



**Student & Family Handbook
and
Student Code of Student Conduct**
(Positive Discipline Support Plan)

"A Partnership in Responsibility"

Battle Creek Montessori Academy (BCMA)
Preschool through 8th Grade
399 N 20th Street
Springfield, MI 49037

Revised July 2023

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1 2023-24 School Calendar

Academic Calendar 2023-2024		
Full Day Schedule - 8:00AM to 3:00PM Early Release Schedule - 8:00AM to 1:00PM Doors open for breakfast at 7:45AM Kid's Club 7:00-7:45AM and 3:15-5:30PM		
Month	Date	Description
August	14th- 25 th	Staff Return - Professional Development (No School for students)
	28th	First day of School - Early Release Day
September	1 st	Labor Day Weekend (No School for students)
	4 th	No School - Labor Day Holiday
	22 nd	Early Release Day
October	20 th	No School - Staff Professional Development (PD)
November	20 th - 21 st	Parent Teacher Conferences (Attendance Days for Students)
	22 nd	Early Release Day
	23 rd - 24 th	No School - Thanksgiving Break
December	1 st	No School - Staff Professional Development (PD)
	4 th	Early Release Day
	22 nd	Early Release Day
	25 th - Jan. 7 th	Winter break
January	8 th	Students Return from Winter Break - Early Release Day
	15 th	No School - Martin Luther King Jr. Day
	19 th	Early Release Day
February	2 nd -23 rd	Re-enrollment
	16 th	No School - Staff Professional Development (PD)
	19 th	No School - Presidents Day
March	Feb. 26 th - 12 th	Open Enrollment

	15th	Early Release Day – Parent Teacher Conferences
	25 th - 29 th	No School – Spring Break
April	12th	Lottery
	12 th	No School – Staff Professional Development (PD)
May	17 th	Early Release Day
	24 th	No School – Memorial Day Weekend
	27 th	No School – Memorial Day
June	12th	Half Day-Last Day of School
Total		181 Days

PLEASE NOTE: If the Academy exceeds 6 days of building closures, additional school days will be added to the calendar beginning June 13, 2024.

2 School Hours and Attendance Calls

The regular daily school schedule **begins at 8:00AM and ends at 3:00PM**. Please call this number to report absences and tardies: 269-339-3308

Drop off may begin at 7:45AM for all students. Students arriving in the classroom after 8:00 AM will be considered tardy. Our morning routine begins promptly at 8:00AM.

3 School Closing Announcements

Notice of school cancellation is given by announcements on several radio and 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: Channel 3 News & Fox 17**

4 Academy Vision Statement

Battle Creek Montessori Academy will be the choice K-8 school in Calhoun County.

5 Academy Mission Statement

Battle Creek Montessori Academy educates students through Montessori methods and character development leading to intellectual curiosity and academic excellence, developing children who are self-reliant, peaceful, embrace diversity and contribute meaningfully to their community.

6 Academy Core Values

Learning

We foster the development of the whole child applying Montessori philosophy through active engagement of each child's innate curiosity and love for learning. We encourage and celebrate both autonomy and collaboration in order to develop skills and solve problems. We prepare for the future through purposeful study, skill development, experiential learning and continual reflection in order to achieve personal growth, academic accomplishment, and intellectual curiosity.

Character

We proudly uphold the values of respect, responsibility, integrity, citizenship, courage, compassion, cooperation, good judgment, and perseverance in even the most difficult situations. We do the right thing, even when no one is looking. We consider the impact of our actions on our community, our country, and our environment.

Community

We develop participatory citizens who see themselves as part of an emerging sustainable world community and whose actions support the values and practices of that community. We instill appreciation and understanding of world cultures, communities and perspectives; thus creating awareness as well as peaceful, compassionate stewards of the planet.

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 Monday of the month at 6:00 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 Board contracts with Choice Schools, LLC to manage and implement all aspects of the educational program in accordance with Board policies.

7.1 Academy Board of Directors

<https://battlecreekmontessori.com/our-story/academy-board/>

7.2 School Administration

David Averill, davidaverill@choiceschools.com (269) 339-3308

7.3 Title IX Coordinator

David Averill, davidaverill@choiceschools.com (269) 339-3308

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

8.1 Philosophy and Method

Our programs are based on the philosophies of Dr. Maria Montessori (1870-1952), world famous educator, physician, and scientist who developed a method of education through research and experiences in Italy at the turn of the 20th century. Many of the reforms, now taken for granted or newly adopted in the public schools in the United States, have been in place for almost 100 years in Montessori schools around the world.

Montessori discovered that individual children would progress at their own pace if placed in an enriched environment that nurtured human development. The school environment is thoughtfully created by the teachers in order to allow the child to follow his/her interests and to develop skills and concepts using concrete, manipulative materials created by Dr. Montessori. As the child masters the skills and concepts, the materials become more abstract.

Teachers give lessons on all the exercises available and carefully sequence the presentations so that every experience builds on the foundation of the previous one. All lessons are given with learning materials suited to the child's interest and developmental levels. Teachers are facilitators, planners, learners, counselors, and friends.

Montessori classrooms generally have three-year age spans. For example, three to six years (primary) and six to nine years (early elementary). This allows the younger child to learn from the older child. Each student benefits from the example of the older students and he/she will one day be the "teacher", setting examples for others to follow. A lesson is perfected when a student is able to give that lesson to another. Mixed age groupings encourage a sense of family and community. A bond between the children develops naturally through grace and courtesy and can be seen in mutual caring and respect.

Children are gifted with special powers of learning. They are like sponges absorbing the world around them in a way quite different from adults. This power to absorb knowledge gives children the energy to teach themselves. Education then is a process, which naturally develops in the human being, not something the teacher does! Children are gifted by nature to exercise the skills they see practiced around them. The Academy intends to foster and follow this great gift of childhood.

"In the special environment prepared for them in our schools, the children themselves found a sentence that expressed the inner need: "Help me to do it myself!"

~Maria Montessori

The goal of the Academy is to introduce children to experiences which:

- Provide a warm and loving environment in which each child feels secure, respected, and loved
- Support and encourage the growth and development of the whole child
- Develop social skills, emotional growth, physical coordination, as well as cognitive preparation
- Help build self-confidence, self-esteem, and motivation
- Foster the natural desire to learn
- Develop freedom within limits
- Develop and refine each child's sensory motor skills
- Lengthen each child's attention span
- Enable each child to move smoothly and purposefully
- Encourage the development of creativity in each child
- Provide a framework of discipline through which each child can develop self-discipline and personal strength
- Provide an environment with safe limits in which each child can become an active explorer and learner
- Provide opportunities for each child to develop social grace and courtesy
- Develop skills in observation, questioning, and listening
- Promote order, coordination, concentration, and independence
- Refine and develop each child's physical and mental capabilities and interests as they expand
- Help develop respect for themselves, for others, and for their environment
- To encourage a positive attitude toward school and learning
- To encourage concentration and positive learning habits
- To allow the child to progress at their own pace and rhythm by trusting their intuitive nature
- To develop competent critical thinkers who discover that learning is for life

8.2 The Montessori Curriculum

8.2.1 Preschool

Children four years of age enjoy exploring in a beautifully prepared environment scaled to their size. There are exercises of practical life, sensorial, language, math, and cultural studies (geography, science, music, and art). Children are shown precisely how to handle and use the Montessori materials. The self-correcting quality of the work enables each child to gain greater confidence and perfection through his choice and repetition. Children gain a sense of independence as they take an active role in the classroom environment. For a child to enroll in our preschool class, he/she MUST be completely toilet trained, no exceptions.

8.2.2 Kindergarten

Revised July 2023

The kindergarten environment is designed to provide the children an opportunity to build upon the skills they have attained in the preschool classroom. As an individualized program, the children are given daily lessons in the language and math areas with the freedom to choose activities in geography, history, science (botany, zoology), sensorial, and practical life areas. Each area of the classroom is interconnected and provides several opportunities for the children to observe and explore the world around them. It is through the continued use of the Montessori apparatus that the children refine and master skills essential for a lifetime of learning. The kindergarten curriculum inspires children to develop inner discipline, self-assurance, and a love of learning.

8.2.3 Lower Elementary

Freedom of movement, open work areas, and uninterrupted blocks of time for individual and group projects help to support the five to nine-year-old student's drive toward autonomy. Students are guided through a rich and challenging curriculum as they continue to work both individually and in small groups. The program permits a variety of approaches using colorful manipulatives that make sense of abstract principles. The subject matter includes math, reading, grammar, sentence analysis, penmanship, spelling, creative writing, geography, history, general science, botany, zoology, and art.

8.2.4 Upper Elementary

The upper elementary curriculum is built upon the foundation laid in the primary and lower elementary classrooms. New materials are introduced as the child moves from concrete to abstract thinking. The curriculum is integrated, individualized, academically challenging, and meets the developmental needs of each child, intellectually, socially, physically, and emotionally. The students experience individual, small, and large group lessons, and projects. Subject areas include: Language Arts (penmanship, spelling, grammar, reading, study of words, creative writing, sentence analysis, and diagramming of sentences), Math (arithmetic, geometry, and algebra), Geography (physical, political, and economical), History & Science (botany, human anatomy, zoology, astronomy, chemistry, and physics) and Practical Life (cooking, sewing, cleaning, and community service). Children build timelines, record science experiments, research and present written reports and projects, and learn computer skills. Field trips that relate to areas of study are scheduled to enhance the child's learning experience. Organizational skills and independence are developed through the use of classroom work plans, homework planners, and weekly schedules. Class meetings encourage cooperative efforts as questions of right and wrong lead to discussions on fairness, rules, and procedures. Also, literature circles serve as a venue for discussions about character development, responsibility, and accountability in our personal lives.

8.2.5 Middle School

The middle school curriculum is built upon the Montessori foundation laid in the prior levels and takes the ideals of movement, choice, intrinsic motivation, and collaborative group learning to the next level for secondary abstract learners. The curriculum is integrated, individualized, academically challenging, and meets the developmental needs of each child,

intellectually, socially, physically, and emotionally.

Subject areas include Language Arts (grammar, reading, study of words, creative and expository writing, grammar, vocabulary, and etymology), Math (arithmetic, geometry, and algebra), Geography (physical, political, and economical), Social (world and history), Natural World (life science, physical science, earth science, and chemistry) and Practical Life (economics and business, sewing, health and nutrition, and community service). Students build timelines, experience hands-on learning, research and present written reports and projects weekly, and enhance technology and social skills. Related immersion activities and trips complement the curriculum.

Additionally, to support adolescents in their personal world during this time of change, students work and reflect daily to develop and define their identity. Organizational skills, personal accountability, and independence are developed through the use of daily, weekly, and cycle-long management and communication tools. Daily morning meetings encourage citizenship, a necessary sense of fun, grace, courtesy, as well as, providing the integral social needs of the adolescent learner.

Montessori reminds us of these important tendencies at the elementary

age: ● The child's mind moves from the concrete to abstract reasoning.

- The child develops a moral sense.
- Children are fascinated with the grandeur of the world at large. They have continual drive to explore our natural and social environment.

8.3 Multi-age Grouping

A Montessori classroom is a mixed age group of students who stay with the same teacher for several years. They become a unique "family" of learners. Every child is given opportunities to find success in his or her own personal development. This grouping leads to peer tutoring and cooperative learning. Some of the benefits include:

- Continuous learning
- Respect for the individual child
- Family unit
- Cooperative social interaction
- Cross age learning
- Mentoring/leadership
- Several years with the same teacher

Montessori students are unusually adaptable. Since they have learned to make decisions from an early age, they are usually problem solvers who can manage time well and make appropriate choices. They have been encouraged to exchange ideas. Their good communications skills ease the way in new settings.

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, and to have proper instructional materials with them. Teachers will provide parents with a list of supplies needed for each class. Should a student's parents have financial difficulties preventing them from acquiring the list of supplies, they should identify themselves to the School Leader, who may be able to help in this regard.

9.1 Report Cards/Conferences/Progress Reports

At the end of the first and second grading periods, parents must meet with the child's teacher to receive a progress report on the child's academic, behavioral, and citizenship progress. Parents must sign the report card at the conference and will receive a copy. 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.

Academic reports for all students are distributed in November, March, and June. Every teacher will arrange at least one planned conference with each child's parent(s)/guardian per year. It is understood that educators shall, if necessary, arrange additional conferences with parents. Conferences with educators must be scheduled during non-instructional time, with the exception of Fall Conference dates. Please see Academic Calendar for Fall conference dates.

9.2 Retention

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 the school staff. If a teacher suggests retention, summer school will be mandatory. Summer school will stress academic content (Math/ELA).

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.

9.3 Portfolios

Your child's teacher will work with your child to compile a portfolio of his or her work throughout the year in all academic and interest areas. The portfolio will provide a documented record of your child's developing knowledge base, skills, and work quality.

9.4 Character Choices: Character Education Program

The Academy is committed to the development of children becoming responsible citizens. We work to build a strong, supportive community of learners in each classroom. Communication skills, conflict resolution, grace and courtesy, team building activities and character education are a vital part of our curriculum.

9.5 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. Students who do not return a permission slip will not be allowed on the field trip. Teachers work to schedule field trips that are relevant to the school curriculum. The minimum guidelines for the supervision of field trips will be determined by the School Leader prior to field trip. Student/adult ratios may vary with the nature of the field trip.

Suspensions, and/or expulsions are levels of consequences that are administered to students who demonstrate disobedient, disruptive, violent, disrespectful, threatening, 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. This decision will be made by the School Leader. The Code of Student Conduct clearly spells out the responsibilities of parents and students, appropriate and inappropriate behaviors, and consequences for unacceptable behaviors.

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 Principal. Parents will always be given prior notice of field trips. The student who is not going on the field trip is to attend school. The student will be provided alternative learning opportunities at school during the school day.

9.6 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. 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.

9.7 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 or Section 504 plan. The Academy embraces the instructional practice known as inclusion. When a child's plan 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 (ISD). The ISD 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. If appropriate, your child's teacher will consult with a Teacher Support Team for suggestions on classroom and instructional modifications. For further information on all special education services and programming, contact the Principal.

9.8 Homework

Homework is an integral part of a child's education and is determined by the classroom teacher. 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. Helping students with their homework shows you are interested in their education. A request for homework for a child that is ill should be made the first morning the child is absent. This will allow time for the educator to organize the materials. Homework may be picked up in the office the following school day morning.

9.9 Fundraising

Students may solicit only for Academy-sponsored activities. The School Leader must approve fundraisers in writing prior to announcement of fundraising activities, placing orders, or making commitments. Academy students are prohibited by Board Policy from house-to-house 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. Fundraising activities will not be permitted if they interfere with the School's educational program on nutrition.

9.11 Before and After School Care (Kids Club)

The Academy reserves the right to exercise immediate withdrawal of any student or individual if it is deemed that such person(s) fails to abide by the rules established for the program. A student may be withdrawn from the program if fees are not paid. Written notice will be sent to parent/guardian explaining reasons for withdrawal. Kids Club Handbook will be provided to all participants of the program.

10 Dress Code Policy

At this time, BCMA does not require uniforms. BCMA does enforce the following policy for appropriate dress and grooming:

- General Attire must cover from one armpit across to the next armpit, down to approximately 3-4 inches in length down the upper thigh. Tops must have shoulder straps two inches wide.
- Rips or tears in clothing should be less than 3 to 4 inches in length.
- All students are required to wear indoor shoes in the classroom. Crocs, new alternative shoes that are meant only for indoors, house shoes etc. In accordance with the Montessori philosophy, character slippers are not permitted. Students will leave their school shoes at school, they should wear a separate pair to school, please label your child's shoes.
- Hair should be clean and maintained. Natural hair, including braids, afros, twists, and locs, are welcome.
- Additional Guidelines: Hats and hair coverings, hoodies worn on the head, visors, sunglasses,

purses and other personal items are not to be worn during the school day.

- The Principal has discretion in enforcing the dress code policy.
- Students in violation of the dress code policy will receive a call home and have the correct items brought to school. Repeated violations may result in disciplinary action.
- Hair should be clean and maintained. Natural hair, including braids, afros, twists, and locks, are welcome.

11 Parents

The Academy relies on parents 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.** Parents are children's first and most effective teachers and are encouraged to become active partners with their children's teachers. Research clearly reports that a student's success is closely tied to a significant adult in his or her life.

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 background check returned. 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 will be asked to attend an orientation meeting before working in a classroom with children. All volunteers must be clearly identified with a badge or lanyard. All volunteers will be under the supervision of the classroom teacher. Volunteers shall be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Volunteer activities include responsibilities such as being tutors, mentors, classroom assistants, 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 are expected to follow the instructions given by the teacher at all times. Volunteers must focus on student safety and are discouraged from activities such as 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 Principal.

11.2 Parent Education Meetings

Parent education evenings may be scheduled throughout the year. Different topics will be discussed to give you the opportunity to learn more about the Academy.

11.3 Partnership in Responsibility

The Code of Student Conduct is titled *“Partnership in Responsibility”* in anticipation of parents, students, teachers, administration, support staff, and 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. You are encouraged to embrace the partnership philosophy and translate it into action.

11.4 Parents’ Rights and Responsibilities

Parents 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 upon availability;
- To be informed about serious misbehavior on the part of their own child;
- To be regularly informed of school activities.

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

- Keeping their child’s records 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 the administrators or teachers 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.

11.5 Helping Your Child Learn

There is no more powerful teacher in a child’s life than their parent or guardian. Establishing routines that safeguard children from worry and stress so that they can learn and grow is essential. As your student’s guardian, you can help your child learn if you:

- Start each day with a calm beginning.
- Make sure your child is well rested with at least 9-12 hours of sleep each night.
- Encourage your child to have a healthy breakfast and lunch.
- Laugh and talk with your child about school experiences – listen attentively.
- Stress 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. BCMA will utilize a Friday Take Home Folder that we will provide to each student. It is the parents' responsibility to maintain this folder in good condition and return it on Monday mornings.
- Read each day to your child. Encourage reading for pleasure and utilize the public library regularly.
- Stress organization of your child's belongings. Please call the office or check in to look in the school Lost and Found for missing items. The school will donate items left longer than 30 days in the main office.
- Encourage independence in your child by showing him/her what he/she can do by himself/herself.
- 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 their sixteenth birthday.

12.2 Attendance

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. When they are not in school, students also 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. Make up work should be completed within three days of return to school for short-term absence of 1-2 days and within five days of return for absence of 3-5 days as agreed upon with the classroom teacher. 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 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 Principal to be on school grounds. Visitors who are not known by the school secretary or the Principal will be required to present a form of official identification, for example, 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 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.

Unauthorized persons must not loiter in the school use area. Any person who comes into the school area and does not properly sign in at the office, or who becomes disruptive, 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 for action.

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 disrupts 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.

12.6 Early Dismissal Requests

Your student may need to leave school during the school day. The parent is to receive approval of the Principal 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 Principal of any limitations. Excessive early dismissals will be viewed similarly to tardies. Students will not be released for early dismissal between 2:45-3:00 PM to ensure safe dismissal procedures for all students.

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 Principal 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

Most emergencies involve the weather. 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 use 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—verbal or hand signal—by the Principal or school secretary.

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 parents or designated adult 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, our automated contact system to reach parents/guardians for weather or building-related emergencies.

12.13 Academic Interventions

Students who are not on grade level will be given opportunities for in school during the school year and for summer school to make sure they satisfy promotion requirements. Parents will be notified when their child is receiving interventions to establish support at home.

12.14 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.

13 Meals

A daily breakfast and lunch program is offered to all students at the Academy from an outside food service or an on-site kitchen, free for all families. Menus are available. Students may also bring their own breakfast, lunch and snacks from home, but all students are welcome to school meals. **Students are not permitted to purchase or receive meals from an outside food service. No Door Dash or Fast Food will be permitted.** We will inform you on the process for ordering. 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.

Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children should be encouraged to help pack their own lunch using food from the

four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well-being. We offer the following suggestions as a helpful guideline for packing your child's breakfast, lunch and snacks:

- Please pack a nutritious lunch which your child likes and will eat. This should include main course, drink, snack, and healthy dessert (whole grain muffin, fruit, yogurt).
- We strongly suggest white milk, pure fruit juice or water as a beverage. Pop and high sugar energy drinks may not be sent to school.
- Offer a variety of dips and spreads for raw veggies, cheese spread for crackers or bread sticks. Children enjoy handling food.
- Keep sandwiches interesting by varying bread: white, wheat, pita, buns, bagels, and muffins. Try cutting sandwiches into interesting shapes.
- Try raw cucumbers, celery, cherry tomatoes, carrots, or green peppers.
- Try fresh, canned, or dried fruit: apples, bananas, plums, oranges, melon, berries, pineapple, raisins, apricots, fruit cocktail, etc.
- Please include napkins, silverware, paper plate, etc., daily.
- Use containers with tight lids so that leftovers can be sent home. This is your best judge to know if you are packing too much or sending items your child does not like.

Your child's name should appear on the inside and outside of their lunch box and thermos. All containers and utensils should be included and labeled. A cold pack should be put in the lunch box to keep items cold and healthy until eating time.

All suggestions are to benefit your child's health and safety, ensuring an enjoyable dining experience for everyone.

14 Snacks

- Please respect any notices regarding food allergies that are posted by your child's teacher. Some of our classrooms may be peanut or nut free. Communication from your child's teacher will be made if this affects your child's classroom.
- 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. For your child's safety, please provide your child's daily snack.

1.2 Birthday Snacks

In the Montessori classroom, we have a wonderful tradition of celebrating the child's birthday. This celebration is called "Walk Around the Sun" or "Timeline of Life." The Walk Around the Sun/Timeline of Life allows us to focus attention on their growth and development while giving your child a sensorial impression of how time has passed since their birth.

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You and your child will share a birth picture and one picture from each year of their life and mount each picture on a special card/board. Older students will write one sentence about each picture. On the day of your child's birthday celebration, the timeline will be displayed so other students can look at it throughout the day. The actual celebration usually takes place near the end of the day.

Should you choose to provide a special snack on your child's birthday, please speak to your child's teacher to ensure the birthday treats are consistent with our school's nutrition policy. Some examples in lieu of cupcakes, brownies, or other high sugar treats are fruit kabobs, muffins, fruit juice bars, healthy popsicles, fruit salad, popcorn, crackers and cheese, whatever is your child's favorite healthy snack. High sugar foods will not be shared with the group. **Parties, balloons, sweets, and favors are reserved for out of school celebrations.**

15 Phone 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 powered on, or in view, at any time during school hours. If these devices are powered on, or in view, they will be confiscated until the end of the day. The student may pick it up after it is confiscated after the first offense. A second offense will necessitate a parent picks up the device from the main office. The third offense will require a parent meeting to retrieve the device from the Principal. Further offenses will be considered a violation of the Code of Conduct and subject to disciplinary action, which may include developing an individualized plan to address the recurring behavior or discipline up to and including expulsion.

Personal Communication Devices (PCDs)

Personal communication devices (PCDs), including cell phones, shall not be powered on (not on vibrate/silent mode), or in view, at any time during school hours. Smart watches must be on airplane mode only during the entire school day. If these devices are powered on, or in view, they will be confiscated, logged, a call made to home, and securely held until the end of the school day, at which point it can be collected by the student. 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.

Except authorized by a teacher, administrator, or IEP team, students are prohibited from using PCDs

during the school day to capture, record and/or transmit the words or sounds (i.e., audio) sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Students who violate the privacy rights of another person may have the PCD confiscated and held until a parent/guardian picks it up and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity the confiscated PCD may be turned over to law enforcement. Such violations may be subject to disciplinary action by the school.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, political beliefs or any protected characteristic; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

For more detail on the school's PCD policy, please see the Board of Directors' Policy #5136.

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 MCL 324.8316. 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.

The Principal is responsible for pesticide application procedures.

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

17 Transportation

Parents are responsible for transportation of their children to and from school. Parents dropping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the parking area. BCMA does offer bus transportation and has a sign up procedure. Please contact the main office for information about the school bus. The 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. 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.

18 Verbal 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.

19 Channels of Communication

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 Principal. The Principal has primary responsibility for management of the school. The communications "chain of command" is the following:

1. Teacher
2. Principal
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 Principal. Prescribed situations are listed in the Code of Student Conduct.

Classroom Teacher: Child's Progress School, Classroom Activities, Classroom Assistance, Class Procedures, Daily Scheduling, Field Trips

Principal: Parent Education, Academic Policy, Admissions, Facilities, Legal Matters

Office Staff: Registration, Absence Calls, Billing/Accounts, Donations

20 Academy Newsletter

The Academy will periodically distribute a newsletter or bulletin. The newsletter contains information about school activities and programs as well as an updated calendar for the month.

21 Medications/Immunizations

Students are not allowed to keep any type of medication in their possession during school hours. All medication must 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 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 office staff or Principal will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult. Please keep in mind the following guidelines:

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 address, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the learning environment educator or the front office.
4. ALL medication will be locked up in the learning environment 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 are on record at the school and provided the Principal 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.

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 an appropriate, 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. Documents accepted as proof of immunization include:

- a. an official record from any school;
- b. a record from any public health department; or
- c. a certificate signed by a licensed physician.

21.1 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.
- 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 child's classroom teacher or office staff. 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 according to County Health Department. 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.

21.2 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.

21.3 Insurance

Parents are encouraged to be sure their child has medical insurance. If the child does not have medical insurance and the parent wants insurance for the child, the parent is encouraged to notify the Principal so they can work together to attempt to secure insurance for the child.

22 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 large amounts of money to school.

Electronic Equipment: Cellular phones, or other personal electronic devices, not school related, shall not be turned on at any time during school hours. If these devices are found to be powered on or in view, they will be confiscated until the end of the day. Please see Telephone Usage and Cell Phone Policy.

23 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.

24 Behavioral Expectations

24.1 School Wide Behavior

Students 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. All students should be included in all activities and made to feel welcome in all activities of the Academy. Please note that the Principal or Substitute Principal has the discretion to determine if a student's behavior warrants disciplinary action. Teachers work to facilitate internal discipline within

each child. Staff members work as coaches for children, helping them to make good decisions and reflect on poor decisions in order to determine a better choice next time.

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, interfere with learning. Bullying will not be tolerated in the classroom or on school grounds and is considered intimidation and if severe enough “assault” And/or battery. 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.

24.2 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 the Principal, or other designated team member is confident the student is ready to return to class as a responsible participant. A conference with parents and the Principal 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 the Principal. The Code of Conduct explains discipline procedures, including suspensions and appeals. If there is insignificant improvement in the child's behavior, the parent may be scheduled to spend a day with his/her child to observe the classroom dynamics.

24.3 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, threatening 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.

24.4 Playground Behavior

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. Recess time is supervised by a classroom teacher who is responsible for student safety. Equipment appropriate for use at recess time is available through classroom teachers. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students. This equipment should also be labeled with your student's name. 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 are subject to disciplinary action which may include loss of recess time. 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.

The Code of Conduct is effective during recess or playtime, as it is in all academy spaces, during academy programs and at field trips, among other times.

While on the playground, students are expected to:

- Follow the Code of Conduct
- 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 Principal is authorized to make judgments on these items.)

24.5 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.

24.6 Tobacco/Smoke Free School Zone

The use or possession of any tobacco products and E-Cigarettes (vapes), 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.

24.7 Drug and Alcohol Use

The use and/or possession of drugs (whether prescription or nonprescription) 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 Principal for long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the Principal and possibly the Board of Directors. The police will be notified, and the student may be liable for arrest and prosecution.

24.8 Possession of Weapons

The Board prohibits students from possessing, storing, making, or using a weapon (or lookalike weapon) in any setting under the control and supervision of the Academy for the purpose of school activities approved and authorized by the Academy, including, but not limited to, property leased, owned, or contracted for by the Academy, a school-sponsored event, including athletic events, or in a school vehicle.

The term weapon includes any object capable of inflicting bodily harm or property damage or endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), that will expel a BB, pellet, or paintballs, knives, razors, boxcutters, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

This policy shall also encompass such actions as look-alike items, items that may be used as a weapon, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

The Educational Service Provider will refer any student who violates this policy to the student's parents or guardians and to the criminal justice system. The student may also be subject to disciplinary action up to, and including, expulsion.

24.9 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 part of the Student Code of Conduct contained in this Handbook. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying and cyber-bullying activities and report incidents observed at school.

24.10 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, weight or other protected characteristic 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 Principal, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

24.11 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.

UNDERSTANDING SEXUAL HARASSMENT:

Students can be victims of sexual harassment by either a staff member or another student. Essentially, any sexual behavior or speech, whether in person or through electronic devices, that is unwelcome falls within the definition of sexual harassment that is prohibited by the School. Michigan law places certain additional requirements on a finding of unlawful sexual harassment, so any report of sexual harassment will be investigated by the School to determine an appropriate response to protect the

victim.

Most sexual harassment falls into one of the following categories:

Quid Pro Quo- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct

Sexual Assault, dating violence, domestic violence, or stalking

Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity "reasonable person" standard

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.

NOTE: 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. Taking this step can often end future unwelcome conduct. If you are unsuccessful at this approach or are too uncomfortable to talk with the harasser about it, then the School encourages you to follow the complaint procedures outlined below.

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 Principal 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:

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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 Principal, 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. 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 Grievance Officer.
2. Upon receipt of the written complaint, the Grievance Officer will investigate the matter. The complaint should be as specific as possible, including names, dates, times, places, witnesses, and specific words or action 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. PLEASE NOTE: If a formal complaint is filed, the School cannot protect the confidentiality of the victim/complainant. Federal law requires the School to tell the harasser/respondent of the complaints and the person making them.
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 Grievance Officer will then meet with the alleged harasser, hear the harasser's account of the situation, present the victim's letter, and discuss the matter.
 - a) Where appropriate in the opinion of the Grievance Officer, a meeting will be held between the alleged victim and the alleged harasser to clarify the facts and to attempt to mediate a resolution.
 - b) The Grievance Officer may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the Grievance Officer 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 Grievance Officer will report the facts of the alleged harassment and will determine if these facts constitute harassment. The Grievance Officer will recommend to the Board of Directors appropriate action, which could include disciplinary action up to and

including removal from the School and/or 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 Grievance Officer 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 Principal'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

24.12 Risk Assessment

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. If you have any questions regarding our risk or suicide assessment process, please contact the School Leader at 269.339.3308.

25 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 with respect to suspensions, expulsion, and other such decisions requiring due process.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The reasonable right to privacy, which includes privacy in respect to the school's records. Searches will be discussed in the Code of Conduct.

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.

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;
- To receive nurturing care from staff members.

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.

25.1 Child Abuse or Neglect

Michigan State law requires the school and all personnel assigned to the school who are classified as Mandatory Reporters to report any suspected 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.

25.2 Interrogations and Searches

Searches by Staff

The right to inspect students' cubbies, 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.

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 try 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, Principal or designee will be present while the student is being questioned. If a school representative cannot be present, the questioning at school will be delayed until a school representative can be present.
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 and to be present, if that is their desire.
3. If custody and/or arrest is/are involved, the Principal will request that the law enforcement officials observe all procedural safeguards, as prescribed by law.

25.3 Summary of Regulations Pertaining to Student Records

A parent has the right to inspect all portions of the student Education 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.

25.4 Amendment of Record

The parent and student have a right to request that information in the Education Records be amended or deleted. The parent and student have a right to a conference, and the Principal 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.

25.5 Confidentiality of Records

With some exceptions (see below), 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.

25.6 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 Principal 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:

A. 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.

B. 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.

C. 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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26. Code of Student Conduct

Student Code of Student Conduct

Revised July 2023

“A Partnership in Responsibility”

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.

Each individual 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, intellectual ability or other protected characteristic. 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.

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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.

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 appropriate 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 normally be progressive, corrective, and preventive.
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 negative 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 that 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 or weapon look-alike on school property, on the way to and from school, or at any school-sponsored event.
5. Report to the Principal or his/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, intellectual ability or other protected characteristic.
2. Take advantage of the educational opportunities offered by the school.
3. Complete all assigned work, study, and reading.
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 appropriate 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 disruptive, 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 dress 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, intellectual ability or other protected characteristics.
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 Revised 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 disruptive, 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.

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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 the 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 disrupt meaningful instruction.
2. Encourage students to express themselves appropriately and respectfully.
3. Do not use language that is disruptive obscene, slanderous, racist or sexist.
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 appropriately 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 disruptive, 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

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

Principals, 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.

Excused absences may be granted for the following reasons:

- a. Illness of the student. The Principal may require a doctor's statement. A doctor's statement of illness must be presented if a student is absent more than three consecutive days or more than ten absences during a semester.
- b. Illness in the immediate family, which requires absence of the student from school.
- c. Death in the immediate family (should not exceed five days).
- d. Recovery from an accident.
- e. Required court appearance. Parents are asked to notify the school in advance.
- f. Professional appointments. Parents need to notify the school in advance of the appointment and are encouraged to have the child return to school after the appointment.
- g. Religious holidays regularly observed by persons of the student's faith, provided the parent has given written notice in advance of the absence.
- h. Absences for other reasons as approved by the Principal upon request of the parent.

Upon return to school, a student is to check with his or her teacher(s) to schedule make-up work.

When a student accumulates 12 absences, the parents will attend a mandatory meeting with the Principal. This meeting will determine the course of action that will be taken, which may include the development of an attendance contract, an absenteeism report submitted to the

truancy officer, possible withdrawal from the school, and possible petition to the juvenile court. If the family chooses not to participate in the meeting, or the student does not uphold the attendance contract, an absenteeism report will be submitted to the county truancy officer. Students who are chronically absent may be recommended for retention.

When a student accumulates 5 absences a warning letter will be sent home and a call from the school office will be made to the parent. If a student accumulates 10 absences and/or 10 % of total school days absent, the parents must attend a mandatory meeting with the Principal. This meeting will determine the course of action that will be taken, which may include the development of an attendance contract, an absenteeism report submitted to the truancy officer, possible withdrawal from the school, and possible petition to the juvenile court. If the family chooses not to participate in the meeting, or the student does not uphold the attendance contract, an absenteeism report will be submitted to the county truancy officer. Students who are chronically absent may be recommended for retention.

When a student is absent from school for ten consecutive days without knowledge of the Principal, the parent/guardian will be reported to the truancy officer of the intermediate school district and other state and local agencies. The Principal will attempt to contact the student's parent/caretaker during the period of consecutive absences.

Student Arrival and Dismissal

Arrival and dismissal of students will be supervised by staff 15 minutes before school starts and 30 minutes after school dismisses. Parents may circle through the parking lot and drop-off their children at the entrance of the school; children should proceed to their designated area with their teacher. If you need to enter the building, you may park in the designated parking area. 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 Principal 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 the school day begins for all students. 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 Principal, 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 6 unexcused tardies, an attendance intervention plan will be developed with the student, parent, and Principal. 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 Principal

Early Dismissal

The student may need to leave school during the school day. The parent is to receive approval of the Principal 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 Principal. In child custody situations, the custodial parent must properly inform the Principal of any limitations. Michigan law calls for students to receive 1,098 hours of instruction.

Expressions and Limitations

Students may exercise the right to appropriate 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:

1. 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.
2. 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.
3. 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.
4. Material that is obscene.
5. 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

In order to distribute any materials on Academy property, individuals or organizations must follow these guidelines to ensure a smooth process:

Submission of Material: Submit a copy of the material to the School Leader and Educational Service Provider at least seven days in advance of the intended distribution.

Required Information: Include the following information with the submitted material:

- A. Name of the person or organization requesting distribution.
- B. Date(s) and time(s) for the intended distribution.
- C. Specific location for material distribution.
- D. Grade(s) of students the material is intended for, along with evidence that shows how the material is appropriate and relevant to the educational program and academy-sponsored activities.
- E. Method by which the material will be distributed.

Approval Process: The School Leader has the authority to approve or deny the distribution of the material. Denial may occur if the distribution violates specific Board Policies (5722, 8800, 9700) or any of the outlined criteria. The School Leader can also restrict distribution based on time, place, and manner.

Revision and Resubmission: If the material is denied, the submitting person or organization can revise the content and resubmit it to the Area Superintendent for reconsideration.

No Implication of Agreement: It's important to note that permission to distribute or display material doesn't indicate agreement with the content by the Academy's administration, School Leader, or Board.

Following these guidelines will help ensure that material distribution on Academy property aligns with policies and maintains the educational focus of the institution.

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.

The Principal may also, to the full extent permitted by law and Board Policies, search students and seize their personal effects. Electronic devices may also be seized, subject to the requirements of applicable law.

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 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 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 outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

When appropriate, 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 or dangerous weapon (as defined therein), 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 consider expelling a student who engages in physical assault against a school employee or volunteer permanently from the school.

The removal for violations 1-3 is be a permanent expulsion from all Michigan schools and school districts.

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 much like our academic Accelerated Learning Plans. 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 (use possession or distribution, including drug paraphernalia)
5. Arson or attempted arson.
6. Assault (or attempted assault) and Battery
7. Bullying /Cyber-bullying
8. Cheating/Academic Misconduct.
9. Criminal sexual conduct.
10. Defacement of Property
11. Destruction of Property
12. Disorderly Conduct.
13. Extortion.
14. Failure to Serve Assigned Detention.
15. False Fire Alarm or Bomb Threat.
16. False Identification;
17. Felony.
18. Fighting.
19. Fireworks.
20. Forgery.
21. Fraud
22. Gambling.
23. Gang Activity.
24. Harassment/Intimidation
25. Hazing
26. Improper, Negligent, or Reckless Operation of a Motor Vehicle
27. Insubordination/Unruly Conduct
28. Interference with School Authorities
29. Public Display of Affection
30. Leaving school without Permission
31. Loitering

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, including physical or verbal assault, possession of a firearm, and commission of arson or criminal sexual conduct.

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 (mandatory expulsion).
3. Assault and/or battery of an employee or student.
4. Criminal sexual conduct (mandatory expulsion).
4. Possession, use, or sale of a firearm or dangerous weapon (mandatory expulsion).
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.

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. The 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 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/or 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 the 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 and Behavior Support Team.
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 Superintendent).
14. Recommendation for long-term suspension (more than ten days) with approval of the Superintendent and Board of Directors.
15. Recommendation for expulsion with approval of the Superintendent.

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. Student failure to attend school responsibly (absences, tardies, and not responsible).
2. Student discipline problems.
 - a. Bringing community issues to school and trying to solve them at school in a manner that is disruptive of education at the school.
 - b. Students reluctant to take responsibility for their own improper or disruptive actions.
 - c. Students talking back to teachers.
 - d. Rude, disrespectful behavior that escalates into overly aggressive behavior.
 - e. Not following teacher directions.
 - f. Leaving classroom without teacher's permission.
 - g. Lying about situations.
 - h. Students not following the Code of Conduct.

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 Principal can suspend a student for up to five days and for up to ten days with the approval of the Principal's supervisor. A suspension over 10 days for a single behavior incident needs school board approval.

The School Leader shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so that the student has a full opportunity to state why s/he should not be suspended. This hearing shall be an informal one in which the student is given a chance to respond to the charges and present any witnesses. The student's parents may be informed of the charges and the hearing if the School Leader so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible if an emergency prohibits an immediate hearing.

Unless the student is an immediate threat to the safety of the academy, s/he should remain in the academy until class is dismissed for the day. If the situation indicates that the student should be removed from the premises, the School Leader shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain in a designated location until the Academy is dismissed.

The School Leader may forego the previous provision in the event of mass violations of academy rules or where it is not possible to keep the student(s) on academy grounds and restore order or protect people on academy property. In such an emergency

situation, the School Leader shall contact law enforcement, the crisis committee and the Educational Service Provider.

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.

Long-term suspension of more than ten days and expulsion occur when the Board of Directors or 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. Reinstatement processes are outlined in Board Policy

- **Long-Term:** A student can be suspended for more than ten (10) days but less than sixty (60) days 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. While a student's individual situation will be considered, the decision must reflect what is best for all students and staff.

Procedures for long term suspension are contained in Administrative Guideline 5610, page 4.

- **Expulsion:** A student can be expelled only by action of the Board of Directors. 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 out-of-school suspension or is recommended for long-term suspension or expulsion.

Procedures for expulsion are contained in Administrative Guideline 5610, page 4.

The written 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.

This notice should be sent to the student's parent(s) on the day of the infraction.

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

1. the rule(s) alleged to have been violated;
2. the charges against the student;
3. approximate date of the violation;
4. the time and place for the hearing;
5. a statement of the student's and parents' prehearing rights:
 - a. to review the written statements about the alleged misconduct,
 - b. to review the student's records, and
 - c. to request a delay in the hearing of up to 10 school days.
6. the length of time the administration is recommending the student be denied enrollment;
7. a statement of the student's hearing rights to:
 - a. counsel at the cost of the student's parent or guardian;
 - b. a translator;
 - c. appear in his/her own behalf and for parents or guardians to appear;
 - d. produce witnesses and present evidence on his/her behalf;

The Board of Directors must conduct the hearing in compliance with the Open Meetings Act.

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 information that supports 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.

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 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.

The 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, expulsion of a student with disabilities, or exclusion from the educational environment for more than 45 days or a pattern of removal or exclusion, he or she shall refer the matter to the I.E.P.C. and 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 manifestation

determination using appropriate processes and of the long-term suspension/expulsion

hearing using the processes outlined herein.

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.

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

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.

- Anything that interferes with learning will not be permitted.
- 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 cannot portray profane, obscene, vulgar, or racist language or 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.
- Do not use profanity or obscenity in language, gestures, and clothing.

- 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 IS NOT ACCEPTABLE.
- Personal and school property must be respected and cared for by everybody.
 - Do not damage or destroy school property.
 - Do not damage the property of others.
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

26 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 parent 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 student.

Teacher Signature: _____ Date: _____

Print Name: _____

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.

27 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: _____

27.1 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 <u>accounts.</u>

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: _____

Staff Signature: _____

Date Received by School: _____

28 Student, Parent, Teacher, and Principal Compact

28.1 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:

Signature: Date:

Signature: Date:

28.2 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:

Signature: Date:

Signature: Date:

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28.3 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:

Signature: Date:

Signature: Date:

28.4 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:

Signature: Date:

Signature: Date:

This Compact should be signed 3 times throughout the school year: at the beginning of the year, and at both parent teacher conferences. The Compact content should be reviewed annually, at the April Title I Review Meeting, where changes may be made.

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