts to new situations

Creative activities to integrate many skills toward the production of a response or product

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. Students are encouraged to pursue non-assigned, independent, leisure reading.

Homework Responsibilities of Staff:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops
-

Homework Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

Homework Responsibilities of Students:

- Write down assignments
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

Code of Conduct: All students are to **allow the teacher to teach and the other students the opportunity to learn**. If a student cannot behave in such a manner that allows this to happen then that student will need to be removed from the classroom setting. **It would be our goal for every child to be successful within the classroom.**

Student Learning Expectations

- Attend school punctually and regularly; be on time for all classes.
- Attend each class with all materials needed. (pencils, books, paper, etc)
- Cooperate with the teacher and respond positively to directions, instructions, educational information, and other important material being presented.
- Complete all class and homework assignments and turn them in on time.
- Set aside at least 1 hour per day for study time. This time can be used to complete homework assignments, prepare for tests, read ahead or for skill improvement, or review the day's classroom assignments.
- Do your part to make the school environment conducive to learning by:
 - Showing respect for yourself and others.
 - Avoiding "putdowns or cutting remarks" toward others.
 - Recognizing individual differences and showing the necessary respect

Classroom Etiquette

- Teachers and other adults should be addressed as Mr., Mrs., or Ms. at all times.
- When reciting in class or when called upon, students are to speak clearly.
- When a question is addressed towards the entire class, students are to raise their hand before responding.
- Students are expected to remain in their seat unless given permission to move.
- Students are expected to respond obediently to teacher requests.
- Students are expected to move quietly from one activity to the next.
- Students are expected to listen and to focus on academics while in class.

We expect and trust each Haliwa-Saponi Tribal School student to exhibit exemplary behavior; however we inform our parents and students of the consequences of unacceptable behavior. While the Student Discipline Code attempts to be comprehensive, it is impossible to anticipate every situation that may arise at school. The principal is given the authority to address any conduct not covered in the Student Discipline Code and will use his/her judgment to assign appropriate consequences for misbehavior.

Student-led Parent Conferences

Instead of the traditional parent conferences that have been conducted in the past, we will be transitioning to student led conferences this year. Mandatory

student-led parent conferences for all children, grades K-12, will be held twice a year. Students will be collecting data in their personal data folders and will be able to explain to their parents the progress they are making in their learning. Students will be trained to present their learning to their parents. The teacher will be in the classroom while your students shares their information with you, in case you have questions, but multiple numbers of students will be talking to their parents at the same time. The purpose to moving to this format is to give ownership of learning to the students.

Student-Parent-teacher conferences are an important source of communication between home and school. Periodically, teachers may call to request a conference with parents if issues or concerns arise. However, you should also feel free to schedule a conference with your child's teacher anytime you have questions or concerns about your child's performance. You may schedule a conference by contacting the school office and leaving a message for your child's teacher indicating that you would like to meet with him/her. We request that you do not "drop by" during instructional time for a conference, but rather schedule a meeting in advance so that the teacher may devote his or her attention to addressing your concerns. The principal is always available to discuss parent questions or concerns. We do however, encourage you to discuss and try to resolve any questions or concerns involving the classroom with your child's teacher before contacting the principal.

Late Work Policies

Students are expected to turn work in on time. If a student does not have homework ready at the beginning of the class period it is considered late. **Students failing to turn in homework may be assigned an after school detention.** Homework may be accepted by the teacher, at the discretion of the teacher, up to 1 day late. Late homework will receive a maximum grade of 60% in grades 9-12. The teacher also may choose to give an alternate assignment to the student, if so this will still be considered late work. Students should realize that the teacher is extending them a courtesy by accepting late work and should not expect late work to be accepted.

If a student is legally absent on the day an assignment is due, the assignment in question will be due on the day the student returns to school. If the student was incapacitated during the absence, the teacher may permit the student up to two days to make up the missed work. It is the responsibility of the student to get work missed due to illness or absence. The student is allowed one day per day legally absent to make up missed work.

Please note that long term projects are not covered by this rule and are expected to be turned in upon the student's return to school or if possible brought to school on the due date by a parent or guardian.