



**BENTON  
HARBOR  
CHARTER  
SCHOOL  
ACADEMY**

Benton Harbor Charter School Academy  
Family & Student Handbook  
&  
Code of Student Conduct  
*Positive Discipline Support Plan*

***"A Partnership in Responsibility"***

Benton Harbor Charter School Academy  
455 Riverview Drive, Benton Harbor, MI 49022  
269-925-3807  
*Serving Grades Pre-K thru 8*  
bentonharborcharter.com

**Revised August, 2024**

## Table of Contents

1. 2023-2024 School Calendar
2. School Hours and Attendance Calls
3. School Closing Announcements
4. Academy Vision Statement
5. Academy Mission Statement
6. Academy Core Values
7. Academy Board of Directors
  - Board of Directors
  - School Administration
  - Title IX Coordinator
  - Management Company
8. Educational Program
9. Academic Guidelines
  - Report Cards and Conferences
  - Retention
  - Child Find
  - Special Education
  - Homework
  - Field Trips
  - Fundraising
10. Dress Code Policy
11. Families
  - Volunteers
  - Partnership in Responsibility
  - Families' Rights and Responsibilities
  - Helping Your Scholar Succeed in School
12. General Information
  - Entry Age for Elementary
  - Attendance
  - Make up Work for Absence from School
  - Visitors
  - Messages to Students and Staff
  - Early Dismissal Requirements
  - Vacations
  - Emergencies
  - Fire and Tornado Drills
  - Tornado Emergencies
  - Lock Down Drills During the School Day
  - Emergency Closing During the School Day
  - Academic Interventions
13. Meals
14. Snacks
  - Birthday Snacks and Holiday Parties
15. Telephone Use
16. Pesticide Use
17. Transportation
18. Communication
19. Academy Newsletter
20. Medications/Immunizations
  - Illness
  - Child Information Card
21. Personal Property
22. Behavioral Expectations
  - School Wide Behavior
  - Consequences

- Playground Behavior
- Breakfast and Lunch Behavior
- Tobacco/Smoke Free School Zone
- Drug and Alcohol Use
- Firearms
- Prohibition of Harassment, Intimidation, and Bullying (including cyber-bullying)
- Non-Discrimination Policy
- Sexual Harassment
- 23. Student Rights
  - Child Abuse or Neglect
  - Interrogations and Searches
  - Summary of Regulations Pertaining to Student Records
  - Amendment of Records
  - Notification of Rights under FERPA and PPRA
- Code of Student Conduct
  - Section A: Guidelines for Student Behavior
  - Section B: Disciplinary Action
  - Section C: Code of Student Conduct Checklist
- 24. Verification of Partnership Agreement
- 25. OPT IN Agreement for Regular School Communications
  - FERPA Notice of Directory Information and Opt Out Form (Revised)
- 26. Student, Parent, Teacher, and School Leader Compact
  - Student Agreement
  - Parent/Guardian Agreement
  - Teacher Agreement
  - School Leader Agreement



**2024-2025 Calendar**

<b>Date</b>	<b>Description`</b>
<b>August 12th - August 23rd</b>	<b>Staff Professional Development</b>
<b>August 26th</b>	<b>First Day of School</b>
<b>August 30th - September 2nd</b>	<b>No School - Labor Day</b>
<b>September 3rd</b>	<b>Return to School</b>
<b>November 27th - November 29th</b>	<b>No School - Thanksgiving</b>
<b>December 2nd</b>	<b>Return to School</b>
<b>December 23rd - January 3rd</b>	<b>No School - Winter Break</b>
<b>January 3rd</b>	<b>Staff Professional Development</b>
<b>January 6th</b>	<b>Return to School</b>
<b>January 13th -- February 21</b>	<b>Re-enrollment</b>
<b>January 20th</b>	<b>No School - MLK Jr. Day</b>
<b>February 14th</b>	<b>Staff Professional Development</b>
<b>February 17th</b>	<b>No School - Presidents Day</b>
<b>February 24th</b>	<b>Open Enrollment Begins</b>
<b>March 31st - April 4th</b>	<b>No School - Spring Break</b>
<b>April 7th</b>	<b>Staff Professional Development</b>
<b>April 8th</b>	<b>Return to School</b>
<b>May 16</b>	<b>Open Enrollment Ends</b>
<b>May 22nd</b>	<b>Lottery for 25-26 if Necessary</b>
<b>May 26th</b>	<b>No School - Memorial Day</b>
<b>May 27th</b>	<b>Return to School</b>
<b>June 6th</b>	<b>Last Day of School</b>
<b>June 11th</b>	<b>Last Day for Staff</b>
<b>*Early release every Friday</b>	
	Mon-Thurs 8:00 am – 3:00 pm Friday 8:00 am – 1:00 pm

## 2 School Hours and Attendance Calls

The regular school day schedule **begins at 8:00 AM and ends at 3:00 PM**. Please call this number to report absences: 269-925-3807.

Doors open at 7:50 AM for all students. Students arriving after 8:15 will be considered tardy.

## 3 School Closing Announcements

Notice of school cancellation is given by announcements on local television stations. We also will contact families, by phone, through our automated School Messenger family contact program. Please monitor these stations for closing information.

**Television Stations: WNDU, WSBT**

## 4 Academy Vision Statement

Equipping and empowering students to achieve growth and individual greatness.

## 5 Academy Mission Statement

BHCSA is committed to preparing all students for college by providing a challenging instructional program that focuses on both academics and character development.

## 6 Academy Core Values

- **Integrity:**  
We believe integrity is a key factor to success.  
It is a true sign of character when we make the right choice just because it is the right choice.  
We are honest with ourselves and our community, even when it's hard.
- **Excellence:**  
We relentlessly pursue excellence in everything we do.  
We do not shy away from a challenge and we do not shy away from achieving our best work.  
We believe that we have an obligation to seek knowledge as a means to improve ourselves and our community.
- **Curiosity:**  
We believe that we must be seekers of knowledge.  
We are responsible for our own learning and often ask the question why to gain a deeper understanding.  
Every minute of our school day is an opportunity to broaden our knowledge and build our background.
- **Perseverance:**  
When things get tough, we don't give up.  
We believe that we must show courage in the face of hardships and face challenges with optimism.  
We support our peers as they face struggles and work to repair harm when it has been done.  
In the face of adversity, we unify in order to achieve our individual and collective goals.
- **Leadership:**  
We recognize the world we live in depends on us to be leaders for change.  
We believe that we have a moral responsibility to lead and serve those around us.  
We also believe that our actions speak louder than words.  
We will pave the way in the pursuit of the justice and equality that our community deserves.
- **Care:**  
Care is something that we show no matter what.

We do not believe that respect and compassion is something we earn, but something we naturally show to those around us and in our community.  
We also recognize that care goes beyond people, but also to things.  
We leave our areas cleaner than we found them, we respect the time of others and ourselves, and we show concern to those when they are not at their best.

## **7 Academy Board of Directors**

The Board of Directors is the governing body for the Academy. The Academy's Authorizer, Ferris State University, appoints our board members. Meetings are scheduled for the **Third Tuesday of the month at 5:00 p.m. at the Academy**. Special meetings are scheduled when needed. All Board meeting notices are posted at the main entrance of the Academy and are open to the public.

The Academy Board contracts with Choice Schools Associates, LLC for management and employment services.

### **7.1 Academy Board of Directors**

President Glenda Bell  
Vice President Jean Nesbitt  
Treasurer/Secretary Betty Mason  
Trustee Teri Mays  
Trustee Renee Harris

### **7.2 School Administration**

Ms. Ashley Smith [ashleymsmith@choiceschools.com](mailto:ashleymsmith@choiceschools.com)

### **7.3 Title IX Coordinator**

Ms. Ashley Smith [ashleymsmith@choiceschools.com](mailto:ashleymsmith@choiceschools.com)

### **7.4 Management Company**

**Choice Schools Associates, LLC**  
**5251 Clyde Park Avenue Southwest**  
**Wyoming, MI 49509**  
**Phone: 616-785-8440**  
**Fax: 616-785-8455**

## **8 Educational Program**

Benton Harbor Charter School Academy uses the following curriculum:

English Language Arts: Red Thread  
Mathematics: Eureka Math  
Social Studies: Social Studies Weekly (K-5); Atlas (6-8)  
Science: Mystery Science (K-5); OpenSciEd (6-8)

We also provide offerings of enhancements that may include physical education, music, and art.

No matter the grade or the course, we are focused on instruction that builds independent student learning. Grade level teachers plan lessons that are rigorous and provide opportunities for students to demonstrate excellence in their learning. There is a focus on building communication skills, both among their peers and addressing adults, and in supporting one another in knowledge construction.

We believe that all children have the potential to succeed at high levels, and our instruction and our curriculum will support students in being ready for their next step and ultimately ready for the college of their dreams. We know that the human brain is not only wired to learn, but loves to learn and we continually seek opportunities for students to experience the joy of accomplishing difficult tasks.

We know that on occasion some students may need additional support or need to work in a different way, and we have teams of staff to support them, without lessening the quality of their contribution and achievements. We employ an MTSS (Multi-Tier System of Support) that is designed to identify students who may be struggling with a concept or a skill and to provide a quick intervention to get them back on track. You may be notified if your child has been identified for an intervention. Student progress is monitored every six weeks, if a student is back on track, they will seamlessly slide right back in with their peers.

## **9 Academic Guidelines**

For students to be prepared and ready for instructional activities, students will be expected to be at school on time, to have completed homework assignments if required, and to have proper instructional materials with them. Teachers will provide parents with a list of supplies needed for each class.

### **9.1 Report Cards and Conferences**

Academic report cards for all students are distributed quarterly. Parents are encouraged to discuss the information on the report card with their child and to encourage excellence in achievement and behavior. The purpose of report cards is to communicate to parents and students the child's progress on the knowledge and skills the student is working on in class and to provide insight into the child's behavior.

Conferences will be held after the first and third quarter. It is understood that educators shall, if necessary, arrange additional conferences with parents. Conferences with educators must be scheduled during non-instructional time.

### **9.2 Retention**

#### **Third Grade Reading Law**

In 2023, Governor Whitmer repealed the legislation known as the Third Grade Reading Law, which means that students who are finishing up this grade will no longer be recommended for retention if they fail to meet a cut score on the MStep. Nevertheless, Benton Harbor Charter School Academy is committed to ensuring that all students read at or above grade level. Beginning in Kindergarten, your child's literacy progress will be closely monitored. A variety of assessments will be used to help identify

students who need more intensive reading instruction. Interventions will then be created to meet individual student's needs.

Within the first 30 days of school, all elementary students will be assessed to determine if a reading deficiency exists. If such a deficiency is identified a reading plan will be developed for that student which includes extra instruction or support, ongoing progress checks, and possibly a read at home plan.

Parents of students with a plan will be notified and provided with a copy of the plan as well as a read at home plan so that they can help their child succeed while at home.

Reading instruction must be a major focus in early elementary education. Family engagement and understanding is an important part of this effort.

### **Other Types of Retention**

Retention may also be suggested if your student: 1.) Has excessive absences and tardies that are having a negative impact on the student's academic progress; 2.) Is not making necessary academic gains as defined by grade level achievement. In recommending retention, the student's well being, emotional maturity, social skills and other factors will all be considered. The school will notify parents, as early in the school year as possible, that retention is a possibility in order to develop an intervention plan.

Students who are not on grade level will be given opportunities for in school and after school tutorials during the school year and for summer school to make sure they satisfy promotion requirements.

## **Testing**

The Academy administers state mandated assessments at grades 3rd-8th. The Academy also administers a computer based adaptive assessment in math and reading three times a year in grades K-8, as a requirement of our authorizer and charter contract. This enables us to more effectively and accurately monitor the growth and identify the needs of our students. The results of the state assessment test, and the computer-based test, are used to guide instruction, target individual student needs, and assist in the improvement of curriculum and instruction. Parents will be sent individual scores of their children when they are available. Test scores will be included in the child's cumulative folder.

## **9.3 Child Find**

The objective of the Academy is to ensure that the child receives the instruction, support, and services needed to succeed in school. It is the Academy's intention to:

- Engage first in preventative and targeted instruction and intervention
- As appropriate, conduct comprehensive evaluations designed to determine the best instructional programs and accommodations for students while also ensuring that Child Find is properly implemented
- Design comprehensive evaluations to focus on each student's individual learning needs in the context of educational opportunities, performance, and responsiveness to high quality opportunities to learn over time
- Select every component of the evaluation based on its relevance for creating the student's instructional program.

Consistent with the mandates in IDEA 2004, a comprehensive evaluation includes:

- A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child (Sec. 300.304(b)(1))
- An observation of the student in the learning environment, including the regular classroom setting (Sec. 300.305(a)(1))

- Determination that underperformance is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency (Sec. 300.309(a)(3)(i-vi))
- Determination that underperformance is not primarily the result of a lack of instruction, i.e., student performance data indicating that the student (a) was provided appropriate instruction in regular education settings delivered by qualified personnel (Sec. 300.309(b)(1)), and (b) received repeated assessments of achievement at reasonable intervals (Sec. 300.309(b)(2)), to ensure that underachievement is not due to lack of appropriate instruction

Also consistent with IDEA 2004, the Academy believes that:

- The determination of a specific learning disability must be made by the child's parents and a team of qualified professionals (Sec. 300.308)
- Parents must be provided with the results of repeated assessments of achievement (Sec. 300.309(b)(2))
- For students participating in a Multi-Tiered Systems of Support (MTSS) program, parents must be notified about their state's policies about the collection of student performance data, strategies for increasing the child's rate of learning, and their right to request an evaluation (Sec. 300.311(a)(7)(ii))
- The MTSS process must not be used to delay or deny an evaluation but should offer data, both academic and behavioral, to help problem solve and analyze issues regarding learning and help inform the development of effective instructional plans for students found to have a Specific Learning Disability (SLD)
- Evidence of a pattern of strengths and weaknesses in performance, achievement or both should be included, and must be designed to help guide the development of the child's instructional program.

MTSS records can indicate whether or not the child (a) achieves adequately for age or grade level when provided with appropriate instruction, and (b) makes sufficient progress to meet age or grade level standards based on the child's response to scientific, research-based intervention. Evidence that the student is improving when provided with general education interventions indicates that the student is not in need of special education services, a requirement for placement in special education.

#### **9.4 Special Education**

The Academy attempts to provide appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan. The Academy embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional educator. The goal of special education programming is to provide students with an educational plan that best meets their individual needs in the least restrictive environment. This means that, to the extent appropriate, students will be provided services within the regular education classroom with the necessary support.

The Academy enjoys an excellent working relationship with the local intermediate school district, (MAISD) Muskegon Area Intermediate School District . The MAISD provides a parent resource center which provides parents with comprehensive resources on rights of the disabled, responsibilities of the school, support systems for parents and children, and educational programs available.

If you have concerns about your child's progress, arrange to speak with your child's teacher. For further information on all special education services and programming, contact the School Leader.

#### **9.5 Homework**

Homework can be a necessary and integral part of a child's education. The purpose of homework is to reinforce those skills and concepts taught in the learning environment. Homework also includes work not finished during class time. Parental support and cooperation are very important in this area.

#### **9.6 Field Trips**

Written parental or legal guardian permission is required for a student to go on any field trip off school grounds. Parents may sign a blanket permission slip for local (walking distance) field trips. For trips involving travel, teachers will inform parents of such details as destination, lunches, spending money, departure and arrival times, and any special rules. A permission slip will be sent home before each field trip involving travel. Teachers work to schedule field trips that are relevant to the school curriculum. The minimum guidelines for the supervision of field trips is for every 10 students there will be one adult chaperone. Student/adult ratios may vary with the nature of the field trip.

Students who disobey school rules and/or defy teacher authority may be denied the right to participate in field trips. Students who have demonstrated and documented behavior that is aggressive, harassing, or intimidating during the school year may be denied the opportunity to go on overnight field trips. The decision will be made by the School Leader in consultation with the teacher(s) conducting the field trip. The Code of Student Conduct applies to students at school and on school related trips/activities away from school.

Students are expected to follow Academy rules and pay for any costs incurred. Parents who cannot afford such costs for their child's participation are encouraged to contact the School Leader. Parents will always be given prior notice of field trips.

### **9.7 Fundraising**

Students may solicit only for Academy-sponsored activities. The School Leader, or Board of Directors, when appropriate, must approve fundraisers in writing prior to announcement of fundraising activities, placing orders, or making commitments. Academy students are prohibited by Board Policy from door-to-door solicitation of any type in the community. There will be no exchange of money among students for any purpose unless authorized by the School Leader. Any crowd-sourced fundraising requires School Leader approval.

## 10 Dress Code Policy

At Benton Harbor Charter School Academy, we pride ourselves on the high expectations we hold for students. These expectations range from behavior, uniform and academics. When in our school, we expect our students to be exemplary members of the school community to ensure that all students are learning in a safe, orderly, and respectful environment. We encourage you to revisit our student code of conduct found in our handbook to review our expectations.

**Pants:** All dress pants should be black, khaki, or blue. Jeans, leggings and joggers are not permitted. Pants should be free of holes or rips and fit appropriately without the need of a belt. In the event that a belt is worn, the pants should fit correctly and not sag.

**Shirts:** All shirts should have a collar and be a polo style long sleeve or short sleeve shirt. Students may wear solid, long sleeve shirts under their polo as long as they are one of the approved shirt colors. Approved shirt colors are black or white.

**Shoes:** Students are allowed to wear black or brown dress shoes or sneakers. **All shoes must cover the toes and the heel.** Clog style shoes, like crocs and sandals, are not permitted.

**Sweaters and sweatshirts:** Solid cardigans, sweaters, **jean jackets**, and crewneck sweatshirts are permitted, as long as they are free of hoods, words/ logos and are the approved school colors for sweaters: black, blue, gray, or white. Students may not wear hooded sweatshirts under their uniform shirts.

**BHCSA gear:** Students who have earned BHCSA gear may wear it Monday- Friday.

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### THE UNIFORM POLICY WILL BE STRICTLY ENFORCED!

- 1) No torn, ripped, oversized or sagging pants are allowed.
- 2) If pants have belt loops, students must wear a belt of the appropriate size and length. Belts must be black, navy or brown.
- 3) Tops must have sleeves, either long or short, and all tops are to be tucked in at all times.
- 4) Shirts must be free of any writing or logos (SCHOOL LOGO ALLOWED).
- 5) Sweaters must be white, blue, gray, or black. No logos or writing is permitted on sweaters.
- 6) In cold weather, coats of any color or kind can be worn to school but must be kept in the student's locker or hung up in his/her cubbie.
- 7) Students are not allowed to wear flip flops, Crocs, bedroom shoes, slides or any footwear that does not cover the foot. Footwear must match **and not be exchanged among students.**
- 8) No jeggings or leggings allowed.
- 9) No cut-off shorts.
- 10) No colored undershirts are permitted.
- 11) No excessive jewelry is permitted (Girls: studs or small hoops only) (Boys: no earrings)
- 12) Headbands and religious hair coverings are permitted for female students but bandanas, hair scarves, and bonnets are not allowed.

## 11 Families

The Academy relies on its families for active involvement in their child's education, growth, and development. **It is the hope of the academy that all families will devote time to volunteer or be involved in school activities.** Families are encouraged to become active partners with their school.

## 11.1 Volunteers

It is the policy of the Academy to encourage volunteers to work in the school. A volunteer must receive an I-CHAT background check to certify that they have not been charged with child abuse, neglect, or a felony. The Academy reserves the right to “approve” or “deny” any volunteer service upon review of the returned background check. The determination will be based upon the individual's background check information and their fitness to have the responsibility for the safety and well-being of children. Providing false information, or information contradicting the background check information, is grounds for immediate volunteer service denial.

All volunteers must be clearly identified with a badge or lanyard. All volunteers will be expected to follow all Academy policies. Volunteers shall be responsible for maintaining confidentiality regarding information about children seen or heard while volunteering.

Volunteer activities could include responsibilities such as being tutors, mentors, classroom assistants, chaperones, and guest speakers. Parents, grandparents, and friends are encouraged to become volunteers. If you are interested in becoming a volunteer, please notify the office.

Volunteers must focus on student safety and are discouraged from being on cell phones during this time.

Volunteers may not bring younger siblings to school or on a field trip while volunteering, without permission of the school leader.

## 11.2 Partnership in Responsibility

The Code of Student Conduct is titled “*Partnership in Responsibility*” in anticipation of parents, students, teachers, administration, support staff, and the Board of Directors forging a strong bond on behalf of the children of the Academy. The Partnership is based on mutual respect, responsibility, and results. Families are encouraged to embrace the partnership philosophy and translate it into action.

## 11.3 Families’ Rights and Responsibilities

Families have the right:

- To know that their child is cared for in a safe, supportive environment.
- To access their children (unless prohibited by a court order).
- To access the school staff during the school’s normal hours of operation, by appointment.
- To be informed about serious misbehavior on the part of their **own** child.
- To be regularly informed of school activities.

Families have the responsibility to fulfill their obligations as described in various portions of this handbook. These obligations include, but are not limited to:

- Keeping their child’s contact information up to date.
- Letting the school office know if their child will not be attending on a regularly scheduled day.
- Following established procedures in accessing their child during the school day, as well as observing established procedures regarding pick-up/drop-off or occasions that require a child to leave early or arrive late.
- Noting any communications from a staff member regarding their child’s behavior, and to cooperate in any efforts to bring about improvement in the situation.
- Attempting to attend school activities that involve parents.
- Informing the school of any significant changes that occur in the home.

## 11.4 Helping Your Scholar Succeed in School

To contribute to a positive learning environment for your child:

- Start each day with a calm beginning.

- Make sure your child is well rested.
- Encourage your child to eat healthy.
- Establish routines at home around meals, bedtimes, screen time, and study times.
- Encourage regular attendance. Home is the best place for a sick child; otherwise, your child should take advantage of each school day.
- Acknowledge your child for special accomplishments.
- Keep the lines of communication open. Inform the teacher of any family situation that could influence your child's behavior.
- Have a special place for notes and notices about school events.
- Read each day to your child and/or encourage reading for pleasure and utilize the public library regularly. Show an interest in your child's independent reading and their school work.
- Stress organization of your child's belongings.
- Encourage independence in your child by showing them what they can do on their own.
- Work at home with skills taught at school.

## **12 General Information**

### **12.1 Entry Age for Elementary**

A child is eligible to enroll in kindergarten if he or she is at least five years of age on or before **September 1** of the school year of enrollment. A child becoming six years of age before December 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until at least their sixteenth birthday.

### **12.2 Attendance**

Regular school attendance is crucial to your child's adjustment to school and contributes to positive lifelong habits. **Data shows that absenteeism as early as kindergarten can result in poor achievement throughout a student's academic career. When they are not in school, even for a few absences, students miss valuable instruction and fall behind academically and socially.** If you arrive late or must pick up your child early, please call the office where you will need to sign your child in and out. For specific attendance and excused absence requirements refer to The Student Code of Conduct.

### **12.3 Make up Work for Absence from School**

Students are responsible for getting and completing any work they have missed due to absence from class. In cases of extended absence of more than five days due to illness, a student may request special consideration for additional time to make up work. Parents/guardians may request this in writing.

### **12.4 Visitors**

All parents or visitors must report to the office upon entering the school grounds. A daily sign-in sheet will be available for the use of parents and pre-approved visitors to visit in the school. You are required to stop in the office, sign-in, and tell the school secretary whom you wish to visit. All parents and approved visitors will be given a "Visitor's Badge", which must be visible. Sign-in and approval procedures are necessary for the safe protection of our children and to avoid disruption of classes.

Visitors will be required to secure permission of the school leader to be on school grounds. Visitors who are not known by the school secretary or the school leader will be required to present a form of official identification, for example, a driver's license, to have their request to visit in the school or to be on school grounds considered. No one is to bypass the office and go directly to the classroom or to the playground area. The staff must provide safe, secure supervision of all children. Parents are always welcome to visit in classrooms and are to make advanced arrangements with the teacher for in-class visitation. Small children are not permitted to visit classrooms during school hours.

Any person, who comes into the school area and does not properly sign in at the office, will be considered a trespasser. The person will be asked to leave the school area immediately. Failure to leave the school area will be reported to the Police Department.

### **12.5 Messages to Students and Staff**

Messages to students and or staff must be dropped off or called into the school office. Messages will not be delivered when it will disrupt classroom activities. Parents are encouraged to communicate the message as early as possible to ensure timely delivery to the proper person. All staff members have email accounts that parents can communicate through. Safe, secure classrooms and disruption-free instruction require us to seek total cooperation of parents in not going directly to the classroom. Our school uses school messenger to share important messages with families. Parents are also encouraged to sign up for Kickboard, so they can receive messages from their child(ren)'s teacher(s).

## **12.6 Early Dismissal Requests**

On occasion, a student may need to leave school during the school day. The parent should receive approval of the School Leader in advance by written or personal request for a justifiable reason, including such early dismissals for doctor's appointments, religious observations, family funerals, and other prearranged events. Students will only be released to parents and designated adults. In child custody situations, the custodial parent must properly inform the School Leader of any limitations. Excessive early dismissals will be viewed similarly to tardies/absences.

## **12.7 Vacations**

The school discourages the practice of taking family vacations on school days or during times other than regular school vacation periods. If a student will be out of school for a family vacation, they will be responsible for making up any work upon returning. When you must schedule a family trip during Academy time, contact your School Leader at least one (1) week in advance to discuss how your child will complete missed assignments. Time given for completion of make up work is (1) day for every day absent.

## **12.8 Emergencies**

Procedures have been developed in an effort to ensure safety and security for all children when they are under the care of the Academy. Parents are encouraged to keep informed of weather patterns and possible school closings and to make sure childcare arrangements are in place for emergency closings.

## **12.9 Fire and Tornado Drills**

Fire and tornado drills are regularly scheduled to educate students in safe practice in case of an emergency. The teacher will review rules of safety and evacuation routes with students. Evacuation routes and tornado watch locations are posted in each classroom and area of the Academy. The teacher or person responsible for a group of students will take class roll to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval by the School Leader.

## **12.10 Tornado Emergencies**

Students will not be dismissed from school when there is a tornado watch, warning, or actual tornado. During a tornado watch, students will remain inside the building in designated areas, local radio stations will be monitored, and staff will take safety precautions. Students will be released to their family as requested. During a tornado warning or tornado, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety precautions. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are encouraged to stay at school until the tornado warning or tornado has passed and safe conditions prevail. Out of respect for parental responsibility for their children, a student will be released to parents only.

## **12.11 Lock Down Drills**

The State of Michigan has made it mandatory for schools to practice two Lock Down Drills per year. We will follow this mandate just as we do Fire Drills and Tornado Drills. These drills will be conducted in coordination with the local emergency management coordinator. All doors at the Academy are locked during school hours.

## **12.12 Emergency Closing During the School Day**

In the event of severe weather or other unexpected emergencies, the school may be forced to dismiss students early. If school must be dismissed early, parents are encouraged to have prearranged, adult

supervision of their children. Parents should discuss emergency procedures with their children in case there is nobody at home when the child arrives. Parents are expected to provide the school with a working emergency number in case of the child's illness or emergency closing. If the parent cannot be contacted, the school will make reasonable efforts to contact the person designated for emergency situations. The Academy will make use of the School Messenger automated contact system and Class Dojo to reach parents/guardians for weather or building related emergencies, and the CrisisGo contact system for hazardous and crisis situations.

### **13 Meals**

A daily lunch program is offered to all students at the Academy from an on-site kitchen. Menus are available in the front office and may be emailed. All foods served in the food service program as well as any other activities in which food is served must adhere to the wellness policy mandated by USDA. Foods must satisfy nutritional standards established by USDA.

### **14 Snacks**

- Please respect any notices regarding food allergies that are posted for your child's classroom.
- Students should only eat food they have brought from their own home and should not bring food to share with others. Snacks should be "snack sized."
- Students are not to bring pop; they are encouraged to drink water or non-carbonated sports drinks.
- If your child must be restricted to certain food and/or is on a special diet, please inform the staff and indicate so on the Child Information Card.

#### **14.1 Birthday Snacks and Holiday Parties**

Sometimes families like to provide a special treat on a child's birthday. We welcome the opportunity to celebrate. Please speak to your child's teacher about birthday treats. Grades K-8 have holiday parties throughout the year. Parties must comply with the USDA mandated wellness policy and practices. **Due to health regulations, only store bought treats are for celebrations.**

### **15 Telephone Use**

Students may make school-related calls to parents or other designated childcare providers from the office, with permission from classroom teachers. Please make sure that after school rides are arranged in advance, so students do not need to use the telephone at the close of school to make such arrangements.

**Student cell phones shall not be on their person during the school day.** If these devices are powered on, or in view, they will be confiscated and will necessitate a parent to retrieve the device. Further offenses will be considered a violation of the Code of Conduct and subject to disciplinary action. Students in grades 5-8 should check their phones in daily for return at the conclusion of the day.

### **16 Pesticide Use**

The Academy utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all available and appropriate techniques to attain the goal of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize pest exclusion and biological controls. However, as with most pest control programs, chemical controls may also be utilized at our facility.

This notice has been provided in compliance with MCL324.8316. We are also required to notify you of your right to review the IPM Plan and IPM records.

**Prior Notification Request**

You also have the right to be informed prior to any application of an insecticide, fungicide or herbicide made in or at the school grounds or buildings during this school year, with the exception of bait or gel formulations. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

At least 48 hours before an application, advance notification will be given by 1) posting at commonly used entrances to the facility and 2) by email. Advance notification flyers will be posted at the following commonly used entrances: main entrance.

In addition to the above methods of notice, the parent/guardian is entitled to receive the notice by first-class U.S. mail postmarked at least 3 days before the application. If you need prior notification via U.S. mail, please complete the information below and send it to the school office.

\*\*\*\*\*

**PRIOR NOTIFICATION REQUEST**

PARENT NAME: \_\_\_\_\_  
STUDENT NAME: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY, ZIP: \_\_\_\_\_  
DAY PHONE #: \_\_\_\_\_  
EVENING PHONE #: \_\_\_\_\_

Please Check One:

- I wish to be notified prior to a scheduled pesticide application inside of the school.
- I wish to be notified prior to a scheduled pesticide application on the outside grounds of the school building.
- Both of the above.

\_\_\_\_\_  
Signature \_\_\_\_\_ Date

**Asbestos Management Plan**

As per AHERA (40CFR 763.80) Rule, the Academy is required to notify all students, staff, legal guardians, outside contractors, and community members of the availability of the AHERA Management Plan for their inspection and review. A copy of this plan is available at the school office for your review during normal business hours. Periodic (6 month) inspections are performed by properly trained staff members. At this time there are no planned asbestos abatement activities for the upcoming year. Should the need for abatement arise, all building occupants and their legal guardians will be notified in writing in advance.

## 17 Transportation

Parents are responsible for transportation of their children to and from school if they are not using school busing. Parents dropping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the drop off/pick up line at the back of the school or in the parking area at the front. Parents are expected to stay in their vehicle, to go to the front office with any school issues, and to abide by the flow of the parent traffic lane, not cutting in line, entering in the wrong location, nor going against the one way flow.

### Parent and Students bus ridership safety and responsibilities

- Arrive at the bus stop 5-10 minutes early. Drivers have a schedule to meet and will not wait for tardy students. Please ensure you are outside at the bus stop, not inside the car or house when the bus approaches.
- Once the driver cancels its lights or pulls away, DO NOT APPROACH THE BUS.
- Students are expected to get on and off the bus at their designated spots ONLY.
- If a new or different bus stop is needed, you must talk to the Transportation Director and complete a bus transfer form.
- Accept responsibility for your students' actions; students are expected to display good behavior on the bus. Misconduct on the bus will not be tolerated. Student misconduct will result in a bus suspension. Remember, riding the bus is a privilege.
- Cell phone use on the bus is also prohibited and students will be asked to put their device away when devices are present. Cell phones will be taken by the bus driver and given back at the end of the school day.
- Bus hopping will not be allowed, to or from school, for different bus stop locations.

All Handbook and Code of Conduct rules extend to the bus and any school sanctioned event on or off campus. Students are under the authority of the bus driver while they are on the bus. The driver is to enforce this Handbook and Code of Conduct and report all student behavior problems to the School Leader who will be responsible for disciplinary action. Failure to follow this Handbook and Code of Conduct while on the bus may result in termination of the privilege of riding the school bus, in addition to other appropriate disciplinary actions. Student behavior problems such as walking around the bus, throwing things, talking back to the driver, hitting, or eating on the bus will first be dealt with a warning to the student and parent/guardian. Continued actions of these offences for students in grades K-8, may result in a single day of bus suspension, then a second, and then a third each time the offence continues. Any additional infractions or anything more extreme will go to the school administration team who will set up a mandatory parent meeting. Consequences for fighting on the bus will depend on the grade level of the student:

K-2 Students	3-5 Students	6-8 Students
Two days of bus suspension	Three days of bus suspension	Five days of bus suspension

Three fights from students in grades K-4 and two fights from students in 5-8 will result in permanent loss of bus transportation. On days of suspension, the parent is responsible for transporting their child to school and attendance absences will not be excused. Bus transportation is a privilege and not following the school policies can result in those privileges being taken away indefinitely.

Kindergarten through second grade parents are also responsible for being at their students' bus stop on time to pick up their child. Repetitive no shows for student pick up will result in student suspensions from the bus. Again, parents will still be responsible for the continued student school attendance of their child. No show problems will be dealt with in the following order of offences: Students brought back to the school 3 times will receive a 3 day bus suspension. Four no shows will result in four days of bus suspension. Five days and beyond will result in five days of bus suspension.

## 18 Communication

In an effort to promote and enhance effective communication between parents, teachers and administration, we ask that any problems or concerns be routed to the appropriate person as soon as possible. Part of problem solving is making sure the right people are aware and involved in the resolution process.

### 1. Channels of Communication

<b>Classroom Teacher</b>	<b>School Leader</b>	<b>Office Staff</b>
Child's Progress	School Policy	Absence Calls
Classroom Activities	Parent Education	Billing/Accounts
Classroom Assistance	Academic Policy	Registration
Class Procedures	Admissions	
Daily Scheduling	Donations	
Field Trips	Facilities	
	Legal Matters	

Parents who wish to address specific issues or concerns about their child's education are asked to speak first to their child's classroom teacher to seek a suitable resolution. Unresolved issues should be brought to the attention of the School Leader. The School Leader has primary responsibility for management of the school. The communications "chain of command" is the following:

1. Teacher
2. School Leader
3. Board Liaison
4. Management Company
5. Academy Board

Except in extreme or prescribed situations, a teacher will discuss a behavior problem with the student and the parent before a referral is made for assistance from the School Leader. Prescribed situations are listed in the Code of Student Conduct.

## 19 Academy Newsletter

The Academy publishes a weekly newsletter via email. The newsletter contains information about school activities and programs as well as an updated calendar for the month. To reduce waste, we will send newsletters through email and provide links to the newsletter through School Messenger, unless a paper copy is specifically requested.

## 20 Medications/Immunizations

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be administered at school. This includes, but is not limited to, over-the-counter medications such as Tylenol, Ibuprofen, lotions, creams, and aspirin. The school is only authorized to dispense Band-Aids and water without a physician's written directive.

The academy encourages parents to arrange for students to take all medications at home, if possible. Medications will be administered at school, provided approved guidelines are followed. "Medication" includes prescription, non-prescription, and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin. Students are to register non-prescription medications in the office under the same guidelines as prescription medications.

For the safety of your child, the learning environment educator or office staff will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult.

1. Completed "Administration of Medication to Pupil Permission Form" and "Liability Form."
2. All prescription medication must have a pharmaceutical label (student's name, doctor's name, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the front office.
4. ALL medication will be locked up in the school office for security purposes.

A pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the child's physician and parent/guardian on record at the school and provided the School Leader has been informed and has notified the child's teachers.

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year after graduation from high school.

Any adverse reaction to medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately.

State law and the local County Immunization Code require all students entering the Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State law and local County Immunization Code prohibit the Academy from admitting children without the required immunizations.

## **20.1 Illness**

The school does not have facilities to care for the children when they are sick. If your child becomes ill while at school, you will be notified using the information you provided on your Child Information Card. Please have a plan so that you, or your emergency person, will be able to pick your child up promptly if necessary. Children should not attend school when the following conditions are present:

- Temperature above 100 degrees.
- Unusual drowsiness, excessive sleep or the child appears ill.
- Vomiting two or more times in a 24-hour period.
- Three or more loose or watery bowel movements in a 24-hour period.
- Body rash with fever.
- Sore throat, severe cough or difficulty breathing.
- Red swollen eyes or pus draining from eyes.
- Open areas on the skin
- Ringworm, lice, or pinworm.

Children should report all illnesses and injuries occurring in the Academy to their educator or supervisory personnel. Only immediate and temporary care will be given in the Academy. Parents will be notified by phone when a child needs additional care. For the health and well being of our staff and students, parents will be responsible to make sure the child is picked up within the hour after notification. It is the responsibility of the parent/guardian to make sure all emergency contact phone numbers are current.

Any student evidencing a rash, sores, or other physical problems will be excluded from the Academy. When a child is absent with a contagious disease or illness, the parent/guardian should notify the Academy office. In order for your child to be admitted back into the Academy, parents must comply with County Health guidelines. Please contact the Academy office for further information.

A student may be excused from physical education for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note.

## 20.2 Child Information Card

The Parents will be asked to sign an emergency medical card to permit the teacher or adult in charge to secure medical assistance for the child in an emergency. The parents will be notified as quickly as possible of medical care being given to the child.

## 21 Personal Property

The Academy will work with parents to protect personal property. Reasonable guidelines will contribute to our success.

*School Materials:* Students are responsible for taking care of school owned materials and are expected to pay replacement or damage costs if applicable.

*Clothing:* The Academy recognizes that all clothing is very expensive and must be cared for. Proper care includes labeling articles that the child will most likely remove upon arrival at school. Items such as coats/jackets, hats, gloves, and boots should be labeled. The Academy does not assume responsibility for lost articles of clothing.

*Money:* Parents are encouraged to be sure the child has properly secured any money brought to school. If a large sum of money is required, parents are encouraged to see the teacher before or after school and make payment or the teacher will collect money upon the child's arrival at school. Parents are encouraged to place money sent to school in an envelope with a note stating the reason the money is being sent. The child's name and teacher's name should be clearly written on the outside of the envelope. Parents are encouraged not to allow children to bring money to school. The Academy is not responsible for lost money.

***Electronic Equipment:*** Cellular phones, or other personal electronic devices, not school related, **should ideally not be brought to school.** If they must be, **shall not be turned on at any time** during school hours and turned into the Deans. If these devices are found to be powered on or in view, they will be confiscated until the end of the day. A second offense will necessitate a parent meeting to retrieve the device. Further offenses will be considered a violation of the Code of Conduct and subject to disciplinary action. **The Academy is not responsible for lost or stolen cell phones or other electronic devices.**

## 22 Behavioral Expectations

### 22.1 School Wide Behavior

Scholars at the Academy have the right to be treated with respect by their teachers and classmates. They are to be treated equally and fairly with dignity. Teachers work to build internal discipline within each child. Staff members work as coaches for children, helping them to make good decisions and reflect on bad decisions in order to determine a better choice next time.

The school has adopted many signaling behaviors that are employed in different settings such as the hallway, the cafeteria, the bus, and the classroom. We also coach students to adopt college-going behaviors such as using a "college-voice," and practicing personal responsibility, respect for all, and embracing challenging work. Teachers and staff will work with students to respond appropriately when scholars are feeling over-challenged or under-challenged, and how to build persistence.

Through classroom discussions, students acknowledge that certain behaviors, such as talking without permission, calling out, passing notes, bullying, students making fun of other students, and talking back to teachers, are behaviors that interfere with learning. Bullying will not be tolerated in the classroom or on school grounds and is considered intimidation and if severe enough, "assault." There are school wide behavior expectations posted throughout the buildings. These behaviors are modeled and taught to student's multiple times throughout the school year.

### **Behavior Threat Assessment and Management**

The Academy has a policy and evidence-based protocol for responding to threats of violence in our school. When a student makes an explicit or implicit threat or demonstrates concerning behaviors that may pose a danger to the safety of school staff, other students, or themselves, a school team will conduct a risk or suicide assessment, as appropriate. The goal of conducting these assessments is to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment. The team conducting these assessments include a school administrator, school counselor, school social worker, school psychologist, and other staff members as needed. Our assessment procedures are followed regardless of disciplinary action. If the school team determines that one of these assessments need to be conducted with your child, you will be notified by a member of the school team, as collaboration between the school and family is essential to ensuring student safety.

## **22.2 Consequences**

We work to help children recognize disruptive behavior and develop self-control out of respect for self and others. Disruptive students may be removed from the classroom temporarily until the teacher and or School Leadership Team member is confident the student is ready to return to class as a responsible participant. A conference with parents and a School Leadership Team member will be called for any student who repeatedly interferes with a teacher's ability to teach, another student's right to learn, or demonstrates an inability to improve behavior.

Behaviors that are considered major infractions are listed in the Code of Student Conduct and consequences for these behaviors are determined by a School Leadership Team member. The Code of Conduct explains discipline procedures, including suspensions and appeals.

### **Suspensions and Expulsions**

Detentions, in and out of school suspensions, and/or expulsions are levels of consequences that are administered to students who demonstrate disobedient, disruptive, violent, disrespectful, or otherwise harmful behavior at school. Any student who has been suspended during the course of the school year may be ineligible to attend overnight field trips as a result. A student whose presence creates, or is likely to create, a specific threat or risk to the safety or well-being of the school community or any of its members will be suspended or expelled from school. The Code of Student Conduct clearly spells out the responsibilities of parents and students, appropriate and inappropriate behaviors, and consequences for unacceptable behaviors.

If a student's behaviors result in a discipline recommendation over 10 days suspension or expulsion, the school will consider the mitigating factors involved and consider using Restorative Practices as an alternative, or in addition to, suspension or expulsion. Please see the Code of Conduct for more information.

## **22.3 Playground Behavior**

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. Recess time is supervised by a staff member who is responsible for student safety. Equipment such as skateboards and scooters are not allowed at school.

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of

recess until the next day where they have a chance to make a different choice. Recess is an important part of the total curriculum. When recess is held outside, ALL STUDENTS ARE EXPECTED TO GO OUTSIDE. A student may be excused from recess for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note. Parents are responsible to see that their child is dressed appropriately for the weather.

**While on the playground, students are expected to:**

- Use playground equipment and structures carefully
- Play within the designated areas and boundaries
- Share equipment and follow the rules of the game
- Leave all personal items at home that may be damaged or endanger the safety of others. (The building School Leadership Team member is authorized to make judgments on these items.)

#### **22.4 Breakfast and Lunch Behavior**

Breakfast and lunchtime provide students with another opportunity to practice social skills in an informally structured environment. During this time students are expected to: speak softly and be considerate of classmates, remain seated while eating, clean up after themselves, and be courteous to the people in charge.

**Cafeteria Rules**

- Students are expected to follow the Code of Student Conduct.
- Students are expected to sit while eating.
- Students are to use quiet voices when conversing with other students.
- Students are expected to use good table manners and to clean up after eating.

#### **22.5 Tobacco/Smoke Free School Zone**

The use of any tobacco products and E-Cigarettes, within the school buildings, the school facilities or on the school grounds by any individual, including school personnel, is prohibited. Students will be subject to disciplinary procedures outlined in the Code of Student Conduct.

#### **22.6 Drug and Alcohol Use**

The use and/or possession of drugs or alcohol are illegal and will be treated by the school as a serious offense. Any student found with or using alcoholic beverages or drugs during school hours or at school-related activities shall be referred to the School Leader for long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the School Leader and possibly the Board of Directors. The police will be notified, and the student may be liable for arrest and prosecution.

#### **22.7 Firearms**

The federal Gun-Free Schools Act of 1994 requires school districts to expel a student from school for a period of not less than one year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

#### **22.8 Prohibition of Harassment, Intimidation, and Bullying (including cyber-bullying)**

The Academy will not tolerate bullying of any kind, including cyber bullying, on its school grounds, during school-sponsored activities/events, or off-campus. The Academy Board's revised anti-bullying policy has been included as an addendum to the Student Code of Conduct. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities and report incidents observed at school. Any allegations of bullying will be investigated under the guidance of the school leader. Parents will be advised of the results of the investigation but will not be granted information regarding any other student's behavior or any consequences related to that behavior.

## **22.9 Non-Discrimination Policy**

The Academy does not discriminate against applicants, employees, or students on the basis of race, color, religion, sexual orientation, gender and gender identity, disability, age, national origin, political belief, marital status, sex, age, height, or weight in its programs or activities. Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Age Discrimination Act of 1975, or any other federal or state regulations, may be directed to the School Leader, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

### **22.10 Sexual Harassment**

The Academy is committed to providing a working and learning environment based on dignity and respect, free of harassment or intimidation. All those associated with the Academy are expected to foster a climate that is supportive, respectful, and conducive to teaching and learning. Title IX of the Education Amendments of 1972 (Title IX) and the Department of Education's implementing regulations prohibit discrimination based on sex in federally assisted education programs and activities.

"Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student can deny or limit, based on sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Sexual harassment of students is, therefore, a form of sex discrimination prohibited by Title IX under the circumstances provided in this guidance" ("Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, U. S. Department of Education, Office for Civil Rights, January 2001).

Sexual harassment is among the behaviors that are destructive to a positive working and learning climate, and as such is prohibited by state law, federal law, and school board policy. Any member of the school community who engages in sexual harassment as defined below will be in violation of this policy. The Employee Manual is explicit in its discussion of sexual harassment and consequences of inappropriate behavior by employees.

This policy encompasses behavior of adults towards adults or students, and students towards students or adults.

#### ***DEFINITION:***

It is a violation of this policy when a person makes any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejections of advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of benefits, privileges, employment or placement services or as a basis for the evaluation of academic achievement; or such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's education or career by creating an intimidating, hostile, humiliating or sexually offensive educational or employment environment.

Sexual harassment, as defined above, may include, but is not limited to, the following:

- Verbal or written harassment or abuse,
- Pressure for sexual activity,
- Repeated remarks to a person with sexual or demeaning implications,
- Unwelcome touching,
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats including, but not limited to, one's grades, and job.
- Display of lewd or sexually explicit materials, inappropriate jokes, or language of a sexual nature.

#### ***RESPONSIBILITIES:***

All persons associated with the Academy are responsible for:

1. Ensuring that his/her behavior does not sexually harass any other person associated with the schools.
2. Reporting any observed or experienced harassment or mistreatment immediately to the Sexual Harassment Grievance Officer and cooperating fully in the investigation of alleged sexual harassment; and
3. Actively participating in the Academy's effort to prevent sexual harassment in the schools.

Retaliation of any form, including threats, intimidation, reprisal or harassment, towards any person who makes a sexual harassment complaint, or who assists in or participates in an investigation, proceeding, or hearing is unlawful and will not be tolerated and can be considered grounds for dismissal of staff and/or removal of a student from school.

***FALSE REPORTS:***

False (fabricated) claims of sexual harassment can cause permanent damage to the victim of such claims and must therefore be treated as a very serious matter. A false claim may be considered grounds for dismissal of staff, or discipline including the removal from the educational setting for a student, who makes a false claim.

***CONFIDENTIALITY:***

Reports and complaints of sexual harassment will be kept as confidential as possible consistent with the rights of all parties.

***SEXUAL HARASSMENT GRIEVANCE OFFICER:***

The Board of Directors has appointed the Chief Administrative Officer, or their designee, as the Grievance Officer who will be responsible for processing all sexual harassment complaints in accordance with the procedure outlined below.

***COMPLAINT PROCEDURES:***

1. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, the victim should make clear to the harasser that the behavior is offensive and must stop. If the victim is uncomfortable in addressing the harasser they should be made to feel comfortable talking to a trusted adult or a member of the school leadership team. If the harasser does not stop the behavior or the victim is uncomfortable confronting the harasser, or if the behavior warrants further action in the opinion of the victim, the victim should lodge a complaint with the School Leader/Title IX officer/contact.
2. Upon receipt of the written complaint, the sexual harassment/Title IX officer will investigate the matter. The complaint should be as specific as possible, including names, dates, times, places, witnesses, and specific words or actions which were experienced as offensive. In cases involving students, the student's parents will be notified immediately of the complaint, the steps to be followed, and the ways in which they will be involved in the process.
3. All complaints of sexual harassment will be promptly investigated. Depending on the circumstances, the investigation may encompass any or all of the following:
  - a) The alleged victim may write a letter to the alleged harasser describing the offensive behavior, the circumstances under which it took place, the way the behavior made the victim feel, and requesting that the harasser apologize and promise not to repeat the behavior. The School Leader/Title IX officer or assigned investigator will then meet with the alleged harasser, hear the harasser's account of the situation, present the victim's letter, and discuss the matter.
  - b) Where appropriate in the opinion of the School Leader/Title IX officer or assigned investigator a meeting will be held between the alleged victim and the alleged harasser to clarify the facts and to attempt to mediate a resolution.
  - c) The School Leader/Title IX officer or assigned investigator may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the School Leader/Title IX officer or assigned investigator will determine if these facts constitute harassment. Disciplinary consequences such as detention, suspension, or expulsion consistent with school rules may be implemented. In cases of alleged adult harassers, the School Leader/Title IX officer or assigned investigator will report the facts of

the alleged harassment and will determine if these facts constitute harassment. The School Leader/Title IX officer or assigned investigator will recommend to the Board of Directors appropriate action, which could include disciplinary action up to and including termination of employment by Choice Schools Associates, LLC.

5. If disciplinary steps are taken, copies of the reports of facts and the written decision will go to the harasser, the personnel file in cases of adult harassers, and to the parents in cases of student harassers. The victim, and his or her parents, if the victim is a student, will also be informed of the determination as to whether harassment occurred.
6. Repeated or extreme forms of harassment, violence, or civil rights infringements will result in a recommendation for expulsion or termination from the Academy.

The School Leader/Title IX officer or assigned investigator will make complete records of all sexual complaints, facts, steps taken, determinations, and resolutions, and those records will be kept in a central file in the School Leader's office for a period of 60 years.

**STATE and FEDERAL REMEDIES:**

In addition to the above, if someone believes he/she has been subjected to sexual harassment, he/she may file a formal complaint with either or both governing agencies set forth below. The complaint process does not prohibit filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days; MCAD - 6 months).

1. The United States Equal Employment Opportunity Commission (EEOC)
2. State of Michigan

## **23 Student Rights**

The Academy Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights, including the rights to equal educational opportunity and freedom from harassment and discrimination; the responsibility not to harass and discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspensions, expulsion, and decisions the student believes injure his or her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the school's records.

The Board of Directors believes that as part of the educational process students should be made aware of their legal rights and of the legal authority of the Academy Board to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the Code of Student Conduct, which is distributed annually. Parents are required to sign the Code of Student Conduct as an acknowledgment that they have reviewed and discussed the Code with their children.

### **e. Children's Rights and Responsibilities**

**Children have the right:**

- To experience a safe, supportive, and consistent environment.
- To use all of the program equipment, materials, and facilities on an equal basis with all of the other children.

- To receive respectful treatment.
- To experience discipline that is fair and non-punitive.

**Children have the responsibility:**

- To be accountable for their actions.
- To respect the school rules that guide them while at school.
- To remain with the group and staff at all times.
- To care for materials and equipment properly.

**23.1 Child Abuse or Neglect**

Michigan State law rightfully requires the school to report any suspicious or obvious abuse or neglect of a child to the Michigan Department of Human Services. Please be aware that the staff takes this responsibility seriously and will act immediately to meet this reporting requirement of the law. Michigan DHHS Children’s Protective Services phone number is 855-444-3911.

**23.2 Interrogations and Searches**

*i. Searches by Staff*

The right to inspect students' cubbies, lockers, backpacks/book bags, and belongings is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. More detailed information on interrogations and searches is in the Code of Student Conduct. In exercise of that authority by school officials, it is incumbent upon them to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the school.

*ii. Interrogation by Police and Other Outside Agencies*

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials and representatives of other agencies. Therefore:

1. When law enforcement and or agency officials find it necessary to question students during the school day or periods of extracurricular activities, the school, School Leader or designee will be present when possible.
2. An extensive effort will be made to contact the student's parent or guardian to ensure that the responsible individual is notified of the situation.
3. If custody and/or arrest is/are involved, the School Leadership Team member will request that the law enforcement officials observe all procedural safeguards, as prescribed by law.

**23.3 Summary of Regulations Pertaining to Student Records**

A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within 45 days after receipt of the written request unless the parent or student consents to a delay. The parent and the student have the right to receive copies of any part of the record, although a reasonable fee (\$.25 per page) may be charged for the cost of duplicating the materials. The parent and student may request in writing to have parts of the record interpreted by a qualified professional of the school or a third party if desired.

**23.4 Amendment of Record**

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be amended or deleted. The parent and student have a right to a conference, and the School Leader must render a decision in writing. If the parent and student are not satisfied with the decision, the decision may be appealed to the Board of Directors, or the person designated by the Board.

### **23.5 Confidentiality of Records**

With few exceptions, no individuals, or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific informed, written consent of the parent or the student.

No parent may access the records of another student, including contact information, disciplinary information, attendance, or performance information. In the case of inter-student conflict, parents are not privileged to investigatory information or consequences except in some situations.

### **23.6 Notification of Rights under FERPA and PPRA**

#### STUDENT RECORDS

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The School Leader is responsible for the supervision of student records in the school. Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines.

State and Federal law permits access by school officials who have a legitimate educational purpose. School officials for purpose of the Board's policy include a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, insurance carrier or medical consultant); a contractor, consultant, volunteer or other party to whom the Board had outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers). An individual will have a "legitimate educational purpose" if the record is necessary in order for the school official/employee to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family.

In addition to school officials with a legitimate educational purpose, the school may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- A. to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled.
- B. to authorized representatives of the Federal Government, or State and local educational authorities, such as the Michigan Department of Education. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.
- C. in connection with financial aid for which the student has applied or which the student has received.
- D. to organizations conducting studies for, or on behalf of, the school, in order to: (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.
- E. to accrediting organizations to carry out their accrediting functions.
- F. to parents of an eligible student if the student is a dependent for IRS tax purposes.
- G. to comply with a judicial order or lawfully issued subpoena.
- H. to State and local officials or authorities in the juvenile justice system as it pertains to the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- I. to appropriate officials in connection with a health or safety emergency.

- J. information the school has designated as “directory information,” as defined in the “Notice of Directory Information and Opt Out Form” ***in the back of this handbook***, and subject to the restrictions explained below.
- K. to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student’s case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties.
- L. to comply with a court order when a parent is a party to a court proceeding involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act) or dependency.

A parent or adult student has the right to:

Inspect and review the student's education records within forty-five (45) days after the School Official receives a written request for access. The School Official will notify the parent or adult student of the time and place where the records can be inspected.

request the amendment of the student's education records if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or adult students who believe that a change is necessary should ask the School Official to correct the record. Such a request should be made in writing and should identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record, the parent or adult student will be informed of his/her right to request a hearing.

consent to disclosures of personally identifiable information contained in the student's education records, except the extent that Federal and/or State law authorizes disclosure without consent.

#### SPECIFIC EVENTS/ACTIVITIES

The Protection of Pupil Rights Amendment ("PPRA") requires the Board to notify parents and eligible students and obtain consent to allow parents or eligible students to opt the student out of participating in certain school activities including socio-demographic surveys, analysis, or evaluations. This requirement also applies to the collection, disclosure or use of student information for marketing purposes. The school will provide parents, within a reasonable period prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

Any parent or student who believes that the Academy has failed to comply with the Family Education Rights and Privacy Act ("FERPA") or the Protection of Pupil Rights Amendment ("PPRA"), may file a complaint directly with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

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## Introduction

### Character Education Code of Student Conduct

The Code of Student Conduct provides behavior guidelines for development of good social skills, students as responsible citizens, and accelerated learning school culture. All stakeholders—students, parents, administration, faculty, and support staff—enter a partnership in responsibility to build positive character in our students that prepares them for college, work, military, parenthood, and community service.

Our Character Choices program empowers students with the knowledge, skills, attitudes, and opportunities to become responsible members of the home, school, and community. The nine character traits are the following:

- Respect
- Responsibility
- Cooperation
- Compassion
- Good Judgment
- Integrity
- Perseverance
- Courage
- Citizenship

The nine character traits represent values of responsible citizenship and empower students with the discipline to be lifelong learners and enlightened citizens in a diverse society.

Everyone has rights and responsibilities. The Code of Student Conduct attempts to preserve individual rights in the school community and deliver academic excellence in a safe, emotionally secure community of learners. Diversity is our strength, and we pursue productive classrooms where all students find meaning, dignity, and sense of community.

The overarching goal of the Code of Student Conduct is to teach students self-discipline and good social skills. We want to keep students in school. Our Positive Discipline Support Plan provides a framework for progressive and constructive discipline practices and in-school interventions for minor misbehaviors. Out of school suspension is reserved for serious infractions of the Code of Student Conduct.

Parents are our most valuable partners. We seek your cooperation and participation in the ongoing development of your child's academic knowledge, skills, and attitudes and social skills. We encourage you to read and review the Code of Student Conduct with your child and encourage acceptable behavior at school.

## STUDENT RIGHTS

### ***EDUCATION***

The rights of all students are ensured by the Constitutions of the United States and the State of Michigan and by all applicable federal, state, and local statutes. These rights, including the right to an education, shall be recognized without regard to race, religion, sex, creed, ability to pay, national origin, disabling condition, or intellectual ability. Students have a right to a public education beginning with pre-kindergarten and extending through the twelfth grade.

Students, in all their diversity, are to be educated in a safe and supportive environment that fosters academic success and healthy development and that prioritizes keeping students in school.

### ***ENVIRONMENT***

Students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning.

### ***RESPECT***

Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.

### ***PROPERTY***

Students have a right to expect that other students and school personnel will respect their personal property.

### ***PARTICIPATION***

Students have a right to participate in school activities, subject to qualification requirements and compliance with Board of Directors policies and administrative guidelines.

### ***EXPRESSION***

Students have the right to address policies both publicly and privately, in writing and orally. Students may advocate change in any law, policy, or regulation.

### ***APPEAL***

Students have the right to seek a review and change in policies and decisions concerning student conduct. A parent has the right to seek a change in a school policy or decision concerning his or her child.

## TABLE OF CONTENTS

PARTNERSHIP IN RESPONSIBILITY	SECTION A
Beliefs	
School Jurisdiction	
Student	
Expression	
RESPONSIBILITIES	SECTION B
Student Responsibilities	
Parent Responsibilities	
Teacher/Staff Responsibilities	
Principal Responsibilities	
Board of Directors and Management Responsibilities	
GUIDELINES FOR STUDENT BEHAVIOR	SECTION C
Attendance	
Expression and Limitations	
Distribution of Literature by Students	
and Nonstudents Search and Seizure	
Prohibition of Harassment, Intimidation and Bullying	
DISCIPLINARY ACTION	SECTION D
Definition of Discipline	
Behaviors Warranting Disciplinary Action	
Discipline Procedures	
Incorrigible	
Behavior Appeal	
Procedures	
CHECKLIST	SECTION E

## **SECTION A: A PARTNERSHIP IN RESPONSIBILITY**

The Academy is committed to respect for the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers, and the Principal know what is expected of students. By working together under clearly stated and consistently enforced regulations, we can administer firm, fair and consistent discipline practices as called for by the US Department of Justice.

Parents, teachers, staff, the Principal, and the Board of Directors are responsible for helping students develop self-discipline and learn social skills required for work and college. The Code of Student Conduct delineates the partnership that the school and the larger-community share across several broad concepts.

Environment, which includes the climate of the school.

Education, which includes preparation and work habits.

Respect, which includes treatment of others.

Participation, which includes involvement in school activities; and

Expression, which includes dress and verbal and nonverbal issues.

These broad concepts appear in each statement of responsibilities contained in this handbook.

### ***Beliefs***

The following beliefs guided the development of the Code of Student Conduct:

1. That schools must be safe and secure for students and staff.
2. That students have rights and responsibilities in the learning environment.
3. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the Principal, faculty, and staff within progressive and positive discipline practices.
4. That students and their parents should be knowledgeable of school and classroom rules.
5. That students have a responsibility to exercise self-control over their own behavior and that teachers and support staff have the responsibility to teach students good social skills and acceptable behaviors.
6. That the responsibility for discipline is shared among students, school personnel, the Board of Directors, and parents.
7. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
8. That students who violate school and classroom rules must be afforded their

rights to due process, which are procedurally, morally, and legally fair and correct.

9. That students, when they violate school and classroom rules, should be assigned corrective measures with the purpose of teaching good social behaviors.
10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.
12. That the disciplinary measures of the school should be a problem-solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.
14. That students who commit criminal acts should be administered measures that are severe and swift when the safety of the general school population is at issue.

### ***School Jurisdiction***

The authority of the school over the conduct of students extends to the following locations:

1. On the school grounds during, before, and after school hours.
2. On school sponsored transportation for all school-related activities and the regular school day.
3. On the school grounds, as either a spectator or a participant at any other time when a school group is using the school.
4. Off the school grounds at any school-related activity, function, or event as a participant or a spectator.
5. When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school/staff; and
6. When a student is using school telecommunications networks, accounts, school-issued electronic devices, or other school services.

### ***Student Expression***

The Principal will maintain open channels of communication through which students may express their individual or group concerns and suggestions that will be formally and informally deliberated.

We sincerely believe that continued recognition of students' rights and responsibilities will develop within our youth a student philosophy that will nurture their internal strengths, will deter the influence, and spread of degrading attitudes, and will perpetuate the American ideal of a responsible, democratic system of government.

## **SECTION B: RESPONSIBILITIES**

### **Student Responsibilities**

#### *Environment*

1. Assist the Principal and his/her staff in the operation of a safe and orderly school, where all students can learn and develop socially.
2. Be clean and dress in compliance with school rules of sanitation and safety in a fashion that will not disrupt classroom procedures and in a manner, which conforms to Academy's, dress guidelines.
3. Obey school rules and/or the law concerning use, possession, distribution or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the State of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to and from school, or while attending school-sponsored activities.
4. Obey laws and regulations, which forbid supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event.
5. Report to the Principal or her staff incidents when your safety or the safety of others may be jeopardized.

#### *Education*

1. Support all students' right and opportunity for a free appropriate public education as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disability, or intellectual ability.
2. Take advantage of the educational opportunities offered by the school.
3. Complete all assigned work, study, and read.
4. Attend school regularly and punctually to achieve maximum learning.
5. Be prepared for learning by bringing materials and supplies to classes.

#### *Respect*

1. Be self-controlled and non-disruptive on school property and/or at school activities.
2. Be reasonable, modest, self-controlled, non-suggestive, non-intimidating, and considerate in your relationships with other students and with school employees.
3. Keep your language and gestures respectful and free of profanity or obscenities.
4. Respect private, public, and school property.
5. Be informed of laws and school rules regarding students' rights and responsibilities.

#### *Participation*

1. Support and participate in school activities, co-curricular and extra-curricular.
2. Remain on the school campus during the school day; be punctual in carrying out your schedule and take part in classroom activities.

### *Expression*

1. Support the right to freedom of expression.
2. Ensure that your expressions do not interfere with the educational program or activities or with the rights of others.
3. Be sensitive to others in your choice of expressive clothing that you wear or carry, ensuring that it does not express obscene, racist, or sexist language or gestures or slanderous, libelous, racist, or sexist statements.
4. Be sensitive to others in your choice of expressive words that you say or write, ensuring that they are not obscene, slanderous, libelous, racist, or sexist.
5. Ensure that your expressions do not contribute to bullying or cyber-bullying of another student.
6. NOTE: The right to freedom of expression does NOT include threats toward other students, staff or the school.

### ***Parent Responsibilities***

#### *Environment*

1. Insist that your child is clean and dressed in compliance with school rules of sanitation and safety and within the school uniform guidelines.
2. Ensure that your child is free of communicable disease and in good health.
3. Support school officials in maintaining a safe and orderly school environment, free of disruptions, which interfere with teaching, learning, and safety.
4. Ensure that you and your child(ren) understand school rules and/or the law concerning students' use, possession, distribution, or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the School Code of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to or from school, or while attending school-sponsored activities.
5. Ensure that your child understands that supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to or from school, or at any school-sponsored event is prohibited.

#### *Education*

1. Help support education for children as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disabling condition, or intellectual ability.
2. Make certain your child's attendance at school is regular and punctual and all absences are properly excused.
3. Instill in your child the desire to learn.
4. Become acquainted with your child's school, staff, curriculum, and activities.
5. Ensure that your child has the necessary materials and supplies needed

for classes and activities.

6. Ensure that your child has a quiet and proper place to study at home.

### *Respect*

1. Guide your child, from the earliest years of his or her life, to develop socially acceptable standards of behavior, to exercise self-control, and to be accountable for his or her actions.
2. Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
3. Know and understand the rules your child is expected to observe at school; be aware of the consequences for violations of these rules and accept legal responsibility for your child's actions.
4. Encourage your child to respect honest work and to develop an interest in exploring broader fields of knowledge.
5. Accept the right of the Board of Directors to require respectable behavior of all students and nonstudents at all activities involving the school.
6. Help your child understand and respect the purposes of schooling, learning, and teaching.

### *Participation*

1. Send your child to school as required by The Michigan School Code, on time, every day, ready to learn.
2. Request and attend parent-teacher conferences.
3. Attend school functions and activities with your child.
4. Volunteer for school functions or assist when possible.

### *Expression*

1. Encourage your child to conduct him or herself in an acceptable manner.
2. Encourage your child not to make obscene gestures or libelous, racist, or sexist statements or to use intimidating tactics toward others.
3. Help your child understand when free expression steps over the line and becomes bullying, threats, or sexual harassment. None of these behaviors are protected and will result in disciplinary action.
4. Encourage your child not to interfere with the educational progress of others or the educational program by using inappropriate verbal or nonverbal expressions.
5. Encourage your child to dress appropriately in the school uniform so that his or her appearance will not disrupt the educational process or activities.

## ***Teacher/Staff Responsibilities***

### *Environment*

1. Reflect personal enthusiasm for teaching and learning and genuine concern for the individual student.
2. Express positive reinforcement for acceptable behavior.
3. Provide clear, reasonable classroom rules consistent with the Code of Student Conduct.
4. Project the image of your profession, your school, and education for everyone in a positive manner.
5. Be professional and be a role model for students.
  
6. Refer to the student's teacher or Principal any student whose behavior requires special attention.
7. Report all incidents of suspected child abuse or neglect to your Principal as required by Michigan Law.

### *Education*

1. Guide differentiated learning activities so students learn to think and reason.
2. Provide opportunities for students to develop socially acceptable skills, attitudes, and behaviors.
3. Provide meaningful schoolwork for students with the expectation that all students will be successful.
4. Inform parents regarding student achievement and behavior and consult with parents whenever necessary.
5. Teach each student as an individual on his/her own level.
6. Communicate with Principal regarding academic achievement.

### *Respect*

1. Guide students to assume responsibility for their actions and to respect the rights of others.
2. Be firm, consistent, and fair in enforcing school rules on school property and at all school-sponsored activities.
3. Demonstrate by word and personal example self-discipline and respect for law.
4. Develop positive relationships with parents and students.
5. Respect the dignity of everyone.

### *Participation*

1. Assume the rights and responsibilities of collaborative culture and shared decision making.
2. Participate in the establishment of school rules and regulations regarding student behavior: explain these rules to students and require observance of them.
3. Assist the Principal in developing the school philosophy, objectives, and procedures for the efficient and orderly operation of the school.
4. Participate in school activities and sponsor co-curricular and extra-curricular activities.

### *Expression*

1. Ensure that expressions by anyone do not interfere with meaningful instruction.
2. Encourage students to express themselves appropriately and respectfully.
3. Do not use language that is obscene, slanderous, racist, sexist, or sarcastic.
4. Encourage students, parents, other teachers, and other staff to use language that is not obscene, slanderous, racist, or sexist.
5. Represent your profession positively through your appearance and conduct at school and at school-sponsored events.
6. Refrain from initiation of or participation in sexual harassment activities.
7. Help educate students on the nature of bullying, cyber-bullying and harassment.

### ***Principal Responsibilities***

#### *Environment*

1. Create the best teaching-learning conditions possible for student learning.
2. Create a safe, caring school environment for everyone.
3. Take the lead in establishing reasonable rules and regulations for the orderly operation of the school.
4. Make rules and regulations known and understood by students, parents, teachers, and staff.
5. Report all incidents of suspected child abuse or child neglect as required by Michigan Law.

#### *Education*

1. Organize school schedules and teaching assignments and require effective classroom management and instruction.
2. Maintain open lines of communication between school and home and between staff and administration.
3. Offer a complement of student activities, which provide interesting activities for all students.
4. Encourage the recognition of students' accomplishments.
5. Protect instructional time and ensure the best possible conditions for learning.
6. Ensure that discipline practices are progressive, constructive, and focused on developing self-discipline and social skills for career and college success.
7. Ensure that all students are encouraged to achieve high academic standards.

#### *Respect*

1. Be firm, fair, courteous, and consistent in all decisions affecting students, parents, and staff.
2. Demonstrate by word and personal example respect for law, self-discipline, and genuine concern for all persons.
3. Recognize that parents are a child's first teachers and listen to the concerns and suggestions of parents.

#### *Participation*

1. Provide leadership by creating a school culture where a collaborative culture can flourish, shared decision making is encouraged, and unity of purpose is achieved.
2. Become acquainted with students and parents by visiting classrooms, attending school activities and events, accepting opportunities to take part in community events, and inviting the community into the school.
3. Receive teacher or staff referrals of students with behavior problems, confer with

these students, communicate with parents, and set up cooperative procedures for correcting student behavior and teaching good social skills.

#### *Expression*

1. Do not use language that is obscene, racist, sexist, libelous or sarcastic.
2. Encourage and ensure that students, parents, teachers, and other staff use appropriate expressions which are not obscene, racist, sexist, slanderous, disruptive, libelous, intimidating, or sarcastic.
3. Exemplify leadership qualities and represent your profession positively through your appearance and conduct at school, and at school-sponsored events, and in the community.
4. Ensure that students, parents, teachers, and staff members follow the appropriate dress guidelines for the school and for common decency and that guidelines are consistently and fairly enforced.
5. Be aware of and follow guidelines prohibiting bullying and sexual harassment.
6. Ensure that the school provides students and staff with education regarding appropriate online behavior and cyberbullying awareness and response.

#### ***Board of Directors and Management Responsibilities***

#### *Environment*

1. Inform the community of what is expected of students and what the consequences are when rules are violated.
2. Give full support to school staff and others charged with the responsibility for managing the schools.

#### *Education*

1. Maintain a well-trained staff at all levels.
2. Develop programs and activities, which provide for all students, including those with special needs.
3. Provide vision for the school, which includes curricular programs and activities designed to provide students with opportunities to learn and develop.

#### *Respect*

1. Be fair, courteous, and consistent in making decisions regarding those students whose behavior problems have been appealed to the Board of Directors in accordance with state law.

#### *Participation*

1. Become acquainted with the Academy, its staff, and students by visiting buildings regularly and by attending school activities.
2. Encourage and support participatory decision-making.

#### *Expression*

1. Provide Policies regarding appropriate expressions by students, parents, teachers, and other staff members consistent with federal, state, and local laws.
2. Ensure and protect freedom of expression for all students, parents and caretakers, publics, and constituencies.

## SECTION C: GUIDELINES FOR STUDENT BEHAVIOR

School leadership, teachers, and support staff are responsible for ensuring that meaningful and engaging instruction takes place and that students who want a high-quality education, receive it. Educators share responsibility to teach students the social and emotional skills required to achieve success in school, including interventions to monitor and change behavior until the individual student demonstrates acceptable behavior as a student and member of the school community.

### Attendance

Michigan law places responsibility on each student to attend school on time, every day regularly and on each parent/guardian to send their child to school every day. The Board of Directors requires that all students attend school during the days and hours that the Academy is in session. Students are expected to be at school every possible day because they miss valuable instructional time and fall behind in their studies. Attendance is also an important habit to learn in preparation for work. Each student is expected to receive a minimum of 1,098 hours of instruction to be promoted to the next grade or receive credit in coursework.

#### ***Help Your Child Succeed in Life: Build the Habit of Good School Attendance***

##### *Did you know?*

- It is the parent/guardian's responsibility to get their child to school.
- Missing just five days of school means 30 hours of missed instruction.
- Starting in kindergarten, there is a direct link between absences and reading level.
- One in ten kindergarten and first grade students is chronically absent.
- Students who are chronically absent are 7.5 times more likely to drop out of high school.

##### **WHAT CAN YOU DO?**

- Set a regular bedtime and morning routine.
  - Lay out clothes and backpack the night before.
  - Develop a back-up plan for how your child is getting to school in case something comes up. Call on a friend, family member or neighbor.
  - Do not let your child stay home unless he or she is really sick. A stomachache can be a sign of anxiety or avoidance.
  - Have your doctor fax or email the school directly.
- Talk to your teacher or Principal if you need additional help or resources

Parents are asked to call the school office to notify the school of their child's absence or to leave a message on the answering machine whenever their child will be absent from school. Parents are encouraged to notify the office manager prior to 9:00 AM. Parents are to provide valid written documentation stating the cause of absence for the absence to be excused; otherwise, the absence will be considered unexcused.

### Absences

Time away from school, just like time away from work for adults, is a precious and limited resource that must be actively and judiciously managed. Regular attendance is important both to preserve valuable instructional time, and to teach an essential life skill. All lost instructional

time affects learning, which declines rapidly when ten percent lost learning time is approached. Total lost learning time (TLLT) includes full and part-day absences, late arrivals and early dismissals. Routine illness and appointments will be counted towards students' attendance. It is important to notify the attendance clerk of any absence to confirm the time away from school.

BHCSA expects an attendance rate of 90% or higher. This adds up to not more than 4 absences per quarter.

If a student accumulates 3 counted absences within the first 30 school days, or their attendance rate falls below 90% at any given point in the school year, our attendance team will send a first notice via email on file. This email will include resources for attendance improvement. Additional resources and support can be provided after determining the specific needs of families. Failure to comply and work to improve student attendance will result in a referral to the Berrien RESA Truancy department. After the first referral is made, families are responsible to contact the attendance team and set up a time to create an attendance improvement plan together.

**When a student is absent from school for ten consecutive days without knowledge of the Principal, the student will be withdrawn from the Academy and the student's directory information will be reported to the truancy office of the intermediate school district and other state and local agencies.** During the period of consecutive absences, the Principal and other support staff will attempt to contact the student's parent/guardian.

**Absences not counted for attendance intervention:** The following five categories should not be included in "days possible" when reporting:

- Snow days and other non-scheduled school closings.
- Medical absences. **Not intended for routine illness**, even if under a provider's care, but rather for very serious medical events, such as hospitalizations, these are absences ordered and documented, with hand signature, by a licensed health care doctor, with specific dates school must be missed for medical necessity. (This also includes significant life trauma, such as an immediate family member death, as confirmed and approved by appropriate school staff.) Blanket or "under the care of" excuses are not accepted as "medically absent" unless the student has an IEP or 504 plan specifically addressing the medical issue and approval of appropriate school staff. Routine illnesses are, just like for adults at work, counted absences. These are subject to review and approval by school professionals.
- Communicable diseases: follow the guidelines given by the Berrien County Health Department.
- Court dates: required court appearances for the student with court documentation, and related detention.
- Suspensions and expulsions.
- Preplanned absences that would not negatively affect the student's learning and educational performance as determined by the student's teacher(s) and building administrator in consultation, **may be uncouned at the school's discretion**. *This would include assigned and required learning activities completed before and/or during the absence.* It often may also include a report and/or presentation to the class, with a grading rubric established at the planning stage.

### **Student Arrival and Dismissal**

Doors open at 7:50 a.m for all students. Parents may circle through the parking lot and drop-off their children at the drop-off door of the school; children should proceed to their specific locations for Community Meeting. If you need to enter the building, you may park in the designated parking area and enter through the main entrance. Students who are leaving school at the end of the school day are to be picked-up at the end of last regular class time. Students are to be picked-up by a parent/caretaker or person designated by the parent/caretaker and approved by the School Leader immediately after school or report to after school childcare (when available). Students are not to be unsupervised at any time during the school day or before and after school.

### **Late Arrival**

Students are tardy to school if they arrive after 8:15 a.m. Teachers are expected to begin opening exercises promptly and transition smoothly into instruction. A tardy student must report to the office upon arrival and provide written or oral reason from the student's parent. The School Leader, or his/her designee, will provide the student with a tardy pass to admit him or her to the class that is in session at the time.

A student who is tardy three times will receive a warning letter sent home to the parents for the parent's signature. If a student receives six unexcused tardies, an attendance intervention plan will be developed with the student, parent, and School Leader. Tardy students interrupt learning for other students.

There are times when a deviation from a student's normal school schedule is necessary. Tardiness will be excused under the following circumstances:

- 1) Serious illness (accompanied by a parent's note or written doctor's notice)
- 2) Death in the family
- 3) Legally required presence at a court proceeding
- 4) School sponsored co-curricular and extra-curricular activities
- 5) Religious observations
- 6) Severe weather, fires, family tragedies
- 7) Pre-arranged late arrival approved by the School Leader

When a child is tardy between classes, it is the responsibility of the student to receive a pass from the previous teacher. Teachers are encouraged to assist students in transition to the next class. Students arriving in the classroom after the start of class will be considered tardy. State guidelines require that all attendance must be documented and reported to the local Intermediate School District, including late arrivals.

### **Early Dismissal**

Students are expected to attend school for the full day. On rare occasions, it may be necessary to pick your scholar up early from school. The parent is to notify the school in advance by written or personal request for a justifiable reason, including early dismissals for doctor's appointments, religious observations, family funerals, and other pre-arranged events. Students will only be released to parents and adults designated by the parent/caretaker and approved by the School Leader. In child custody situations, the custodial parent must properly inform the School Leader of any limitations. Michigan law calls for students to receive 1,098 hours of instruction.

### ***Expressions and Limitations***

Students may exercise the right to freedom of expression through speech, assembly, petition, and other lawful means and have the right to advocate change of any law, policy, or administrative guideline. The exercise of this right may not interfere with the rights of others, nor may oral or written student opinions be used to present material that falls into one or more of the following categories:

Material that reasonably leads the Principal or teacher to forecast substantial disruption of, or interference with, school activities or that endangers the health or safety of students.

1. Material that is libelous or slanderous - statements that are inaccurate or false statements that injure the person as to his or her reputation, cause personal humiliation, mental anguish, and suffering or other injuries.
2. Material that advocates the commission of a criminal act or is a criminal act as defined by the Criminal Code of the United States, the State of Michigan, the County, or the City of residence.
3. Material that is obscene as defined in the Michigan School Code, as amended.
4. Material, communications, and or actions that are considered to be bullying as defined in the Michigan School Code, as amended, and in Board Policy and administrative guidelines.

### **Distribution of Literature by Students and Nonstudents**

The Principal or his/her designee shall coordinate distribution or display of literature by students enrolled in the school. The material must be approved by the Principal, must not be in violation of applicable Board of Directors Policy, and must bear the name of the sponsoring individuals or school organizations.

## **Search and Seizure**

Desks, lockers, and storage spaces, which are provided to students without charge, are the property of the school. The Principal or designee may make general inspections on a periodic basis and may open desks, lockers, or storage spaces in the presence of a witness and examine the contents, including personal belongings of students, when there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, or stolen property, or that the student has violated or is violating state or federal laws, City Codes, or Policies of the Board of Directors, provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution.

The Principal may also, to the full extent permitted by law and Board Policies, search and seize students and their personal effects, including electronic devices. Such a search is permissible only when there are reasonable grounds to believe that they contain evidence that the student has violated or is violating state or federal laws, City Codes, or Policies of the Board of Directors.

Search of a student's intimate personal belongings shall be conducted only in exceptional circumstances, when the health or safety of the student or of others is immediately threatened. Reasonable efforts to locate the student shall be made prior to the search. If the student is present, the school official shall advise him/her of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. If the student is not present, he or she shall be informed of the search. Stolen items and items that are specifically prohibited by federal and state law, Board of Directors Policies, regulations of the County and City and or school administrative guidelines may be impounded. The student shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

Search of a student's person shall be conducted by a staff member of the student's gender and only in exceptional circumstances, when the health or safety of the student or of others is immediately threatened. An extensive effort will be made to contact the student's parent or guardian to ensure that the responsible individual is notified of the situation and given an opportunity to be present for the search. To that end, the school will attempt to call every phone number on record as emergency contact(s) for the student. If no one responds to the phone call, the school will leave a voicemail indicating the urgency of a return call. If there is no answer at any phone number on record, the school will send an email to all emails on record. If the school is unable to locate a parent or guardian, the school may still conduct the search if the health or safety of the student or of others is immediately threatened. If there is no immediate threat to health or safety, the school will wait for one (1) hour for the parent/guardian to respond to the school's attempts to notify them of the impending search. The school may turn the search over to the Police. The school official shall advise the student of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. Stolen items and items that are specifically prohibited by federal and state law, Board of Directors Policies, regulations of the County and City and or school administrative guidelines may be impounded. The student shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

## **Prohibition of Harassment, Intimidation, and Bullying (cyberspace as well)**

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, in a school-related vehicle, at school-sponsored events, or using telecommunications access device or a telecommunications service provider under control or ownership of the Academy. Bullying and cyberbullying that do not occur at school but cause a substantial disruption to the educational environment may be subject to disciplinary action according to Board Policy (Attached).

Bullying means any written, verbal, or physical act, or any electronic communication, including but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly. Cyberbullying means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly. Any reference to bullying includes cyberbullying.

The Academy Board's revised anti-bullying policy is provided in addition to Student Code of Conduct. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities/ and report incidents that they observe at school.

Every student is called upon to report any situation that he or she believes to be bullying behavior directed toward a student or an employee. Employees are required to report bullying behavior to the Principal.

### **Anti-Bullying Policy**

*Reference: The Matt Epling Safe School Law, Public Act 241 of 2011, as amended by Public Act 478 of 2014 (MCL § 380.1310b).*

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the Academy to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

### *Bullying and Cyberbullying are Prohibited*

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board

members, parents, guests, contractors, vendors, and volunteers, is prohibited. All pupils are protected under this policy and, bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

#### *Definition of Bullying*

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. Adversely affecting the ability of a pupil to participate in or benefit from the school districts or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. Adversely affecting the ability of a pupil to participate in or benefit from the school districts or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since “bullying” also includes “cyberbullying,” any reference in this policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. “Telecommunications access device” and “telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

### *Reporting and Investigating Reports of Bullying*

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the ESP. Complaints against the ESP shall be reported to the Board. The school shall ensure the confidentiality for any individual who reports an act of bullying

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The ESP or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

The Academy may utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

- A. Are initiated by the victim.
- B. Are approved by the victim's parent or legal guardian or, if the victim is at least 15, by the victim.
- C. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team"); and
- D. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying

shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

The Academy shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The Principal is the school official responsible for ensuring that this policy is implemented.

#### *Confidentiality*

The Academy will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The Principal, or the Principal's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed. Please note, however, that if the person reporting the act of bullying is the victim or his/her parent/legal guardian, it may not be possible to address the behavior without disclosing the victim to the alleged perpetrator. The school will discuss this with the victim and victim's parent/legal guardian prior to any such disclosure. Such disclosure must occur prior to any victim-offender conference.

#### *Notification*

This policy will be annually circulated to parents and students and shall be posted on the Academy website.

#### *Reporting*

As required by state statute, the Academy shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by state statute, the Academy's procedures with respect to bullying are contained within this policy. No administrative guidelines accompany this policy.

## **SECTION D: DISCIPLINARY ACTION**

### ***Definition of Discipline***

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary action will be used to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

The Principal will carry out a positive behavior intervention program to help children and families, teachers and support staff, reflect upon their actions and be proactive instead of reactive to teach students self-discipline and acceptable social skills for school and career and college readiness. Positive discipline can be a powerful tool for teaching students to succeed. Intervention options need to consider disciplinary referrals as opportunities for learning, with exclusion reserved for the most serious offenses. The consequence must be reasonable in direct relationship to the seriousness of the misconduct or the pattern of misconduct.

Certain rules and procedures are established to guide students through constructive growth and readiness for careers and college. Parents, teachers, and others responsible for the welfare and education of these students need to cooperate to interpret and enforce these rules.

### ***Mitigating Factors to be Considered***

Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion is considered, the Academy shall consider the following factors:

- A. the student's age
- B. the student's disciplinary history
- C. whether the student has a disability
- D. the seriousness of the violation or behavior
- E. whether the violation or behavior committed by the student threatened the safety of any student or staff member
- F. whether restorative practices will be used to address the violation or behavior
- G. whether a lesser intervention would properly address the violation or behavior

### ***Restorative Practices***

If the Academy determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices may include victim-offender conferences that:

- A. Are initiated by the victim
- B. Are approved by the victim's parent or legal guardian or, if the victim is at least 15, by the victim.

- C. Are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the “restorative practices team”); and
- D. Would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

### ***Mandatory Permanent Expulsion by Michigan Law***

Michigan law requires the Board of Directors to permanently expel a student who possesses a firearm, unless the student provides clear and convincing evidence that one of the following exceptions apply:

- (a) The firearm was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another individual for use as a weapon.
- (b) The firearm was not knowingly possessed by the pupil.
- (c) The pupil did not know or have reason to know that the firearm possessed by the pupil constituted a dangerous weapon.
- (d) The firearm was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

The law provides a process for parents/guardians to petition the Board for reinstatement of the student. The Principal will provide the parent/guardian with procedures to petition for the student to return to school. Parents/guardians should anticipate conditions for reinstatement being established.

### ***Potential Permanent Expulsions***

Michigan law requires the Board of Directors to remove a student who:

1. possesses a dangerous weapon in a weapon free school zone, unless the student meets an exception in the law as identified above for firearms,
2. commits arson in a school building or on school grounds, or
3. criminal sexual conduct in a school building or on school grounds, or pleads to, is convicted of, is adjudicated for criminal sexual conduct against another pupil enrolled in the school.
4. For students in grades 6 and above, Michigan law also requires the Board of Directors to remove a student who engages in physical assault against a school employee or volunteer.

The removal for these violations may be a permanent expulsion from all Michigan schools but does not have to be. The Board of Directors will consider the mitigating factors to determine what the appropriate discipline should be.

If a student is permanently expelled, s/he may not attend any public school in the state of

Michigan for a specified minimum duration of time. The law provides a process and timeline for parents/guardians to petition the Board for reinstatement of the student. The Principal will provide the parent/guardian with procedures to petition for the student to return to school. Parents/guardians should anticipate conditions for reinstatement being established.

### ***Additional Mandatory Discipline***

For students in grades 6 and above, Michigan law also requires the Board of Directors to remove a student who engages in physical assault against another student, bomb threat or similar threat. The removal may be either a suspension or expulsion but will not be a permanent expulsion. PLEASE NOTE: While an expulsion for one of these offenses is not technically a permanent expulsion from all Michigan public schools, please understand that the local school district may choose not to allow the student to enroll for the duration of the expulsion.

### ***Behaviors Warranting Disciplinary Action***

Students are expected to meet classroom and school rules and are subject to appropriate disciplinary action, including suspension and expulsion, as set forth in the Michigan School Code. The purpose of disciplinary decisions is to develop self-discipline and social skills required for success in college and work. The positive discipline system is based on behavior intervention supports. Behaviors that interfere with the rights of students to achieve academic success and to be educated in a safe, secure environment are categorized into three groupings, with exclusion from school reserved for most serious infractions and repeated and habitual behaviors that deter teaching and learning.

If a student feels unsafe or threatened, the student or the student's parent/guardian is encouraged to contact the Principal immediately. Individual rights include individual responsibility within the bounds of reasonable behavior expected of all members of the school community. This applies especially to the freedom of fellow students to receive instruction.

Educators must prioritize keeping students engaged in meaningful learning.

Various types of student misconduct are listed. The list is not all-inclusive, and a student who commits an act of misconduct not listed is still subject to disciplinary action.

1. Absenteeism
2. Appropriate Dress and Grooming
3. Appropriate Use of Electronic Communication Devices
4. Alcohol and Drugs
5. Arson or attempted arson
6. Assault (or attempted assault) and Battery
7. Bullying/Cyber-bullying
8. Cheating/Academic Misconduct
9. Defacement of Property
10. Destruction of Property
11. Disorderly Conduct
12. Extortion
13. Failure to Serve Assigned Detention
14. False Fire Alarm or Bomb Threat
15. False Identification
16. Felony
17. Fighting
18. Fireworks
19. Forgery
20. Fraud
21. Gambling
22. Gang Activity
23. Harassment/Intimidation
24. Hazing
25. Improper, Negligent, or Reckless Operation of a Motor Vehicle
26. Insubordination/Unruly Conduct
27. Interference with School Authorities
28. Public Display of Affection
29. Leaving school without Permission
30. Loitering
31. Micro-aggressions that are commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults.
32. Possession of Inappropriate Personal Property
33. Physical Assault
34. Profanity and/or Obscenity toward Students
35. Profanity and/or Obscenity toward Staff
36. Robbery
37. Sexual Assault and Battery or Other Illegal Behavior
38. Sexual Misconduct that is indecent/consensual, amorous kissing or similar displays of affection, indecent exposure, or of a sexual nature
39. Sexual harassment (Level 1)

40. Sexual Harassment (Level 2)
41. Smoking or Use of Tobacco Products, or Electronic Cigarettes
42. Tardiness
43. Technology Abuse
44. Theft or Possession of Stolen Property
45. Threat/Coercion
46. Trespassing
47. Truancy
48. Weapons: Dangerous Instruments
49. Weapons: Dangerous Weapons
50. Weapons: Use of Legitimate Tools as Weapons (including, but not limited to, pens, pencils, compasses, and combs)  
Weapons: Look-a-Likes
51. Any violation of this code, policies of the Board of Directors, administrative guidelines, or local, state, or federal law
52. Any other conduct considered by the Principal or teachers to be disruptive, disrespectful, or disobedient.

In the following six cases, discipline referrals must be made immediately to the Principal:

1. Fighting
2. Assault and or battery toward a teacher or another student
3. Student actions that disrupt the class to the extent that the teacher's authority is being challenged and the teacher is losing control of the class
4. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior-altering substances
5. Student actions that present a danger to the safety and well-being of anyone in the school
6. Other criminal acts in violation of local, state, or federal laws.

The Principal is to recommend long term suspension of more than ten days or expulsion for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

1. Threats against the school
2. Arson or attempted arson, including setting fire to anything on school property
3. Assault and/or battery of an employee or student
4. Possession, use, or sale of a firearm or dangerous weapon
5. Manufacturing, growing, distribution, and/or sale of drugs and/or drug paraphernalia, including all edibles containing controlled substances
6. Extortion, attempted extortion, robbery, and/or larceny
7. Immoral conduct
8. Hazing
9. Unlawful assembly and/or riot
10. Possession, use, distribution, sale, lighting, or discharge of explosive devices
11. Students found guilty or not innocent of a crime that resulted in or could have resulted in injuries to others, regardless of where the crimes occurred.

### ***Discipline Procedures***

At all times when students are under school authority, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, the teacher's authority extends to all students, whether or not the teacher teaches the student in class.

### **Disciplinary Actions**

Disruptive student behavior is subject to disciplinary action by the teacher and/or Principal. Principal and staff are expected to use respectful and accountable intervention strategies, such as staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution, peer mediation, anger management, anger prevention, and social skills. Intervention strategies may include anger management and conflict resolution programs for parents. Community based services may be called upon when appropriate. Actions taken by teachers may include but are not limited to:

1. Daily/weekly progress reports for students and parents
2. Time out in the classroom or other secure, supervised area
3. Conference with the student
4. Oral and/or written reprimand
5. Detention during, before and after school
6. In school alternative with another teacher
7. Relocation to another classroom for a brief period of time
8. Relocation to blended learning environment
9. Conference with a parent
10. Consultation with a behavior specialist
11. School service assignment
12. Denial of participation in school activities
13. Give students a choice of consequences
14. One-day suspension until a satisfactory conference with a parent is held.

A discipline referral should be sent to the Principal when the teacher has exhausted in- classroom actions and feels that the student's improper behavior cannot be corrected through classroom management practices without sacrificing safety and/or learning for other students.

After consultation with the student and the teacher (if needed), the Principal will determine the course of action required to provide a safe, secure school. Action taken by a Principal toward students who are disruptive may include but is not limited to:

1. A conference with the student and/or the parents
2. A verbal and/or written reprimand
3. Consultation with behavior interventionist, social worker, counselor, and outside agencies
4. Entering into Individual Student Behavior Plan between student, parent, and Principal
5. Academy appointed advisor to cooperate with parent/guardian to ensure

follow-through of ISBP

6. Detention during, before, and after school and on Saturday
7. Focused in school academic alternatives
8. Counseling and psychological services
9. Saturday school
10. School service assignment
11. Removal from co-curricular and extra-curricular programs until ISBP satisfied
12. Referral of student and parent/guardian to a parent program
13. Out-of-school suspension (OSS) (up to five days and up to ten days with approval of the Principal's supervisor);
14. Recommendation for long-term suspension (more than ten days) with approval of the Principal's supervisor and Board of Directors
15. Recommendation for expulsion with approval of the Principal's supervisor.

The Principal, with approval of his/her supervisor, may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation with attention to applicable special education rights afforded children with disabilities.

Corporal punishment is prohibited by Michigan law and is not to be used in any situation.

**Incorrigible Behavior:** A child is incorrigible when the child repeatedly or habitually engages in unacceptable behavior as defined in the Code of Student Conduct and disrupts the school and or classroom to the extent that the Principal's and or teacher's authority is being challenged. Incorrigible behavior is defined by the Michigan Revised School Code as "persistent disobedience." Incorrigible behavior, and other patterns of behavior, may result in long-term suspension (more than ten school days) of a student from the Academy. Parents and adult caregivers enter a partnership in responsibility with the Board of Directors to cooperate with the Principal, faculty, and staff to demonstrate responsible behavior in situations involving their child. The Principal and faculty expect parents/caretakers to share responsibility for each student's responsible actions, academically and behaviorally and to enter a partnership in responsibility.

**Patterns of Behavior:**

1. Parents send and do not support their children at school.
  - a. Parent's low expectations: academic and behavior
  - b. Parent's reluctant to take responsibility for their own actions
  - c. Parent's bad-mouthing school and staff
  - d. Parent's being disrespectful to staff
  - e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees
  - f. Parent's not volunteering and not having school's interests at heart
  - g. Failure of parents to cooperate with school in behavior improvement plan
2. Students not accepting academic responsibility for being on grade level or above.
3. Student failure to attend school responsibly (absences, tardies, and not

- responsible).
4. Student discipline problems.
    - a. Bringing community issues to school and trying to solve them at school.
    - b. Students having low expectations: academic and behavior.
    - c. Students reluctance to take responsibility for their own actions.
    - d. Students talking back to teachers.
    - e. Rude, disrespectful behavior that escalates into overly aggressive behavior.
    - f. Not following teacher directions.
    - g. Leaving classroom without teacher's permission.
    - h. Lying about situations.
  5. Attitude of Learned Helplessness.

**Definitions.** Out-of-school suspensions are considered in the following classifications:

- **Short-Term:** Short-term suspensions occur when a student is suspended for one school day, up to and including ten (10) school days. The student's rights and privileges of attending school, including extra-curricular and co-curricular activities, are suspended. The child's teacher may suspend him or her for one day or until a parent comes to school and holds a satisfactory conference with the teacher. The Principal can suspend a student for up to five days and for up to ten days with approval of the Principal's supervisor.

The Principal or designee must provide the student and the parent/guardian with oral or written notice of the misbehavior and an explanation of the situation. The student will be given the opportunity to tell the Principal his/her version of the event(s). The Principal's decision is final and not subject to appeal. The parent shall be notified in writing of the action taken.

- **Long-Term:** A student can be suspended for more than ten (10) days but less than sixty (60) days following approval of the Principal's recommendation by the Board of Directors or its appointed representative. Long Term Suspension from school excludes the student from regular school attendance and participation in academy activities until readmitted by the Board. The Standard of review is the preponderance of the evidence, and the school is required by law to do what is in the best interests of the school. While a student's individual situation will be considered, the decision must reflect what is best for all students and staff.
- **Expulsion:** A student can be expelled only by action of the Board of Directors based upon recommendation of the Principal or his/her designee. Expulsion from school excludes the student from regular school attendance and participation in academy activities for the duration of the expulsion. An expulsion can be from sixty (60) schools days up to one hundred eighty (180) school days.
- **Notification:** A letter from the Principal or his/her designee will be sent to the student's parent(s) when the student is assigned detention or out-of-school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for *out-of-school suspension (ten or fewer days)* shall include at least the following information:

1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated
2. A parent will be contacted to establish a date and time for a readmission conference with the Principal
3. The student will not be allowed to participate in classroom and school activities during the suspension period
4. The student is not to go on school property
5. Appeal procedures shall be clearly stated in detail.

The suspension notice for long-term suspension/expulsion (greater than 10 days) shall include at least the following information:

**First Notice and Invitation to Meet**

1. The reason(s) for a long-term suspension or expulsion are to be clearly stated
2. A parent should be informed that an investigation is being conducted by the Principal and what the most severe recommendation might be
3. A date and time for a conference is given when a parent, accompanied by the student, are invited to come to school for a conference with the Principal or designee and/or other advisors to present and hear information
4. The student will not be allowed to participate in classroom and school activities during the suspension; and
5. The student is not to go on school property or attend school activities.
6. Information about whether the student will be able to continue to complete homework during the suspension. This is never an option for an expulsion.

Following the conference, the Principal will review the facts with his/her supervisor, and they may decide to recommend long-term suspension or expulsion to the Board of Directors. The Principal or his/her supervisor will inform the parent(s) and student of the recommendation to reinstate with conditions, long-term suspension, or expulsion. If the Principal recommends long-term suspension or expulsion, the Principal or his/her supervisor will write to the President of the Board and send a copy of the notice to the parent(s) including at least the following information:

**Second Notice to the Parent/Guardian of Recommendation to the Board of Directors**

1. The recommended action and reason(s) for the recommendation are clearly stated
2. The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designees for long-term suspension and for expulsion recommendations, including the time, date, and location of the hearing
3. The right to inspect the student's school records and related documents
4. List of all witnesses that may testify
5. The right to an adult advocate, including parents, other adult advisors up to and including legal counsel

Subsequently, the Principal will follow-up with the student and his or her parent or guardian of the time, place, and location of the hearing with the Board of Directors or its designee to ensure delivery of the notice and to respond to questions.

**Students with Disabilities.** Students with an Individualized Education Program (IEP) are responsible for following the Code of Student Conduct. Students with disabilities may be suspended or expelled for inappropriate behavior. In making decisions concerning inappropriate behavior by students in Special Education, the teacher and the Principal are to consult with the student's Special Education resource room teacher to ensure consistency with the student's IEP. Principal is responsible for consistency with specific special education procedures.

Principal may recommend a student with disabilities for long-term suspension or expulsion (greater than ten days) by following these procedures:

1. The Principal will follow regular procedures for long-term suspension or expulsion as described above.
2. Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she shall hold the Manifestation Determination Review to determine:
  - (1) if the student is eligible for special education services
  - (2) if the student is appropriately placed in a special education program; and
  - (3) if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
3. The parent will be notified in writing of the time and place of the hearing and its purpose.
4. If a student with a disability is suspended or expelled, the school shall offer free and appropriate public educational services for the duration of the suspension/expulsion or until the student enrolls in another school.

### **Appeal Procedures**

***In-school Disciplinary Actions and Out-of-School Suspensions of Ten (10) School Days or Less*** There is no right of appeal for discipline decisions of ten (10) school days or less. Nonetheless, should a parent disagree with disciplinary action of the school in these situations, the parent is encouraged to make an appointment with the Principal to discuss the decision. If the parent is still dissatisfied after meeting with the Principal, the parent may contact the Principal's supervisor in writing within three school days of the meeting with the Principal to provide the reasons the parent believes the disciplinary action is not warranted. The Principal's Supervisor's decision is final.

### ***Expulsions and Long-Term Suspensions (more than ten days)***

Long-term suspension of more than ten days and expulsion occur when the Board of Directors or a designee terminates the student's rights and privileges to attend school, including extra-

curricular and co-curricular activities. Long-term suspension is for eleven (11) to fifty-nine (59) school days, while expulsion is for sixty (60) to one hundred eighty (180) school days. A permanent expulsion is for an indefinite period of time, the minimum of which is set by Michigan law. Reinstatement processes for permanently expelled students are outlined in Board Policy.

Following the Principal's recommendation for long term suspension of more than ten days or expulsion, the Board of Directors, or its designated representative, will hold a hearing within the ten days suspension period to determine whether to impose a long-term suspension or expulsion. The student and parent/guardian must be notified of the allegation, the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. Prior to the hearing, families will be given an opportunity to review all evidence as well as a list of all persons scheduled to testify.

If the hearing is conducted by the Board of Directors, the decision is final and not subject to appeal. If it is held by a designee or hearing panel of 2 Board members, the parent may appeal the decision to the Board of Directors as follows:

Appeal requests must be made in writing by the parents to the Principal within five calendar days of receipt of the suspension decision, or the right to appeal is waived. The petition to appeal the designee's decision shall be in writing and contain the reason the designee's decision should be reviewed or reconsidered. The parent/guardian is encouraged to provide the Board of Directors with any information that supports the parent/guardian's position.

All appeals of decisions by Board designated representatives shall be considered by the Board of Directors at its next regularly scheduled meeting. The Board shall make a final decision on the disciplinary action that is appropriate, and its decision shall be final.

### **CLOSING**

"The Code of Student Conduct—A Partnership in Responsibility" has been developed to communicate the responsibilities that all stakeholders share in ensuring every student a safe, secure place for learning. Our Partnership relies on promises kept, trust, good faith, and a commitment to the well-being of all students.

## **SECTION E: CODE OF STUDENT CONDUCT CHECKLIST**

A parent or adult caretaker is expected to read this Code of Student Conduct carefully and review each section of this handbook with his or her child. The student and the parent are expected to sign the verification form and return the entire checklist to the school.

1. THE SCHOOL HAS AUTHORITY OVER SCHOOL ACTIVITIES.
  - The school has authority over the school grounds before, during, and after school hours.
  - The school has authority off the school grounds at school-related events.
  - The school has authority over school-sponsored transportation.
  - The school has authority over activities on school-owned electronic devices regardless of where they are used.
2. LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.
  - Students will be expected to behave in a way that provides for uninterrupted learning.
  - Come prepared with materials and assignments.
3. STUDENT ATTITUDES ARE IMPORTANT TO THE SCHOOL.
  - Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.
4. STUDENTS ARE TO WEAR THE SCHOOL APPROVED UNIFORM.
  - Clothing must be clean and modest and consistent with dress guidelines.
  - Clothing should be free of profanity, obscenity, vulgarity, racist language, tobacco, substance or alcohol abuse.
5. STUDENTS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL.
  - School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events.
  - Weapons and acts of violence will not be tolerated.
6. STUDENTS MUST LEARN TO GET ALONG WITH OTHERS.
  - Students can expect courtesy, fairness, and respect.
  - Students must offer courtesy, fairness, and respect.
  - Bullying, harassment, and intimidation will not be tolerated.
7. STUDENTS MAY EXPRESS THOUGHTS AND OPINIONS.
  - Use suitable methods of expression and wait for an appropriate time.
  - Use of profanity or obscenity in language, gestures, and clothing will not be tolerated.
  - Threats are not protected expressions of student speech.
8. ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.
  - Students should be in school, on time, every day prepared for instruction.
9. VANDALISM WILL NOT BE TOLERATED.
  - Personal and school property must be respected and cared for by everybody.
  - Damage or destruction of school property will not be tolerated.
  - Damage of the property of others will not be tolerated.
10. CHOICE SCHOOLS CODE OF STUDENT CONDUCT IS FOR ALL STUDENTS.
  - Parents, students, and staff are responsible for knowing the contents of this booklet.
11. THE PRINCIPAL IS THE SCHOOL'S LEADER.
  - The Principal has the right to make a final decision when rules have been broken.
12. SERIOUS MISBEHAVIOR CAN RESULT IN SERIOUS CONSEQUENCES.
  - Suspension means that the student is not allowed to attend class for one or more days.
  - Long Term Suspension and Expulsion means that a student may not attend school or be present on school property,

## STUDENT AND PARENT AGREEMENTS FOR SIGNATURE

### 28 VERIFICATION OF PARTNERSHIP AGREEMENT

#### Students and Parents

Each student and his or her parents or adult caretaker are expected to enter into the Partnership in Responsibility outlined in the Code of Student Conduct as a condition of enrollment at the Academy. To verify that you have received the *Code of Student Conduct* and this checklist, please sign the following statement, and return it to the Academy immediately:

**STUDENT:** I have received and attempted to review the Family and Student Handbook & Code of Student Conduct with my parents or guardian and accept my responsibilities.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**PARENT/GUARDIAN:** I have received the Family and Student Handbook & Code of Student Conduct and have or will review it with my child and understand my responsibilities in the partnership.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**TEACHER & PRINCIPAL:** I have reviewed the Family and Student Handbook & Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and students.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Failure of a student and his or her parents or guardian to sign this verification form does not relieve the student and his/her parent(s)/caretaker of their responsibilities to demonstrate appropriate behavior at the Academy at all times.**

**29 OPT IN Agreement for Regular School Communications**

I understand my contact information will be used for regular school communication including emails and automated phone calls and texts to my mobile device. I understand that I may not Opt In or Out of school closing or crisis communications.

Parent Signature:      Date:      Print Name:

## 29.1 FERPA Notice of Directory Information and Opt Out Form (Revised)

The School may disclose appropriately designated "directory information" without written consent, unless the parent or adult student advises the School to the contrary by filling out, signing and returning this form to the Academy. The primary purpose of directory information is to allow the School to include this type of information in certain school publications.

**The following list of uses** are those that the Academy would commonly disclose a student's directory information. Please check the ones in which you do NOT give the Academy permission to use your student's directory information:

- Playbill – showing student's role in a play or music production
- Annual Yearbook
- Honor roll or other recognition
- Graduation Programs
- Sports and Activity Sheets
- Sharing my student's directory information with colleges or post high school institutions.
- \_\_\_\_\_ (Academy specific)
- \_\_\_\_\_ (Academy specific)
- \_\_\_\_\_ (Academy specific)

**Directory information**, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or adult student's prior written consent. Two (2) Federal laws require the Board to provide military recruiters, upon request, with three (3) directory information categories, names, addresses, and telephone listings - unless parents or adult students have advised the Academy that they do not want their student's information disclosed without their prior written consent. Please indicate which **Directory Information items** that you do NOT give permission for release to third parties:

Student Information	Opt Out – "X"
Student's names, addresses, telephone numbers, email addresses	
Parents' names, addresses, telephone numbers, email addresses	
Student's date and place of birth	
Participation in officially-recognized extra-curricular activities/sports	
Height and weight, if a member of an athletic team	
Dates of attendance and grade designation	
Date of graduation	
Current and previous educational institutions attended	
Achievement awards or honors received; honor rolls	
Scholarships	
Photographs or videos of students participating in school activities, events or programs, their artwork on webpages, or school social media accounts.	

The Board will make the above information available upon a legitimate request unless a parent, guardian, or adult student has opted-out of provision of this information by returning this Opt-Out Form to the School Office within 14 days of receipt. Directory information will not be provided to any organization for any profit-making purposes. ***If you do not wish to opt-out of any of the above common uses, you do not need to return this form or take any other action.***

Print Name of Student: \_\_\_\_\_

Print Name of Person Signing and State Relationship: \_\_\_\_\_

*Or state if student is an adult and signing on his/her own behalf*

Signature of parent/guardian/adult student: \_\_\_\_\_

Date Received by School: \_\_\_\_\_ Staff Signature: \_\_\_\_\_

### 30 Student, Parent, Teacher, and Principal Compact

#### 30.1 Student Agreement

*I will work to the best of my ability. Therefore, I will strive to do the following:*

- Come to school ready to learn.
- Return my assignments and home activities completed and on time.
- Follow the rules of the school.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place to complete homework.
- Show my school communications and papers to a parent or guardian.
- Attend school regularly and be punctual.
- Have the supplies I need for class.
- Show respect for myself, my school, and other students.
- Always try to work to the best of my ability
- Believe that I CAN LEARN
- Ask for help when I do not understand, or I am not sure what to do

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_

#### 30.2 Parent/Guardian Agreement

*I want and accept the responsibility of helping my child to reach his full potential. Therefore, I will encourage him or her by doing the following:*

- See that my child is punctual and attends school regularly.
- Supply a nourishing breakfast and a healthy lunch and snack each day
- Support the school staff with maintaining proper discipline
- Encourage my child to be respectful of diverse cultures
- Have a time and place for my child to do his/her homework, and I will check the homework for accuracy providing assistance as needed
- Have on-going communication with my child's teacher and school
- Read to my child and let him/her see me reading every day
- Provide a library card for my child and see that he/she gets to the library to check out books
- Encourage my child's efforts to do his or her best.
- Encourage positive attitudes.
- Stay aware of what my child is learning.
- Attend parent-teacher conferences and other school functions.
- Provide volunteer hours to support the school.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### 30.3 Teacher Agreement

*In order to succeed, students must have the opportunity. I am committed to outstanding achievement by my students and will strive to do the following:*

- Provide an environment conducive to learning
- Have high expectations for my students
- Use methods and techniques that work best for the students in my classroom
- Support student learning that encourages students to try for even higher goals
- Maintain open lines of effective communication with my students and their parents
- Involve parents in learning activities in the classroom
- Respect the students, their parents, and the diverse culture of the school
- Show the care and concern that I have for all of my students
- Make efficient and effective use of academic learning time.
- Provide a safe, secure, and caring environment for learning and developing.
- Provide an enriched and challenging curriculum utilizing the school's approved curriculum, aligned to state and national standards.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### 30.4 Principal Agreement

I support high expectations across all programs and activities of the Academy and will do the following:

- Provide a safe, secure, positive atmosphere for learning.
- Provide an environment that allows for open communication among teachers, parents, and students.
- Support school functions.
- I have reviewed the Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and student.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This Compact should be signed at the beginning of each school year: The Compact content should be reviewed annually, at the Title I Review Meeting.*

### 31 Acceptable Use Policy of Technology Resources

#### Acceptable Use Policy of Technology Resources

##### STUDENTS – GRADES PreK - 8

The purpose of this Agreement is to grant access to and define acceptable use of the Academy's technology resources. Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.

In exchange for the use of the Academy's Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the District's Technology Resources is a privilege that may be revoked by the District at any time and for any reason.
- B. You have no expectation of privacy when using the District's Technology Resources. The District reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, personal e-mail and voice-mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. The District also reserves the right to remove any material from the Technology Resources that the District, at its sole discretion, chooses to, including, without limitation, any information that the District determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.
- C. The Technology Resources do not provide you a "public forum". You may not use the Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class project or activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- D. The District's Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you are prohibited and may be grounds for suspension from the Technology Resources and other disciplinary consequences for both you and the person(s) using your account/password.
- E. You may not use the Technology Resources to engage in bullying, which is defined as: Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:
  1. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils,
  2. Adversely affecting the ability of a pupil to participate in, or benefit from, the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
  3. Having an actual and substantial detrimental effect on a pupil's physical or mental health; or
  4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school. Use of other communication/messaging devices (including devices not owned by the District) to engage in bullying may be grounds for discipline under the District's Code of Student Conduct and/or building Student Handbook.
- F. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion.

Misuse includes, but is not limited to:

1. Accessing or attempting to access material that is “harmful to minors.” Material that is “harmful to minors” includes any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
2. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
3. Accessing or attempting to access material that is inappropriate for minors.
4. Bullying (as defined in paragraph E).
5. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
6. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
7. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
8. Unauthorized copying or use of licenses or copyrighted software.
9. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
10. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
11. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
12. Using or soliciting the use of or attempting to use or discover the account information or password of, another user.
13. Attempting to or successfully disabling security features, including technology protection measures required under the Children’s Internet Protection Act (“CIPA”).
14. Misusing equipment or altering system software without permission.
15. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
16. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District’s Code of Conduct and/or building Handbook

- G. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- H. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography; or (3) harmful to minors.
- I. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response, and about appropriate online behavior, including disclosing, disseminating, or using personal information, and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.
- J. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the District's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.
- K. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- L. You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to, or replacement of, the Technology Resources caused by your inappropriate use.

**STUDENT AGREEMENT**

I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider. I also agree to follow all rules in the District’s Code of Conduct and/or building Handbook. Any additional rules, regulations, and policies are available in the Board of Education adopted policies. As a condition of using the Technology Resources, I agree to release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my use or inability to use the Technology Resources. I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of the Technology Resources, including any electronic communications that I send or receive through the Technology Resources

**I have read and understand the Acceptable Use Policy. I agree to adhere to its guidelines.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**PARENT AGREEMENT**

I have read this Agreement and agree that as a condition of my child’s use of the District’s Technology Resources, I release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my child’s use or inability to use the Technology Resources. I also indemnify the District and its board members, agents, and employees, including its Internet Service Provider, for any fees, expenses, or damages incurred as a result of my child’s use, or misuse, of the District’s Technology Resources.

I authorize the District to consent to the sharing of information about my child to website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy Protection Act.

I understand that data my child sends or receives over the District’s Technology Resources is not private. I consent to having the District monitor and inspect my child’s use of the Technology Resources, including any electronic communications that my child sends or receives through the Technology Resources.

I understand and agree that my child will not be able to use the District’s Technology Resources until this Agreement has been signed by both my child and me.

I understand that the Academy will maintain an active list of all websites that are used in the district that collect “personally identifiable student information” in compliance with COPPA (Children’s Online Privacy and Protection Act).

**I have read and understand the Acceptable Use Policy. I agree to adhere to its guidelines.**

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_