



Creative
Montessori
Academy

Family & Student Handbook ————— & ————— **Code of Student Conduct**

Positive Discipline Support Plan

—————
“A Partnership in Responsibility”
—————

Creative Montessori Academy
12701 McCann Street
Southgate, MI 48195
734-284-5600
www.creative-montessori.com

Table of Contents

1	School Hours and Attendance Calls	8
2	School Closing Announcements	8
3	Academy Vision Statement	8
4	Academy Mission Statement	8
5	Academy Core Values or Virtues	8
6	Academy Oversight	9
	6.1 Academy Board of Directors	9
	6.2 School Administration	9
	6.3 Academy Authorizer	9
	6.4 Educational Service Provider (ESP) - Choice Schools Associates, LLC	9
	6.5 Academy Title IX Coordinator and Compliance Officer	10
7	Dress Code Policy	10
8	Academic and Program Guidelines	11
	8.1 Educational Program	12
	8.2 Philosophy and Method	12
	8.3 The Curriculum	13
	8.4 Report Cards/Conferences/Progress Reports	16
	8.5 Retention in Current Grade	16
8.6	Portfolios	16
	8.7 Character Education Program (Character Choices)	17
	8.8 Testing	17
	8.9 Special Education	17
	8.9.1 504 Plans	18
	8.10 Homework	18
	8.11 Additional Instructional Programs	18
	8.12 Online and Distance Learning Responsibilities	18
	8.13 Field Trips	19
	8.14 Before and After School Care (Adjust for Your Program)	19
9	Parents, Volunteers and Visitors	20
	9.1 Screening for Safety	20
	9.2 Parents	21
	9.3 Volunteers	21

9.4	Parent Education Meetings	21
9.5	Partnership in Responsibility	21
9.6	Parents' Rights and Responsibilities	22
9.7	Helping Your Child Learn	22
10	General Information	23
10.1	Entry Age for School	23
10.2	Enrollment, Lottery, and Re-enrollment	23
11	Attendance	23
11.1	Making Up Work for School Absences	26
12	Communication	26
12.1	Channels of Communication	26
12.2	Messages to Students and Staff	27
12.3	Academy Newsletter and Social Media	28
13	Transportation	29
14	Picking Up Your Child	29
14.1	Early Dismissal Requests	29
14.2	Child Custody and Student Release	29
15	Vacations	30
16	School Safety and Emergencies	30
16.1	Emergencies	30
16.2	Safety Drills	30
16.3	Tornado Emergencies	30
16.4	Emergency Closing During the School Day	31
17	Academic Support	31
17.1	Academic Interventions	31
17.2	Child Find	31
18	Meals and Snacks	32
18.1	Snacks	34
18.2	Birthday Snacks and Holiday Parties	34
19	Personal Property	34
20	Fundraising	35
21	Health and Wellness	35
21.1	Wellness Policy	35
21.2	Medications	35

21.3	Immunizations	36
21.4	Illness	36
21.5	Student Responsibility in Prevention of COVID-19	37
21.6	Child Information Card	37
21.7	Insurance	38
22	Facility Management	38
22.1	Cleaning and Sanitation	38
22.2	Asbestos Management Plan	38
22.3	Pesticide Use	38
23	Behavioral Expectations	39
23.1	School Wide Behavior	39
23.2	Consequences	39
24	Outdoor and Playground Behavior	39
25	Breakfast and Lunch Behavior	40
26	Drugs and Alcohol	40
26.1	Tobacco/Smoke Free School Zone	40
26.2	Drug and Alcohol Use	41
26.3	Performance Enhancing Drugs/Compounds	41
27	Weapons	42
27.1	Firearms	42
27.2	Prohibition Against the Possession of Weapons	42
28	Harassment, Intimidation, Bullying, Abuse	43
28.1	Prohibition of Harassment, Intimidation, and Bullying (cyber-bullying)	43
28.2	Non-Discrimination Policy	43
28.3	Sexual Harassment	43
28.4	Child Abuse or Neglect	46
29	Interrogations and Searches	46
30	Student Records	47
30.1	Summary of Regulations Pertaining to Student Records	47
30.2	Amendment of Record	47
30.3	Confidentiality of Records	48
30.4	Notification of Rights under FERPA and PPRA	48
	Family Educational Rights & Privacy Act (FERPA)	76
	Notice of Directory Information and Opt Out Form	76
	Student Agreement	78

Parent/Guardian Agreement
School Leader Agreement

78
79

Month	Date	Description
August	17th - 28th	Staff Return - PD
	31st	First Day of School
September	4th & 7th	No School - Labor Day
October	15th & 16th	Parent Teacher Conferences
	16th	No School - Staff PD
November	13th	No School - Staff PD
	25th - 27th	No School - Thanksgiving
December	21st - Jan. 1st	Winter Break
January	4th	Students Return to School
	15th	No School - Staff PD
	18th	No School - Martin Luther King Jr. Day
February	1st - 12th	Re-Enrollment Window
	12th	No School - Staff PD
	15th	No School - Presidents Day
March	1st-12th	Open Enrollment
	19th	No School - Staff PD
	29th - April 2nd	Spring Break
April	30th	No School - Staff PD
May	20th	Lottery, 5 PM (if needed)
	31st	No School - Memorial Day
June	9th	Last Day of School
Total Days		180 Days
Early Release Days: Sept. 25th, Oct. 30th, Dec. 11, & May 14 (7:50 AM - 1:20 PM)		

PLEASE NOTE: If the Academy exceeds 6 days of building closures, additional school days will be added to the calendar beginning June 12, 2021.

There will be 180 school days on June 9, 2021. Number of days required by State statute is 180. Instructional hours for 180 days equals 1203.5. Instructional hours required by State statute is 1,098.

Instructional Days per Month					
July	0	August	1	September	20
October	22	November	18	December	14
January	19	February	19	March	20
April	20	May	20	June	7

IMPORTANT INFORMATION

1 School Hours and Attendance Calls

The regular daily school schedule **begins at 7:50 AM and ends at 3:05 PM**. Please call this number to report absences: 734-284-5600

Early Release Days school schedule begins at 7:50 AM and ends at 1:20 PM.

Classrooms are open at 7:40 AM for all students. Students arriving in the classroom after 8:00 AM will be considered tardy. Class activities begin promptly at 7:50 AM.

2 School Closing Announcements

Notice of school cancellation is given by announcements on several television stations. We will also contact families, by phone, text, and email, through our automated service family contact program. Please monitor these stations for closing information.

Television Stations: Local News Stations

3 Academy Vision Statement

Creative Montessori Academy's vision is to be the leaders in Montessori education, stimulating all students to become engaged citizens of the world.

4 Academy Mission Statement

Creative Montessori Academy is a diverse learning environment that cultivates innovative education through partnership with families and communities where all students experience opportunities to maximize their potential for leadership and service in a global society.

5 Academy Core Values or Virtues

We value...

Children becoming responsible citizens

Learning as an essence of the human experience

Fellowship through meaning, dignity, and sense of community
Leading with honor, integrity, respect, and trust

Ownership of excellence, service, and results

6 Academy Oversight

6.1 Academy Board of Directors

The Board of Directors is the governing body for the Academy. The Academy's Authorizer Wayne RESA appoints our board members. Meetings are scheduled for the third Thursday of the month at 6:00 PM at the Academy. Special meetings are scheduled when needed. All board meeting notices are posted at the main entrance of the Academy and are open to the public. The Academy board contracts with Choice Schools Associates, LLC for management and employment services.

Tammy Duty - President

Don Treadwell, Jr. - Vice President

Amphy Negrón - Treasurer

DaMita Warren - Secretary

Open for Applicants - Trustee

6.2 School Administration

Dr. Alan Carter, Headmaster
alancarter@choiceschools.com

Lisa Loger, Assistant Headmaster
lloger@choiceschools.com

6.3 Academy Authorizer

Wayne RESA - www.resa.net

6.4 Educational Service Provider (ESP) - Choice Schools Associates, LLC

Choice Schools Associates is a nationally recognized education service provider committed to partnering with school communities, empowering and equipping them to fulfill their unique mission. The key word is unique. Choice believes that every community they serve is unique and requires customized school operations services including curriculum, instruction, professional development, finance, compliance, marketing, strategic planning and human resources. Their student-centric philosophy drives them along the path to greatness, allowing everyone - students, staff, teachers, board members and stakeholders to thrive individually and organizationally. After more than 20 years of serving schools, Choice continues to be one of Michigan's most trusted education service providers. You can find more information on Choice Schools on their website - www.ChoiceSchools.com. Choice Schools Associates is located at 5251 Clyde Park Avenue SW, Wyoming, MI 49509. Their phone number is 616-785-8440.

6.5 Academy Title IX Coordinator and Compliance Officer

Laura Moellering, Superintendent - lauramoellering@choiceschools.com

7 Dress Code Policy

The dress code policy will be enforced for all students in grade levels Kindergarten through Eighth grade. The following procedure will be used for dress code violations:

1st Offense - Verbal and written warning

2nd Offense - Phone call to parent/guardian (at home or work)

3rd Offense - Parent Conference

4th Offense - Possible alternate placement or suspension

Dress code items can be purchased at major clothing stores (i. e. Wal-Mart, Old Navy, Meijer, etc.).

General attire:

Skirt –navy, khaki, or navy/green plaid. No shorter than two inches above knees. Jumper, plain or pleated – navy, khaki, or navy/green plaid. No shorter than two inches above knees.

Scooter skirt – navy or khaki. No shorter than two inches above knees. Pants – black, navy or khaki dress pants. No cargo pants.

Shorts/Capris – black, navy or khaki dress shorts. Fingertip length. No jeans or cargo shorts. No shorter than two inches above knees.

Oxford shirt – light blue. Short or long sleeves. No logos.

Polo shirt – red, black, navy, or light blue. Solid color only. No white shirts. Short or long sleeves. No logos.

Turtleneck – red or navy. Solid color only. Sweater vest – red or navy. Solid color only. Cardigan/Hoodie/Sweater – red, black or navy. Solid color. Any style.

Belt – optional to be used with any apparel containing belt loops.

Shoes – should be comfortable basic shoes. Sandals are not permitted. Platform, high-heeled, fashion shoes, sandals, or open-toe shoes are not permitted.

Additional guidelines for ALL STUDENTS:

1. Hats are not to be worn in the building.
2. Jewelry, if worn, should be lightweight, simple in style and kept to a minimum. Hoop earrings should be no bigger than 1-½ inches in diameter.
3. Hair should be neat, clean, and styled in an appropriate conservative style. No distracting hair and/or style will be permitted.
4. No body piercing.

Dress should allow students to participate comfortably in a variety of physical and outdoor activities. Clothing should cover the body adequately and should not be distracting due to ill fit. Students who come to school inappropriately dressed will need to contact their parent/s. It is our expectation that a proper change of clothing will be provided if requested.

Clothing is to be a proper fit for the child and must be properly worn (i.e. regular floor length pants, worn at waist level and not excessively baggy). Clothing is to be clean, without holes, and in good repair. Students are to be neat and well groomed for school. Shoes must be worn at all times. Buttons, patches, pins, or other accessories that are considered offensive and disruptive (including, but not limited to, sexually suggestive, profane, obscene, tobacco or alcohol advertisements) are not permitted. Sunglasses, hats, coats, and jackets may be worn outdoors only. Parents are urged to see that their children are properly dressed for inclement or cold weather. Students do not go outdoors if the temperature is below 20 degrees Fahrenheit (wind chill factor).

Wisdom House (7th & 8th) Dress Code Policy:

TOPS – Students must choose from options that are available for purchase from the CMA store: Navy Blue t-shirt with the CMA logo, Navy Blue Polo with the CMA logo, or Navy Blue Hoodie with the CMA logo. Students must wear one of these options on top at all times while school is in session. Students may not modify tops in any manner. On Fridays, Middle School students are allowed to wear other School Spirit Wear.

BOTTOMS – Students may choose what to wear as long as it follows these guidelines: Pants or shorts must be worn at the natural waistline and undergarments cannot be visible; Bottoms must not be torn, ragged, ripped, frayed, or have holes in them; Bottoms must also be of one solid color tone; Skirts, shorts, and skorts must be no shorter than 2 inches above the knee; Leggings, yoga pants, pajama pants, or excessively tight athletic pants are prohibited; Writing or words anywhere on the seat of the bottoms are prohibited

7th & 8th graders will also be held to the school dress code policy for other dress items.

8 Academic and Program Guidelines

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

8.1 Educational Program

We are a Montessori school and thereby apply the Montessori Method to our curriculum and instruction.

8.2 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 of 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, 3 to 6 years (primary) and 6 to 9 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

8.3 The Curriculum

Preschool:

Children 3 to 5 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. In order for a child to enroll in our preschool class, he/she MUST be completely toilet trained; no exceptions.

Kindergarten:

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 the 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. CMA offers a Young 5's classroom as a part of our kindergarten program.

Lower Elementary (1st-3rd Grade):

Freedom of movement, open work areas, and uninterrupted blocks of time for individual and group projects help to support the 5-9 year olds 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.

Upper Elementary (4th-6th Grade):

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 time lines, 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.

Middle School (7th-8th Grade)

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 through Project Based Learning.

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 a continual drive to explore our natural and social environment.

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.

8.4 Report Cards/Conferences/Progress Reports

Throughout the year, in coordination with either report cards or progress reports, parents will be provided opportunities to meet with their child's teacher(s). At this time, teachers will confer with parents about their student's academic, social, and citizenship progress. The goal is to encourage a dialog that focuses on the child's needs, social/emotional health and maintaining a joy of learning and love of school. The purpose of report cards is to communicate the student's progress toward mastery of essential skills and content as they grow and learn.

Academic reports for all students are distributed on the MISTAR Parent Portal. Every educator 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.

8.5 Retention in Current Grade

Third Grade Reading Law

In 2016, the Michigan Legislature passed PA 306 known as the Third Grade Reading Law to ensure that students exit third grade reading at or above grade level. Beginning in kindergarten, your child's literacy progress will be closely monitored. A variety of assessments will be used to help identify students who need more intensive reading instruction. Interventions will then be created to meet individual student's needs.

Within the first 30 days of school, all elementary students will be assessed to determine if a reading deficiency exists. If such a deficiency is identified a reading plan will be developed for that student which includes extra instruction or support, ongoing progress checks, and a read at home plan. Parents of students with a plan will be notified and provided with a copy of the plan as well as a read at home plan so that they can help their child succeed while at home.

Beginning in the 2019-2020 school year, third grade students will be assessed to determine promotion to the fourth grade. If a child is reading one year behind grade level on the state reading assessment, parents will be notified in writing that their child will not be promoted to fourth grade unless the student qualifies for an exemption. Reading instruction must be a major focus in early elementary education. Family engagement and understanding is an important part of this effort.

Other Types of Retention

Grade retention may also be suggested if your student: 1.) Has excessive absences and tardies that are having a negative impact in 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.

8.6 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.

8.7 Character Education Program (Character Choices)

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.

8.8 Testing

The Academy administers all state mandated assessments for all grades K-8. The Academy administers additional testing in math and reading 2-3 times a year in grades K-8. This data is gathered using a computer adaptive testing tool that is required by the Academy authorizer. 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.

8.9 Special Education

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

The Academy enjoys an excellent working relationship with the local intermediate school district (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 IEP team or classroom teacher. If appropriate, your child's teacher will consult with a Teacher Support Team. For further information on all special education services and programming, contact the school leader.

8.9.1 504 Plans

An appropriate education may include general education with a Section 504 Plan. A Section 504 Plan is for eligible students with disabilities who are not eligible for specially designed instruction under the IDEIA. A Section 504 Plan includes accommodations, modifications, and/or interventions the students need in order to have their needs met as adequately as the needs of nondisabled students. Parents/guardians/custodians are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

8.10 Homework

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

8.11 Additional Instructional Programs

The following classes are an integral part of our curriculum. All students are expected to participate in these classes.

Art: Students are introduced to a variety of media and art appreciation.

Spanish: Students are introduced to basic grammar, language skills, and different customs.

Music: Music classes are offered; an important part of this program is class performance in Academy programs.

Technology: Instruction is offered in each learning environment and in the technology lab. Students will apply their technology learning throughout each of the classes/activities.

Physical Education: All students are required to participate in Physical Education. Students must have a note from home to be excused from Physical Education for one class period.

Extended non-participation requires a physician's note. Suitable clothing and tennis shoes must be worn during class. (Suitable clothing: gym wear or dress code pants/shorts and shirt.)

8.12 Online and Distance Learning Responsibilities

Students may be offered the opportunity to participate in online or distance learning.

Responsibilities to be involved in that type of learning include:

- Adherence to the Acceptable Use Policy (at the end of this handbook).
- Adherence and compliance with the Tech Device Checkout Policy (at the end of this handbook).
 - Students are responsible for the safekeeping, care, and safe return of all devices.
- Full participation, as instructed by the teacher.
- Adherence to the requirements and methods of communication.

8.13 Field Trips

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

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

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

8.14 Before and After School Care

Admission Criteria: Only students enrolled in the Academy are eligible for the Academy's Latchkey Program. Interested parents should contact the front office staff that will inform you of the necessary documents for enrollment.

Latchkey Program Hours: 6:30 AM – 7:40 AM and 3:30 PM – 6:00 PM.

- Doors open at 6:30 AM. We are not prepared to accept students prior to that time.
- Hours are from 7:00 AM until the start of class time and from 3:30 PM until 6:00 PM.
- Any child(ren) not picked up by 6:00 PM, will be assessed a charge of \$1.00 per minute.

Fees and Billing:

- Latchkey will be billed by the quarter hour for after school latchkey only.
- A one-hour minimum charge is required.
- The hourly rate is \$4.00.
- Any account not paid in full by the 10th of each month will not receive any services until all payment is received.
- All payments must be made by check or money order, or credit cards. Cash is not accepted.
- A \$25.00 fee will be charged to your account for checks returned by your bank for any reason. A second occurrence will mandate that all future payments to be paid by money order only for the remainder of the year.

Academy withdrawal of Student from the Latchkey Program:

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 the parent/guardian explaining reasons for withdrawal.

9 Parents, Volunteers and Visitors

9.1 Screening for Safety

Beginning in the fall of 2020, the Academy will conduct a health screening for COVID-19 and other infectious diseases prior to anyone entering the building. All parents, volunteers, and visitors must sign in at the office, undergo the health screening detailed below, and be clearly identified with a badge or lanyard. Sign-in and approval procedures are necessary for the safe protection of our children and to avoid disruption of classes. Staff will also be screened.

- COVID-19 Screening Questions:
 - My temperature is less than 100.4 degrees. Temperatures will be taken digitally.
 - I am not currently experiencing, or recently experienced within the last 72 hours, any acute respiratory illness symptoms such as fever, cough, or shortness of breath.
 - I have not had close contact in the last 14 days with someone with a diagnosis of COVID-19. Close contact is defined as being less than 6 feet close for 15 minutes or more to the diagnosed person.
 - I have not been confirmed positive for COVID-19 in the last 14 days.
 - I have not traveled Internationally or to known pandemic hot spots within the U.S. in the last 14 days.
 - I have not been in close contact with anyone who has traveled to these areas and who are also exhibiting acute respiratory illness symptoms.

Visitors will be required to secure permission of the school leader to be on school grounds. Visitors who are not known by the school secretary or the school leader will be required to present a form of official identification (e.g. 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. 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, 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.

9.2 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. Parents are welcome to make advanced arrangements with the teacher for in-class visitation. Small children are not permitted to visit classrooms during school hours.

9.3 Volunteers

It is the policy of the Academy to encourage volunteers to work in the school, or act as a chaperone on field trips. 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 to the background check information, is grounds for immediate volunteer service denial. All volunteers may be asked to attend an orientation meeting before working in a classroom with children.

All volunteers will be under the supervision of the classroom teacher and will not be permitted to be alone with a child without supervision at any time. 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 school leader.

9.4 Parent Education Meetings

Parent education evenings will be scheduled throughout the year. Different topics will be discussed to give you the opportunity to learn more about the Academy. The Academy's parent and educator organization works together for the education and enrichment of the children. This is a voluntary organization that holds monthly meetings. For more information on this organization, see the front office.

9.5 Partnership in Responsibility

The Code of Conduct is subtitled "*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.

9.6 Parents' Rights and Responsibilities

Parents have the right to:

1. Know that their child is cared for in a safe, supportive environment.
2. Access to their children by appointment, without disruption to the learning environment (unless prohibited by a court order).
3. Access the school staff during the school's normal hours of operation.
4. Be informed about serious misbehavior on the part of their own child.
5. Be regularly informed of school activities.

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

1. Keeping their child's records up-to-date.
2. Letting the school office know if their child will not be attending on a regularly scheduled day.
3. 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.
4. 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;
5. Attempting to attend school activities that involve parents.
6. Informing the school of any significant changes that occur in the home.

9.7 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.

- Establish routines for bedtime, homework, and play that are predictable and support healthy habits.
- 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.
- Read each day to your child. Encourage reading for pleasure and utilize the public library regularly.
- Stress organization of your child’s belongings.
- 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.

10 General Information

10.1 Entry Age for School

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. However, if your child turns five years old before December 1, you are able to request a waiver, through a written letter to the school, to enroll them in kindergarten for the current school year. The parent or legal guardian retains the sole discretion to determine whether or not to enroll the child in kindergarten under this subsection.

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 student must remain in school until their sixteenth birthday.

10.2 Enrollment, Lottery, and Re-enrollment

Students who reside in the area defined by the Charter Authorizer, regardless of their citizenship or immigration status, may enroll in the Academy in accordance with limits established by the board. The school leader will establish the number of students to be enrolled in the school to be approved by the board. The school leader will meaningfully communicate material information about enrollment requirements and procedures with parents. Access to information regarding enrollment requirements and procedures will be available on the Academy’s website. Because space is limited, each student must enroll each year. Preferences will be given to pupils who were enrolled in the Academy in the immediately preceding school year and siblings of enrolled students.

Please don't delay in submitting your request to re-enroll timely or you could lose your spot and be subject to the lottery system. When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

11 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. Research shows that students who miss 10% or more of school days struggle academically from as early as kindergarten. When they are not in school, students also miss valuable instruction and fall behind academically and socially. Attendance is also an important habit to learn in preparation for work. The Board of Directors requires that all students attend school during the days and hours that the Academy is in session. 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 school leader if you need additional help or resource

Absences

Parents are also asked to call the school office to notify the school of their child's absence or to leave a message on the voicemail whenever their child will be absent from school. Parents are encouraged to notify the office manager prior to 9:00 AM. Parent must contact the school office or teacher to excuse the students absence.

Excused absences may be granted for the following reasons:

1. Illness of the student. The school leader 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.
2. Illness in the immediate family, which requires absence of the student from school.
3. Death in the immediate family.
4. Recovery from an accident.

5. Required court appearance. Parents are asked to notify the school in advance.
6. 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.
7. Religious holidays regularly observed by persons of the student's faith, provided the parent has given written notice in advance of the absence.
8. Absences for other reasons as approved by the school leader upon request of the parent.

When a student accumulates 5 unexcused absences a warning letter will be sent home. If a student accumulates 10 unexcused absences and/or 10 % of total school days absent, the parents will attend a mandatory meeting with the School Leader. 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 School Leader, the parent/guardian will be reported to the truancy officer of the intermediate school district and other state and local agencies. The school leader will attempt to make contact with 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 30 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 school leader immediately after school or report to after school childcare (when available). Students are not to be unsupervised at any time during the school day or before and after school.

Late Arrival

Parents/Guardians bring their children to school late they must use the school attendance computer to sign the student in to school. 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.

Students arriving to school after 9:20 am will be marked absent for the AM session of school. When a student accumulates 5 unexcused absences a warning letter will be sent home. If a student accumulates 10 unexcused absences and/or 10 % of total school days absent, the parents will attend a mandatory meeting with the School Leader. 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. Tardy students interrupt learning for other students. Students must be present for a minimum of fifty percent of each school day for the student to be marked present for the school day. Michigan law calls for students to receive 1,098 hours of instruction.

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

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

Kindergarten through 8th grade classrooms are open at 7:40 AM for all students. Students arriving in the classroom after 8:00 AM will be considered tardy. Class activities begin promptly at 8:00 AM. Students may be dropped off to the cafeteria between 7:00 AM and 7:39 AM, for no additional child care fee. State guidelines require that all attendance must be documented and reported to the local Intermediate School District, including late arrivals.

Early Dismissal

Students that leave school before 1:20 pm and will be marked absent for the PM session of school. When a student accumulates 5 unexcused absences a warning letter will be sent home. If a student accumulates 10 unexcused absences and/or 10 % of total school days absent, the parents will attend a mandatory meeting with the School Leader. 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 must be present for a minimum of fifty percent of each school day for the student to be marked present for the school day. Michigan law calls for students to receive 1,098 hours of instruction.

Students will only be released to parents and adults designated by the parent/caretaker and approved by the School Leader. In child custody situations, the custodial parent must properly inform the School Leader of any limitations.

11.1 Making Up Work for School Absences

Students are responsible for getting and completing any work they have missed due to absence from class. Makeup 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 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.

12.1 Channels of Communication

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

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

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

First, go to your child's teacher. In most situations, teachers will know first hand about classroom, academic and social situations. Teachers are accessible via online methods (such as class dojo, etc.) or by scheduling a time to meet. Please share your concern with the teacher(s) and allow them time to gather information and formulate a response. If the matter is urgent, please express that in your email. With continued open communication teachers and parents will develop a supportive relationship that allows the student to become successful.

When necessary, please reach out to your Principal, whose contact information is listed in the front of this handbook.

The Principal's role is to support all stakeholders in moving forward the mission and vision of the Academy. They can best support unresolved classroom concerns by working with teachers and parents jointly to find a resolution that aligns with our core virtues. Our principals are available by appointment. Please contact the office to schedule a call or meeting.

12.2 Messages to Students and Staff

Messages to students and or staff must be dropped off or called into the school office. Messages will not be delivered when it will disrupt classroom activities. Parents are asked to refrain from emailing, texting/messaging, and/or calling their students during the school day.

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.

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 cellular phones 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. 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.

12.3 Academy Newsletter and Social Media

The Academy will periodically distribute an e-newsletter or bulletin. The newsletter contains information about school activities and programs as well as an updated calendar for the month. For the good of the environment, we will send newsletters through email unless a paper copy is specifically requested.

The Academy also has a social media presence. The page is intended for current and new parents/guardians, teachers and staff of the Academy to share stories, events, activities and promotions. We understand that questions and concerns may arise during the school year. However, when personal situations involving students come up, please see above for the Channels of Communication flow so that you know who to turn to with your questions or comments. The Channels of Communication should be utilized for these questions and concerns rather than posting on them on the social media outlets. See below for our social media guidelines.

1. The purpose of the pages are to build community. We will share stories, make announcements, solicit volunteers and celebrate great things happening at the Academy.

2. The page is monitored. At any point, we will have the right to remove a post that does not meet the stated guidelines.
3. Please address any issues that may arise with the specific individuals involved privately. All of our staff members have email addresses posted on our school website, and an email is usually the best first step in resolving an issue.
4. Before posting, double-check that your message is helpful, necessary and/or kind. Ask yourself if your message supports the Academy's values.
5. Use this page to ask questions regarding school events and receive up-to-date information.
6. Use this page to network with families, post shout-outs and celebrations about great things happening at the school.
7. The posts on the page should not include the following: negative, racial, slander, vulgar, harassment, sexual or hate comments or postings; outside advertisements or sales pitches; political opinions and posts. It will be removed and you will be blocked from the page.
8. As adults in the school community, we have the opportunity to model for the children in our charge how to navigate the tricky waters of social media. Let's give them the best possible example of how to reap the benefits and avoid the pitfalls!

13 Transportation

Parents are responsible for transportation of their children to and from school if the school does not provide transportation. Parents dropping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the parking area. 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 will enforce this Handbook and Code of Conduct and report all student behavior problems to the school leader who will be responsible for disciplinary action. Failure to follow this Handbook and Code of Conduct while on the bus may result in termination of the privilege of riding the school bus, in addition to other appropriate disciplinary actions.

14 Picking Up Your Child

Parents and Guardians are responsible for picking up their student immediately after school, or school activities, or after discipline has resulted in a student suspension. Parents must contact the school office as soon as they know that they will be late to pick up their children. Under no circumstances will children be allowed to stay after the school office is closed. If parents/guardians are not available, each emergency contact provided by the parent/guardian will be called. Police will be contacted to pick up children who are not picked up by the time the

office closes for the day if there have been no responses to efforts to have the child picked up by family or emergency contacts. After care fees may be charged if a child is not picked up on time by their parent/guardian.

14.1 Early Dismissal

The student may need to leave school during the school day. Students will only be released to parents and adults listed as the students emergency contacts. In child custody situations, the custodial parent must properly inform the school leader of any limitations. Excessive early dismissals will be viewed similarly to tardies.

14.2 Child Custody and Student Release

If one parent has been awarded custody of the student by the courts, the custodial parent shall provide the Academy with a complete copy of the custody court order and inform the Academy in writing of any limitations in the rights of the non-custodial parent. Absent such notice, the Academy will presume that the student may be released into the care of either parent. School staff will not mediate any parental disputes and will follow the court order if it exists. We encourage parents to work out their custody concerns outside of the school and to keep their children well-informed of the schedule of parental pick-up and visitation rules.

15 Vacations

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

16 School Safety and Emergencies

16.1 Emergencies

Procedures have been developed in an effort to ensure safety and security for all children when they are under the care of the Academy. Parents are encouraged to keep informed of weather patterns and possible school closings due to weather and other emergencies and to make sure childcare arrangements are in place for emergency closings. Should a health emergency occur, you and your student will be instructed on precautions or actions to take. Every effort will be made to continue the learning process.

16.2 Safety Drills

Fire, tornado, and lock-down drills are regularly scheduled to educate students in safe practices in case of an emergency. The teacher will review rules of safety and evacuation routes, or shelter in place 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 a class roll call to determine the presence of all students who are in

attendance on that day. If an evacuation drill is conducted, students and staff will return to class when the teacher is given approval—verbal or hand signal—by the school leader or school secretary. These drills will be conducted in coordination with the local emergency management coordinator.

16.3 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. During a tornado warning, 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.

16.4 Emergency Closing During the School Day

In the event of severe weather or other unexpected emergencies, the school may be forced to dismiss students early. If school must be dismissed early, parents are encouraged to have prearranged, adult supervision of their children. Parents should discuss emergency procedures with their children in case there is nobody at home when the child arrives. Parents are expected to provide the school with a working emergency number in case of the child's illness or emergency closing. If the parent cannot be contacted, the school will make reasonable efforts to contact the person designated for emergency situations. The Academy will make use of the School Messenger automated contact system to reach parents/guardians for weather or building related emergencies, and the CrisisGo contact system for hazardous and crisis situations.

17 Academic Support

17.1 Academic Interventions

Students who are in need of academic intervention will be given opportunities for in school and after school tutorials during the school year and for summer school to make sure they satisfy promotion requirements. These interventions will be based on data collected by staff through both formal and informal assessments. This data is analyzed and used to pinpoint each student's academic need and address that need with targeted intervention. Parents will be notified when their child is receiving interventions to establish support at home.

17.2 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.

18 Meals and Snacks

Parents are encouraged to provide a nutritious breakfast to their students before school or allow them participate in the school breakfast program. Breakfast, if necessary, will be billed to the student's MySchoolAccount. Breakfast is served from 7:00-7:40 AM and is a first come first serve service.

Parents are encouraged to provide a nutritious breakfast to their children before school or allow them to eat or purchase breakfast at school. Students are required to bring a nutritious lunch daily. Please pack lunches that do not require warming in a microwave oven. Students that forget to bring their lunch will be allowed to call home to have a parent/guardian bring their lunch to the Academy.

Students are not permitted to purchase or receive meals from an outside food service. Menus will be available in the front office and may be emailed. We will inform you on the process for ordering and paying for breakfast and lunch. All foods served in the food service program as well as any other activities in which food is served must satisfy nutritional standards established by USDA and adhere to the wellness policy.

Children are required to bring a nutritious lunch daily. Please bring lunches that do not require warming in a microwave oven. Lunch are preordered online. A daily hot lunch program is offered to all students at the Academy from an outside food service. Menus are available in the front office and are available on the parents MySchoolAccount. Payment for lunches must be made in advance according to the lunch schedule. No lunches can be purchased the same day. Students that forget to bring their lunch must call home to have a parent/guardian bring their lunch to the Academy. All foods served in the food service program as well as any other activities in which food are served must adhere to the wellness policy mandated by USDA. Foods must satisfy nutritional standards established by USDA.

School Lunch Times are:

Kindergarten, 7th & 8th Grades: 11-11:30 AM

4th-6th Grades: 11:30-12:00 PM

11st-3rd Grades: 12:00-12:30 PM

- 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:

- Your goal is to pack a nutritious lunch which your child likes and will eat. This should include a main course, drink, snack and healthy dessert (whole grain muffin, fruit, and 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. Water is available for every student as a daily option.
- 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 napkin, 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.

18.1 Snacks

Please respect any notices regarding food allergies that are posted on your child's classroom bulletin board. Children will have the opportunity for a nutritional snack every day during the morning. 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 Health Record in the Parent Portal. For your child's safety, please provide your child's daily snack. The school requires a Food Allergy Plan of Action form from the child's doctor.

18.2 Birthday Snacks and Holiday Parties

Sometimes families like to provide a special treat on a child's birthday. We welcome the opportunity to celebrate. Please speak to your child's teacher about birthday treats or trinkets. All grades are welcome to have holiday parties throughout the year. Parties must comply with the USDA mandated wellness policy and practices.

19 Personal Property

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. 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.

20 Fundraising

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

21 Health and Wellness

21.1 Wellness Policy

To support the students' development of healthy behaviors and habits with regard to eating and exercise. The Academy will involve the staff, parents and the public at large in a community-wide effort to promote, support, and model such healthy behaviors and habits. The Educational Service Provider will appoint an Academy wellness committee that includes parents, students, representatives of the Academy food authority, educational staff (including health and physical education teachers), school health professionals, members of the public and Academy administrators to oversee development, implementation, evaluation and periodic update of the wellness policy. Please contact your school leader if you would like to participate in the school's wellness committee. The school's Wellness Policy may be found on our website.

21.2 Medications

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be

administered at school. This includes, but not limited to, over-the-counter medications such as Tylenol, Ibuprofen, lotions, creams, and aspirin. The school is only authorized to dispense Band-Aids, ice packs and water without a physician's written directive.

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

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

1. Completed "Administration of Medication to Pupil Permission Form" and "Liability Form."
2. All prescription medication must have a pharmaceutical label (student's name, doctor's name, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the 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 on record at the school and provided the school leader has been informed and has notified the child's teachers.

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year after graduation from high school. Any adverse reaction to medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately.

21.3 Immunizations

Michigan law requires that each student have an up to date certificate of immunization at the time of registration (or no later than the first day of school) for entry into school. The Michigan Public Health Code requires parents/legal guardians to have one of the following on file with the school: (1) a valid, current immunization record, (2) a medical doctor's (MD/DO) signed State of Michigan Contraindication Form, or (3) a current, certified State of Michigan Immunization Nonmedical Immunization Waiver Form. A student who fails to submit the required immunization information shall not be admitted into the school.

21.4 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:

- COVID-19 Screening Questions:
 - Temperature above 100.4 degrees.
 - They are not currently experiencing, or recently experienced within the last 72 hours, any acute respiratory illness symptoms such as fever, cough, or shortness of breath
 - They have not had close contact in the last 14 days with someone with a diagnosis of COVID-19. Close contact is defined as being less than 6 feet close for 15 minutes or more to the diagnosed person.
 - They have not been confirmed positive for COVID-19 in the last 14 days.
 - They have not traveled Internationally or to known pandemic hot spots within the U.S. in the last 14 days.
 - They have not been in close contact with anyone who has traveled to these areas and who are also exhibiting acute respiratory illness symptoms.
- 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, bed bugs, lice, or pinworm.

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

Any student evidencing a rash, sores, or other physical problems will be excluded from the Academy. When a child is absent with a contagious disease or illness, the parent/guardian should notify the Academy office. In order for your child to be admitted back into the Academy, parents must comply with County Health guidelines. Please contact the Academy office for further information. A student may be excused from physical education for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note.

21.5 Student Responsibility in Prevention of COVID-19

- All students are responsible for reporting symptoms to their teachers and school leaders, practicing good personal hygiene and housekeeping for their classrooms, using PPE when indicated.
- The Occupational Safety and Health Administration (OSHA) and the Center for Disease Control and Prevention (CDC) have provided the following control and preventive guidance to everyone, regardless of exposure risk:

- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes.
- Avoid close contact with people who are sick.
- Staff and students must familiarize themselves with the symptoms of COVID-19 listed above. If anyone develops a fever and symptoms of respiratory illness, such as cough or shortness of breath, OR if they come into close contact with someone showing these symptoms, they should NOT COME TO SCHOOL and call their healthcare provider right away.

21.6 Child Information Card

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.

21.7 Insurance

Parents are encouraged to be sure their child has medical insurance. If the child does not have medical insurance the parent is encouraged to contact the Health Insurance Marketplace at <https://www.healthcare.gov/> or 800-318-2596 to obtain health insurance for their student.

22 Facility Management

22.1 Cleaning and Sanitation

The Academy will use a robust cleaning and sanitizing plan to ensure the safety of everyone in the building. Custodial staff will sanitize the offices and classrooms at least weekly. Classrooms and high touch student areas will be cleaned daily where possible exposure to COVID-19 occurs. Custodial staff will implement deep sanitizing and cleaning during the natural calendar breaks (Teacher PD, holidays, etc.). A cleaning plan for play equipment will also be created. Sanitizing supplies will include: common EPA-registered household disinfectant, alcohol solution with at least 60% alcohol, or diluted household bleach solutions (as appropriate for the surface). Safety data sheets will be maintained on site for all disinfectants.

We will require that all students, staff, and visitors follow good hygiene practices that include regular handwashing or hand sanitizing. Hand washing instructions and everyday protective measures will be posted everywhere there is a sink. Teachers will establish regular hand washing, or hand sanitizing, routines in their classrooms. Hand sanitizers will be provided at building entrances and at various locations within the building where shared equipment is located. Employees will wash or sanitize their hands before starting, periodically throughout, and after completing their day. Tissue and touchless trash receptacles will be provided to all office and classroom areas and will be emptied regularly. Everyone will be encouraged to use

respiratory etiquette, including covering coughs and sneezes. Everyone will also be encouraged to use individual water bottles.

22.2 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.

22.3 Pesticide Use

The Academy utilizes an Integrated Pest Management (IPM) approach to control pests. 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. 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.

For regular application, advance notification will be given at least 48 hours prior 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 school leader is responsible for pesticide application procedures.

23 Behavioral Expectations

23.1 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. 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 bad 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." 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.

23.2 Consequences

We work to help children recognize disruptive behavior and develop self-control out of respect for self and others. Disruptive students may be removed from the classroom temporarily until the teacher and or school leader is confident the student is ready to return to class as a responsible participant. A conference with parents and the school leader 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 Conduct section and consequences for these behaviors are determined by the school leader. 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 Outdoor and Playground Behavior

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses, provided that all health precautions are followed. Recess time is supervised by a classroom teacher or staff member 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. Equipment such as skateboards and scooters are not allowed at school.

Children are expected to maintain the same level of respect on the playground and outdoors as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of outdoor time until the next day where they have a chance to make a different choice. Recess is an important part of the total curriculum. When recess is held outside, ALL STUDENTS ARE EXPECTED TO GO OUTSIDE. A student may be excused from recess for one day with a note from the parent/guardian. Extended excuses will be honored upon receipt of a physician's note. Parents are responsible to see that their child is dressed appropriately for the weather.

While on the playground, students are expected to:

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

25 Breakfast and Lunch Behavior

Breakfast and lunchtime provide students with another opportunity to practice social skills. 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.

Rules to be followed during meal times:

- 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.

26 Drugs and Alcohol

26.1 Tobacco/Smoke Free School Zone

The use of any tobacco products and E-Cigarettes or like-products, 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.

26.2 Drug and Alcohol Use

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

26.3 Performance Enhancing Drugs/Compounds

The board recognizes the use of dietary supplements containing performance-enhancing compounds and/or performance-enhancing drugs poses a serious health risk to students. Accordingly, no staff member, volunteer, or contractor shall knowingly sell, market, distribute, or promote the use of any dietary supplement containing a performance enhancing compound or a performance-enhancing drug (e.g., anabolic steroids) to a student with whom the staff member, volunteer, or contractor has contact as a part of his/her duties. Furthermore, the staff member, volunteer, or contractor shall not endorse or suggest the ingestion, intranasal application, or inhalation of such a dietary supplement by a student with whom s/he has contact as part of his/her duties. Use of a performance-enhancing substance regardless of source by a student is a violation that will affect a pupil's athletic eligibility and extra-curricular participation, as determined by the board.

The Department of Community Health's list of banned drugs classes, based on bylaw 31.2.3.4 of the National Collegiate Athletic Association, with examples of substance under each class:

- A. Stimulants:
 - Amiphenazole, methylenedioxymethamphetamine (MDMA, ecstasy), amphetamine, bemegride, methylphenidate, benzphetamine, nikethamide, bromantan, pemoline, caffeine (guarana), pentetrazol, chlorphentermine, phendimetrazine, cocaine, phenmetrazine, chlorpropamide, phentermine, crothetamide, phenylpropanolamine (ppa), diethylpropion, picrotoxine, dimethylamphetamine, pipradrol, doxapram, prolintane, ephedrine (ephedra ma huang), strychnine, synephrine (citrus aurantium, zhi shi, bitter orange) and related compounds, ethamivan, ethylamphetamine, fencamfamine, meclofenoxate, methamphetamine.
- B. Anabolic Agents:
 - Anabolic Steroids: methyltestosterone, androstenediol, nandrolone, androstenedione, norandrostenediol, boldenone, norandrostenedione, clostebol, norethandrolone, dehydrochloromethyl-testosterone, oxandrolone, dehydroepiandro-sterone (DHEA), oxymesterone, dihydrotestosterone (DHT), oxymetholone, dromostanolone, stanozolol, epitrenbolone, testosterone, fluoxymesterone, tetrahydrogestrinone (THG), gestrinone, trenbolone and related compounds, mesterolone
 - Other Anabolic Agents: methandienone, methenolone, clenbuterol,
- C. Substances Banned for Specific Sports:
 - Alcohol, pindolol, atenolol, propranolol, metoprolol, timolol and related compounds, nadolol
- D. Diuretics:
 - Acetazolamide, hydrochlorothiazide, bendroflumethiazide, hydroflumethiazide, benzthiazide, methyclothiazide, bumetanide, metolazone, chlorothiazide, polythiazide, chlorthalidone, quinethazone, ethacrynic acid, spironolactone (canrenone), flumethiazide, triamterene, furosemide, trichlormethiazide and related compounds
- E. Street Drugs:
 - Heroin, tetrahydrocannabinol (THC), marijuana
- F. Peptide Hormones and Analogues:
 - Corticotropin (ACTH), human chorionic gonadotropin (hCG), luteinizing hormone (LH), growth hormone (HGH, somatotropin), insulin like growth hormone (IGF-1)

All the respective releasing factors of the above-mentioned substances also are banned: Erythropoietin (EPO), darbepoetin, sermorelin

27 Weapons

27.1 Firearms

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

27.2 Prohibition Against the Possession of Weapons

The board prohibits students from possessing, storing, making, or using a 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 means any object capable of inflicting serious 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, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

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

28 Harassment, Intimidation, Bullying, Abuse

28.1 Prohibition of Harassment, Intimidation, and Bullying (including cyber-bullying)

The Academy will not tolerate bullying of any kind, including cyber bullying, on its school grounds, during school-sponsored activities/events, or off-campus. The Academy board's revised anti-bullying policy has been included as an addendum to the Student Code of Conduct. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities and report incidents observed at school.

28.2 Non-Discrimination Policy

The Academy does not discriminate against applicants, employees or students on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry or genetic information, national origin, political belief, marital status, height, or weight in its programs or activities. Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

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

The Title IX Coordinator and Academy Compliance Officer's name and contact information is listed in the front of this handbook. Those wishing to file a complaint may contact the Academy Compliance Officer. The complaint procedure may be found in the policies posted in the Academy website.

28.3 Sexual Harassment

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

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

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

DEFINITION:

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

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

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

- Display of lewd or sexually explicit materials, inappropriate jokes, or language of a sexual nature.

RESPONSIBILITIES:

All persons associated with the Academy are responsible for:

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

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

FALSE REPORTS:

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

CONFIDENTIALITY:

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

SEXUAL HARASSMENT GRIEVANCE OFFICER:

The Board of Directors has appointed the school leader as the Grievance Officer who will be responsible for processing all sexual harassment complaints in accordance with the procedure outlined below.

COMPLAINT PROCEDURES:

1. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, the victim should make clear to the harasser that the behavior is offensive and must stop. If the 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 sexual harassment 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.

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.
 - b. 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.
 - c. 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 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 school leader's office for a period of 60 years.

STATE and FEDERAL REMEDIES:

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

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

28.4 Child Abuse or Neglect

Michigan State law requires the school to report any suspected or obvious abuse or neglect of a child to the Michigan Department of Health and Human Services. Please be aware that the staff takes this responsibility seriously and will act immediately to meet this reporting requirement of the law. Law requires school leaders, teachers, and counselors to be mandated reporters of all suspected abuse or neglect. Michigan DHHS Children's Protective Services phone number is 855-444-3911.

29 Interrogations and Searches

Interrogation by Police and Other Outside Agencies

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

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

Search and Seizure

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

The school leader may also, to the full extent permitted by law and board Policies, search and seize students and their personal effects. Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender or turned over to the Police, and only in exceptional circumstances, when the health or safety of the student or of others is immediately threatened.

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

30 Student Records

30.1 Summary of Regulations Pertaining to Student Records

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

30.2 Amendment of Record

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

30.3 Confidentiality of Records

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

30.4 Notification of Rights under FERPA and PPRA

STUDENT RECORDS

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

State and Federal law permits access by school officials who have a legitimate educational purpose. 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:

- 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.
- To authorized representatives of the Federal Government, or State and local educational authorities, such as the Michigan Department of Education.

- In connection with financial aid for which the student has applied or which the student has received.
- 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.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- 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.
- To appropriate officials in connection with a health or safety emergency.
- 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.
- To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law
- To comply with a court order when a parent is a party to a court proceeding involving child abuse and neglect or dependency.

A parent or adult student has the right to:

- Inspect and review the student's education records within forty-five (45) days after the School Official receives a written request for access. The School Official will notify the parent or adult student of the time and place where the records can be inspected.
- Request the amendment of the student's education records if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- 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.

Code of Conduct

“A Partnership in Responsibility”

June 2020

Introduction

Code of Student Conduct

The Code of 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.

Each individual has rights and responsibilities. The Code of 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 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 Conduct with your child and encourage acceptable behavior at school.

STUDENT RIGHTS

EDUCATION

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

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

ENVIRONMENT

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

RESPECT

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

PROPERTY

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

PARTICIPATION

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

EXPRESSION

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

APPEAL

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

TABLE OF CONTENTS

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

SECTION A: A PARTNERSHIP IN RESPONSIBILITY

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

Parents, teachers, staff, the school leader, 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 Conduct:

1. That all students are capable of learning at high levels.
2. That schools must be safe and secure for students and staff.
3. That students have rights and responsibilities in the learning environment.
4. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the school leader, faculty, and staff within progressive and positive discipline practices.
5. That students and their parents should be knowledgeable of school and classroom rules.
6. 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.
7. That the responsibility for discipline is shared among students, school personnel, the Board of Directors, and parents.
8. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
9. 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.
10. That students, when they violate school and classroom rules, should be assigned corrective measures with the purpose of teaching good social behaviors.
11. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
12. That disciplinary measures should be firm, consistent, and fair.
13. 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.
14. That the assigning of disciplinary measures should be reasonable.
15. 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.

Student Expression

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

Education

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

5. Be prepared for learning by bringing materials and supplies to classes.

Respect

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

Participation

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

Expression

1. Support the right to freedom of expression.
2. Ensure that your expressions do not interfere with the educational program or activities or with the rights of others.
3. Be sensitive to others in your choice of expressive clothing that you wear or carry, ensuring that it does not express obscene, racist, or sexist language or gestures or slanderous, libelous, racist, or sexist statements.
4. Be sensitive to others in your choice of expressive words that you say or write, ensuring that they are not obscene, slanderous, libelous, racist, or sexist.

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, or intellectual ability.

2. Make certain your child's attendance at school is regular and punctual and all absences are properly excused.
3. Instill in your child the desire to learn.
4. Become acquainted with your child's school, staff, curriculum, and activities.
5. Ensure that your child has the necessary materials and supplies needed for classes and activities.
6. Ensure that your child has a quiet and proper place to study at home.

Respect

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

Participation

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

Expression

1. Encourage your child to conduct him or herself in an acceptable manner.
2. Encourage your child not to make obscene gestures or libelous, racist, or sexist statements or to use intimidating tactics toward others.
3. Encourage your child not to interfere with the educational progress of others or the educational program by using inappropriate verbal or nonverbal expressions.
4. 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. Create a culture where all students have the opportunity to learn at high levels.
2. Reflect personal enthusiasm for teaching and learning and genuine concern for the individual student.
3. Express positive reinforcement for acceptable behavior.
4. Provide clear, reasonable classroom rules consistent with the Code of Student Conduct.

5. Project the image of your profession, your school, and education for everyone in a positive manner.
6. Be professional and be a role model for students.
7. Refer to the student's teacher or school leader any student whose behavior requires special attention.
8. Report all incidents of suspected child abuse or neglect to your school leader 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 school leader 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 school leader in developing the school philosophy, objectives, and procedures for the efficient and orderly operation of the school.
4. Participate in school activities and sponsor co-curricular and extra-curricular activities.

Expression

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

School Leader Responsibilities

Environment

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

Education

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

Respect

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

Participation

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

Expression

1. Do not use language that is obscene, racist, sexist, libelous or sarcastic.

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

Board of Directors and Management Responsibilities

Environment

1. Create and maintain a student-focused learning environment.
2. Inform the community of what is expected of students and what the consequences are when rules are violated.
3. Give full support to school staff and others charged with the responsibility for managing the schools.

Education

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

Respect

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

Participation

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

Expression

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

SECTION C: GUIDELINES FOR STUDENT BEHAVIOR

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

Expressions and Limitations

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

1. Material that reasonably leads the school leader 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 as defined in the Michigan School Code, as amended.
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

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

Prohibition of Harassment, Intimidation, and Bullying (including cyberbullying)

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 devices 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.

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 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 he or she believes to be bullying behavior directed toward a student or an employee. Employees are required to report bullying behavior to the school leader.

Anti-Bullying Policy

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 district's 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 district's 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 devices 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 school leader. Complaints against the school leader shall be reported to the Superintendent or ESP Representative. Complaints against the Superintendent shall be reported to the board.

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 school leader 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").
- 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 school leader 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 school leader, or the school leader'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.

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.

Student Hazing

The board believes hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any Academy sponsored event. For purposes of this policy, hazing shall be defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that

causes, or creates a risk of causing, mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibitions contained in this policy. Hazing involves conduct such as, but not limited to the following:

- A. Illegal activity, such as drinking or drugs.
- B. Physical punishment or infliction of pain.
- C. Intentional humiliation or embarrassment.
- D. Dangerous activity.
- E. Activity likely to cause mental or psychological stress.
- F. Forced detention or kidnapping.
- G. Undressing or otherwise exposing the person being hazed.

Administrators, staff members, and other personnel of the Academy shall be alert particularly to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer regarding the prohibitions contained in this policy and shall be ordered to end all hazing activities immediately. All hazing incidents shall be reported immediately to the school leader. Students, administrators, staff members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties.

SECTION D: DISCIPLINARY ACTION

Out of school suspensions, and/or expulsions are levels of consequences that are administered to students who demonstrate disobedient, disruptive, violent, disrespectful, or otherwise harmful behavior at school. Any student who has been suspended during the course of the school year may be ineligible to attend overnight field trips as a result. A student whose presence creates, or is likely to create, a specific threat or risk to the safety or well-being of the school community or any of its members will be suspended or expelled from school. 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.

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.

The school leader 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 long term 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

The Academy will consider using restorative practices in addition to or as an alternative to suspension or expulsion of a student. The restorative practices will emphasize practices 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").
- 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 Exclusion by Michigan Law

For students in grades 6 and above, Michigan law requires the Board of Directors to remove a student who possesses a dangerous weapon, unless the student meets an exception in the law, commits arson, criminal sexual conduct, physical assault against a school employee or volunteer, physical assault against another student, bomb threat or similar threat.

The law provides a process for parents/guardians to petition the board for reinstatement of the student. The school leader 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.

Criminal Sexual Conduct

Under state law, the Academy may suspend or expel a student who is charged with Criminal Sexual Conduct (CSC) against another school student regardless of location. The Academy will permanently expel a student who pleads to, is convicted of, or is adjudicated for CSC with against another school student.

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 support strategies 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 school leader immediately. Individual rights include individual responsibility within the bounds of reasonable behavior expected of all members of the school community. This applies especially to the freedom of fellow students to receive instruction. Educators must prioritize keeping students engaged in meaningful learning.

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

1. Absenteeism
2. Appropriate Dress and Grooming
3. Appropriate Use of Electronic Communication Devices
4. Alcohol and Drugs
5. Arson or attempted arson
6. Assault (or attempted assault) and Battery
7. Bullying
8. Cheating/Academic Misconduct
9. Defacement of Property
10. Destruction of Property
11. Disorderly Conduct
12. Extortion
13. Failure to Serve Assigned Detention
14. False Fire Alarm or Bomb Threat
15. False Identification
16. Felony
17. Fighting and/or aggressive hands on behavior
18. Fireworks
19. Forgery
20. Fraud

21. Gambling
22. Gang Activity
23. Harassment/Intimidation
24. Hazing
25. Improper, Negligent, or Reckless Operation of a Motor Vehicle
26. Insubordination/Unruly Conduct
27. Interference with School Authorities
28. Public Display of Affection
29. Leaving school without Permission
30. Loitering
31. Microaggressions that are commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults
32. Possession of Inappropriate Personal Property
33. Physical Assault
34. Profanity and/or Obscenity toward Students
35. Profanity and/or Obscenity toward Staff
36. Robbery
37. Sexual Assault and Battery or Other Illegal Behavior
38. Sexual Misconduct that is indecent/consensual, amorous kissing or similar displays of affection, indecent exposure, or of a sexual nature
39. Sexual harassment (Level 1)
40. Sexual Harassment (Level 2)
41. Smoking or Use of Tobacco Products, or Electronic Cigarettes
42. Tardiness
43. Technology Abuse
44. Theft or Possession of Stolen Property
45. Threat/Coercion
46. Trespassing
47. Truancy
48. Weapons: Dangerous Instruments
49. Weapons: Dangerous Weapons
50. Weapons: Use of Legitimate Tools as Weapons (including, but not limited to, pens, pencils, compasses, and combs) Weapons: Look-a-Likes
51. Any violation of this code, policies of the Board of Directors, administrative guidelines, or local, state or federal law
52. Any other conduct considered by the school leader or teachers to be disruptive, disrespectful or disobedient

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

1. Fighting and/or aggressive hands on behavior;
2. Assault and/or battery toward a teacher or another student;
3. Student actions that disrupt the class to the extent that the teacher's authority is being challenged and the teacher is losing control of the class;
4. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior-altering substances;
5. Student actions that present a danger to the safety and well-being of anyone in the school;

6. Other criminal acts in violation of local, state or federal laws.

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

Discipline Procedures

At all times when students are under school jurisdiction, 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 school leader. School leaders and staff are expected to use respectful and accountable intervention strategies, such as staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution, peer mediation, anger management, anger prevention, and social skills. Intervention strategies may include anger management and conflict resolution programs for parents. Community based services may be called upon when appropriate. Actions taken by teachers may include but are not limited to:

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

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

After consultation with the student and the teacher (if needed), the school leader will determine the course of action required to provide a safe, secure school. Action taken by a school leader 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 school leader
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 school leader's supervisor)
14. Recommendation for long-term suspension (more than ten days) with approval of the school leader's supervisor and Board of Directors
15. Recommendation for expulsion with approval of the school leader's supervisor

The school leader, 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 school leader's and or teacher's authority is being challenged. 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 school leader, faculty, and staff to demonstrate responsible behavior in situations involving their child. The school leader and faculty expect parents/caretakers to share responsibility for each student's responsible actions, academically and behaviorally and to enter a partnership in responsibility.

Patterns of Behavior

1. Parents send and do not support their children at school.
 - a. Parent's low expectations: academic and behavior.

- b. Parent's reluctant to take responsibility for their own actions.
- c. Parent's bad-mouthing school and staff.
- d. Parent's being disrespectful to staff.
- e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees.
- f. Parent's not volunteering and not having school's interests at heart.
- g. Failure of parents to cooperate with school in behavior improvement plan.
2. Students not accepting academic responsibility for being on grade level and above.
3. Student failure to attend school responsibly (absences, tardies, and not responsible).
4. Student discipline problems.
 - a. Bringing community issues to school and trying to solve them at school.
 - b. Students having low expectations: academic and behavior.
 - c. Students reluctant to take responsibility for their own actions.
 - d. Students talking back to teachers.
 - e. Rude, disrespectful behavior that escalates into overly aggressive behavior.
 - f. Not following teacher directions.
 - g. Leaving the classroom without teacher's permission.
 - h. Lying about situations.
5. Attitude of Learned Helplessness.

Definitions

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

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

The school leader or designee must provide the student and the parent/guardian with oral or written notice of the misbehavior and an explanation of the situation. The parent shall be notified in writing of the action taken.

- **Long-Term:** A student can be suspended for more than ten days following approval of the school leader's recommendation by the Board of Directors. Long Term Suspension from school excludes the student from regular school attendance and participation in Academy activities until readmitted by the board.
- **Expulsion:** A student can be expelled only by action of the Board of Directors based upon recommendation of the school leader or his/her designee. Expulsion from school excludes the student from regular school attendance and participation in Academy activities until readmitted by the board.

- **Notification:** A letter from the school leader or his/her designee will be sent to the student's parent(s) when the student is assigned detention or out-of-school suspension or is recommended for long-term suspension or expulsion.

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

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

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

First Notice and Invitation to Meet

1. The reason(s) for a long-term suspension or expulsion are to be clearly stated.
2. A parent should be informed that an investigation is being conducted by the school leader and what the most severe recommendation might be.
3. A date and time for a conference is given when a parent, accompanied by the student, are invited to come to school for a conference with the school leader or designee and/or other advisors to present and hear information.
4. The student will not be allowed to participate in classroom and school activities during the suspension.
5. The student is not to go on school property or attend school activities.

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

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

1. The recommended action and reason(s) for the recommendation are clearly stated.
2. The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designees for long-term suspension and for expulsion recommendations, including the time, date, and location of the hearing.
3. The right to inspect the student's school records and related documents.
4. List of all witnesses that may testify.
5. The right to an adult advocate, including parents, other adult advisors up to and including legal counsel.
6. Copy of board policy 5610 Emergency Removal, Suspension and Expulsion of Students, including discipline hearing processes and appeal procedures.

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

Students with Disabilities

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

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

1. The school leader will follow regular procedures for long-term suspension or expulsion as described above.
2. Once the school leader has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she shall hold the Manifestation Determination Review to determine:
 - a. if the student is eligible for special education services;
 - b. if the student is appropriately placed in a special education program; and
 - c. if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
3. The parent will be notified in writing of the time and place of the hearing and its purpose.

Appeal Procedures

In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school **other than out-of-school suspensions or expulsions**, the parent may appeal the decision as follows:

1. Appeals should be made to the school leader by arranging an appointment or by writing to the school leader.
2. If the parent is dissatisfied with the result of the appeal to the school leader, the parent may appeal to the school leader's supervisor. Appeals must be filed, in writing, within three school days of receipt by the parent of the school leader's notice of disciplinary action. The school leader's Supervisor's decision is final.

Out-of-School Short Term Suspensions (ten days or fewer)

Should the parent disagree with a suspension of ten days or fewer, the parent may appeal the decision of the school leader as follows:

1. Appeal requests must be made in writing by the parent to the school leader. Such written requests must be filed with the school leader within three school days of the notice of suspension or the right to review and appeal is waived.
2. If the parent is dissatisfied with the school leader's decision, he or she may appeal the decision to the school leader's supervisor. Such written requests must be filed with the school leader within three school days or the right to review and appeal is waived. The school leader's Supervisor's decision is final.

In cases of immediate appeal, if the school leader determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the school leader will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

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

Long-term suspension of more than ten days and expulsion occur when the Board of Directors terminates the student's rights and privileges to attend school, including extra-curricular and co-curricular activities. Long-term suspension is for a specific period of time, while expulsion is for an indefinite period of time. Reinstatement processes are outlined in board policy.

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

Following a hearing, should the parent disagree with the board's decision to suspend a student for more than ten school days, 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 school leader within five calendar days of receipt of the suspension decision, or the right to appeal is waived. The petition to appeal the decision shall be in writing and contain the reason the decision should be reviewed or reconsidered.

The parent/guardian of the student may petition the Board of Directors to request the student's reinstatement to schools, as permitted by law. Within ten school days, the board must appoint a committee to review the petition and any supporting information provided by the petitioner. The committee has ten days to review the petition, including documents provided by the petitioner and school leader, and submit a recommendation to the Board of Directors.

All appeals to the board Appointed Discipline Committee shall be considered by the Board of Directors at its next regularly scheduled meeting. The board must decide to reinstate the student, to reinstate the student conditionally, or to deny reinstatement.

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.
 - a. The school has authority over the school grounds before, during, and after school hours.
 - b. The school has authority off the school grounds at school-related events.
 - c. The school has authority over school-sponsored transportation.
2. LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.
 - a. Anything that interferes with learning will not be permitted.
 - b. Come prepared with materials and assignments.
3. STUDENT ATTITUDES ARE IMPORTANT TO THE SCHOOL.
 - a. Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.
4. STUDENTS ARE TO WEAR THE SCHOOL APPROVED UNIFORM.
 - a. Clothing must be clean and modest and consistent with dress guidelines.
 - b. Clothing cannot portray profane, obscene, vulgar, or racist language or tobacco, substance, or alcohol abuse.
5. STUDENTS HAVE THE RIGHT TO EXPECT A SAFE AND INCLUSIVE SCHOOL.
 - a. School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events.
 - b. Weapons and acts of violence will not be tolerated.
6. STUDENTS MUST LEARN TO GET ALONG WITH OTHERS.
 - a. Students can expect courtesy, fairness, and respect.
 - b. Students must offer courtesy, fairness, and respect.
 - c. Bullying, harassment, and intimidation will not be tolerated.
7. STUDENTS MAY EXPRESS THOUGHTS AND OPINIONS.
 - a. Use suitable methods of expression and wait for an appropriate time.
 - b. Do not use profanity or obscenity in language, gestures, and clothing.
8. ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.
 - a. Students should be in school, on time, every day prepared for instruction.
9. VANDALISM IS NOT ACCEPTABLE.
 - a. Personal and school property must be respected and cared for by everybody.
 - b. Do not damage or destroy school property.
 - c. Do not damage the property of others.
10. CHOICE SCHOOLS CODE OF STUDENT CONDUCT IS FOR ALL STUDENTS.
 - a. Parents, students, and staff are responsible for knowing the contents of this booklet.
11. THE SCHOOL LEADER IS THE SCHOOL'S LEADER.
 - a. The school leader has the right to make a final decision when rules have been broken.
12. SERIOUS MISBEHAVIOR CAN RESULT IN SERIOUS CONSEQUENCES.
 - a. Suspension means that the student is not allowed to attend class for one or more days.
 - b. 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

VERIFICATION OF PARTNERSHIP AGREEMENT

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(s) 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 & SCHOOL LEADER: I have reviewed the Family and Student Handbook & Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and students.

Teacher Signature: _____ Date: _____

school leader Signature: _____ Date: _____

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

**Family Educational Rights & Privacy Act (FERPA)
Notice of Directory Information and Opt Out Form**

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

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

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

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

Student Information	Opt Out – "X"
Student's names, addresses, telephone numbers, email addresses	
Parents' names, addresses, telephone numbers, email addresses	
Student's date and place of birth	
Participation in officially-recognized extra-curricular activities/sports	
Height and weight, if a member of an athletic team	
Dates of attendance and grade designation	
Date of graduation	
Current and previous educational institutions attended	

Achievement awards or honors received; honor rolls	
Scholarships	
Photographs or videos of students participating in school activities, events or programs, their artwork on webpages, or school social media accounts.	

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

Print Name of Student: _____

Print Name of Person Signing and State Relationship: _____

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

Signature of parent/guardian/adult student: _____

Date Received by School: _____ Staff Signature: _____

Permission for Online Education Recording Opt-out Form # 7540 F5

Our school is using Zoom, Google Hangout, or similar online educational platforms to record and teach lessons. The recording will be used for educational lessons and material during distance learning. Our intent is to only record the “host,” which in most cases is the teacher or staff member conducting the lesson, then distribute that lesson to only the students in the classroom. There may be some cases where student’s faces are on the screen if the lesson is recorded live. Therefore, each student is required to have a signed Permission for Online Education Recording on file at school.

- I give my permission to the Academy to record and distribute educational lessons to my child’s classroom via Zoom, Google Hangout, or similar platform.
- I do not give permission to the Academy to record or distribute educational lessons to my child’s classroom via Zoom, Google Hangout, or similar platform.

Parent/Guardian Signature

Date

COMMUNICATION OPT IN

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: _____

Student, Parent, Teacher, and School Leader Compact

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:** _____

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:** _____

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:** _____

School Leader 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

Acceptable Use Policy of Technology Resources

STUDENTS – GRADES PreK - 12

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

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

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

Use of other communication/messaging devices (including devices not owned by the District) to engage in bullying may be grounds for discipline under the District's Code of Student Conduct and/or building Student Handbook.

- F. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but is not limited to:
 - a. Accessing or attempting to access material that is "harmful to minors." Material that is "harmful to minors" includes any picture, image, graphic image file, or other visual

depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

- b. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
 - c. Accessing or attempting to access material that is inappropriate for minors.
 - d. Bullying (as defined in paragraph E).
 - e. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
 - f. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
 - g. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
 - h. Unauthorized copying or use of licenses or copyrighted software.
 - i. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
 - j. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
 - k. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
 - l. Using or soliciting the use of or attempting to use or discover the account information or password of, another user.
 - m. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA").
 - n. Misusing equipment or altering system software without permission.
 - o. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 - p. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District's Code of Conduct and/or building Handbook
- G. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member
- H. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene. (2) child pornography; or (3) harmful to minors.
- I. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response, and about appropriate online behavior, including disclosing, disseminating, or using personal information, and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.
- J. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the

District's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.

- K. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- L. You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to, or replacement of, the Technology Resources caused by your inappropriate use.

STUDENT AGREEMENT

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

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

Student Signature: _____ Date: _____

PARENT AGREEMENT

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

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

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

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

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

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

Parent Signature: _____ Date: _____

