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All items in this handbook are subject to state or federal law.

2019-2020 Augusta, Evergreen, Forest & Oakland Academies Calendar & Daily Schedule

First Semester

Wednesday, August 28 th	Open House (3:00 to 6:00 pm)
Tuesday, September 3 rd	First Day of School
Thursday, November 2 nd	End of 1st Marking Period
Friday, November 1 st	No School / Prof Dev. (Staff Report)
Mon – Fri, November 4 th – 8 th	Parent/Teacher Conferences
Wed - Fri, November 27 th - 29 th	Thanksgiving Break
Monday, Dec 23 rd – Friday, Jan 3 rd ...	Winter Break
Monday, January 6 th	School Resumes
Friday, January 19 th	Last Day of First Semester

Second Semester

Monday, January 22 nd	First Day of Second Semester
Fri, February 28 th	No School/Mid-Winter Break
Friday, March 23 rd	End of 3rd Marking Period
Mon – Thurs, Mar 30 th – Apr 2 nd	Parent/Teacher Conferences
Fri, April 3 rd – Fri, April 10 th	Spring Break
Monday, May 25 th	No School/Memorial Day
Thursday, June 11 th	Last Day of School

Daily Schedule

School Day	8:20 am – 3:30 pm
Lunch Block	11:30 am – 1:30 pm

Note: Students who arrive after 9:30 am or leave before 2:30 pm are considered absent. Students who arrive after 8:20 am are tardy.

2019-2020 Arbor Academy Calendar & Daily Schedule

First Semester

Thursday, August 15thOpen House (3:00 to 6:00 pm)
 Wednesday, August 21stFirst Day of School
 Fri & Mon, Aug 30th & Sept 2ndNo School/Labor Day
 Mon - Thurs, October 21st - 24thParent/Teacher Conferences
 Friday, November 1stNo School/Professional Dev. (Staff Report)
 Wed - Fri, November 27th - 29th Thanksgiving Break
 Mon, Dec 23rd - Fri, Jan 3rd Winter Break
 Monday, January 6thSchool Resumes
 Monday, January 20thNo School/Martin Luther King Day

Second Semester

Mon – Thurs, March 16th - 19thParent/Teacher Conferences
 Friday, April 3rd - Friday, April 10th ...Spring Break
 Monday, May 25thNo School/Memorial Day
 Tuesday, June 2ndLast Day of School

Daily Schedule

School Day8:20 am – 3:30 pm
 Lunch Block11:30 am – 1:30 pm

Note: Students who arrive after 9:30 am or leave before 3:00 pm are considered absent. Students who arrive after 8:20 am are tardy.

The Academy is a public school academy chartered under the laws of the State of Michigan and authorized by Grand Valley State University. The Academy is a not-for-profit corporation whose Board of Directors contracts with the Foundation for Behavioral Resources (FBR) to manage all school operations. FBR is a not-for-profit corporation chartered in 1972 and dedicated to the advancement of education. In addition to management of the Academies, FBR operates early education-childcare centers, employment services and senior support programs.

Our Mission Statement

The mission of the Academy is to provide a high quality general program of fundamental education in reading, mathematics, science, social studies, conduct, health/physical education, and art.

The Academy will employ both traditional and newer curricular material chosen according to objectively demonstrated effectiveness. The Academy's education technology will emphasize continuous assessment of learning and liberal use of tutorial assistance.

The Academy will utilize traditional grading systems and all State required and State or Federally recommended performance assessment practices. As a basic component of the Academy's vision, an elaborate program will be developed for the specification of repertoire and its continuous assessment and communication.

Educational Service Goals and Practices

The Academy's educational goals and practices have been designed with the recognition that a child's future success in life is influenced significantly by early educational experiences.

Throughout all of our interaction and instruction with students, we seek to nurture several fundamental traits of character:

1. Behavior that demonstrates enthusiasm and competence.
2. Behavior that reflects appreciation of and respect for others.
3. Behavior that evidences a growing sense of responsibility.

To promote the development of these traits, we utilize the following specific principles of guidance:

- * We provide a safe and learning-rich environment.
- * We monitor and record developmental and academic progress.
- * We incorporate the use of rules as aids to success in complex cases.
- * We provide to each child an expanding depth and range of exploratory opportunities.
- * We arrange that each child experiences frequent, practical success coupled with social esteem.

Curriculum and Instructional Program

As stated above, the Academy is committed to providing a high quality general program of fundamental education in reading, mathematics, science, social studies, conduct, health, art, and music.

Our curriculum goals have been developed using, as a basic standard, the guidelines set forth in the State of Michigan Board of Education MODEL CORE CURRICULUM OUTCOMES. These goals are used as minimums for progression into the next grade level. Support and guidance toward achieving these performance standards will be sought from recognized curriculum specifications such as:

1. Michigan Curriculum Framework
Michigan Board of Education
2. Modern Red Schoolhouse Academic Standards
Modern Red Schoolhouse Project
3. Core Knowledge Scope & Sequence
E.D. Hirsch
4. Core Knowledge Series
E.D. Hirsch (Doubleday)
5. Common Core State Standards

Teachers, working with the principal, will adopt materials and methods that are aligned with, and complement these authorities and that successfully achieve state curriculum outcome standards.

Our Grading System

Parents sometimes ask about our grading system, more particularly why we do not routinely evaluate student learning on a scale of high to low with intermediate values – such as the traditional A, B, C, D, E system.

We all understand the convenience of summarizing current progress toward a goal as some intermediate or fractional state. For example, a chef might describe a meal preparation as “half done”, a mason can say the house walls are 75% complete, or a teacher can report that a student has earned a 90% grade for the semester. Expressing the “big” or general picture works well in providing an overall estimate of progress on a project or performance when judged from a distance and for extended time periods. We must also consider that the customer, when accepting the meal, should expect to receive all of the correct ingredients and proper preparations. The new home buyer expects the building inspector to assure every brick is in the wall and that there are not voids. Just as the ingredients and steps of preparation for a meal or bricks in a wall are individual, indivisible, and essential elements, each requiring definition, processing, and confirmation, so are the components of a thorough education. With this view, the Academy gives considerable attention to completely specifying, teaching, and monitoring the learning process. Each curriculum has been spelled out into many individual knowledge and skill elements and our teachers focus on teaching and testing for completed learning of every component. Each component is judged as mastered or not, yes or no, is that an “A” type performance or not.

When a student or parent sees a weekly evaluation that gives credit only for mastery on a particular educational component, it may seem strict, but it is a reflection of a thorough and accurate quality assurance system. We must remember that this grade is only for a very small portion of the overall subject. In most schools, a parent is not informed about these small steps in the learning process, but only to general performance trends that began weeks and months ago.

There are important benefits of this system of evaluation. Everyone knows exactly and immediately what is learned and what is in need of further improvement. Of course, stepping back a little and viewing performance on a group of objectives that make up a curriculum of mathematics, or social studies, taught over months, it is helpful to use traditional descriptions, and we do this by providing percentage scores on quarterly and semester reports.

Enrollment Procedures and Guidelines

The Academy is a Michigan public school and does not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, handicapped status, religion, creed, race, sex, color or national origin. The Academy shall not charge tuition (but may charge fees in the same manner as existing public schools).

People interested in applying for the school year may obtain applications on our website or at the school office. The Academy will mail or fax applications upon request. If the number of applicants for a classroom exceeds the number of positions available, the Academy will hold a random selection lottery at the school. The random selection drawing shall be open to the public. All applicants will be notified of the time and place. Names will be drawn until all available classroom positions have been filled. The remaining names will be drawn thereafter and assigned to classroom waiting lists in the order of their selection.

If applicants are still on a waiting list at the conclusion of the school year in which they applied, they must resubmit an application for the following year.

If the number of applicants for a grade for the next school year received by the last business day of February exceeds the number of positions available, a random selection lottery shall be held on or about March 15th. Siblings of students already enrolled in the school will have preference for any openings.

Once children are enrolled, they will remain eligible to be enrolled at the Academy for successive years without having to reenter the selection process. They must, however, re-enroll for the subsequent year no later than the last business day in February.

Health Requirements

Section 9208 of Act 368 of Public Acts of 1978, State of Michigan, requires all children entering a school in Michigan to meet certain immunization requirements. The county health department will exclude students from school if they do not have an immunization record with the following minimal doses:

Diphtheria	Four (4) or more doses of DPT or DT (pediatric) vaccine or any combination thereof is the minimum acceptable. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.
Tetanus	One dose of Tdap, (if 5 years have passed since last dose). Four (4) doses of any appropriate tetanus vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry and every ten years thereafter.
Pertussis	Four (4) doses of any appropriate pertussis vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.
Polio	Three (3) doses of any appropriate polio vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.
MMR	(Measles, Mumps, and Rubella) Two (2) doses are required. The first dose must be given on or after the first birthday. The second dose must be given at least 28 days from the first dose.
Hepatitis B	Three (3) doses are required for all new entrants. The first dose must be given before a new student can enroll. The second dose must be given one month after the first dose, and the third dose must be given five months after the second dose.
Varicella	Two (2) doses are required if received on or after the first birthday, but prior to the 13 th birthday, or 2 doses required, administered at least 28 days apart, if the child received the first dose on or after the 13 th birthday. A parent's statement that the child has had chickenpox disease is sufficient documentation.
Meningococcal	One (1) dose is required

NOTE: Parents may request a medical or religious exemption from immunization requirements in writing. Ask the front office for more information.

Parent Communication and Conferences

At the Academy, we strive to provide a quality fundamental education for your child. A copy of the objectives to be taught and mastered by your child in the school year can be provided to you. Each week your child's teacher will send you a Weekly Preview of what will be taught during the week. You will receive a Weekly Evaluation Report at the end of each week. Additionally, you will receive four Quarterly Evaluation reports.

Classroom newsletters or classroom agendas will be sent home regularly as well as posted on the Academy website. Additionally, previews and progress reports are sent home every week. Please be sure to check your child's belongings each night for teacher communications.

Parent-teacher conferences will be scheduled in the Fall and again in the Spring. For special learning progress situations, the Academy and parents will conference and agree upon a

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corrective action plan. Should you desire an additional conference with a teacher, arrangements may be made directly with the teacher or through the principal. Likewise, should you need to discuss a matter with the principal, appointments may be scheduled at any time. Note: It is not proper and not permitted to institute or continue communication with any academy staff person to discuss your child's school activities after hours, or by personal telephone or email

Homework Policy

The Academy will frequently provide home exercises to augment in-school learning. The development of good home study habits and concentration is an important part of every child's learning experience. Providing an environment at home where your child can study without distraction is one important way that you, the parent, can assist your child. Of even greater importance is parental support and approval for learning and accomplishment. Set aside a period of time, every day, when your child can complete work sent home from school. It is the expectation of the academy that parents should offer the encouragement and praise that will aid in the educational success of the student.

Parent Commitment

At the Academy, we emphasize that a child's education is a fundamental part of family life and family support is vital to academic success. **The academy expects parents to participate and be available as needed, to ensure a successful educational experience for their child.** Opportunities for parent involvement in curricular activities will present themselves during the course of the year. **Your assistance is encouraged, expected, and appreciated.**

Parents are welcome in the classroom if advance arrangements have been made with the teacher. All visitors are required to check in at the office.

Attendance

Michigan State Law requires children between ages of 6 and 16 to be in regular attendance at school. Regular attendance is necessary for a student's academic and social progress. To ensure success in a child's school years, it is important to establish good attendance patterns at an early age. It is the responsibility of parents to require regular attendance of their children. In the case of excessive absences, a referral will be made to the Intermediate School District truancy official. The Michigan legislature has passed a law which states unexcused or excessive absences could directly affect the government assistance a family receives.

Tardiness

Students are expected to be in school each day that school is in session. Excused absences may be given for illness, accident, or family emergency. If it is necessary for a child to be absent from school, **it is the parent's responsibility to call the school office by 9:00 a.m.** If a student is absent from class without the office being notified by 9:00 a.m., the student's parent will be contacted. After 8:20 am students absent from their classroom are considered tardy. After 3 tardies the teacher will call home to discuss the importance of being to school on time. Tardies are tallied up at the end of the marking period and recorded on the quarterly report card. After 9:30 am, the student shall be marked absent for a half day. Similarly, a student leaving the Academy before 3:00 pm shall be marked absent for a half day. After 10 absences occur, the administration is notified and truancy action steps may be taken. For

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truancy calculation purposes, multiple tardies may be treated as one or more absences.

If a student arrives after 8:20 a.m. to school, the parent/guardian **must accompany** the student into the building. In the office, there will be a **sign in/out log** that must be signed before the student will be permitted to enter their classroom.

Students are not permitted to leave school property during the school day unless escorted by a parent/guardian or other designated adult. When requesting to take a student from school, identification will be required from any and all persons who are not known by the office. If a student needs to leave school before the end of the day, parents must sign the in/out log, and the office will notify the student's teacher who will dismiss the student.

Drop-off/Pick-up and Parking

Safe driving habits are of great concern. Parents and staff must always approach the school at a slow rate of speed. With parents dropping off and picking up students throughout the day, the possibility that a student could be in the driveway and/or parking lot must be remembered. Always use extreme care when approaching the school. **Please drive one way through the driveway**, and pull ahead as far as possible to ensure **adequate parking** for others. Drivers must remain in their car during pick-up and allow teachers to escort children to their vehicle. Parents wishing to come into the school building, **MUST park in a parking space**.

Building doors open at 8:00 am for students to be admitted. Students must be picked up by 3:45 pm. If a parent's schedule requires that they drop off their child before 8:00 am or pick them up after 3:45 pm, the parent should inquire at the CDC on the Academy grounds about registering for before/after-school care. Students not picked up by 4:00 pm, not registered at the CDC for after-school care, and for whom no one on the approved contact list can be reached, may be referred to either the police or Child Protective Services for assistance.

Once you have entered the building, please remain in the office and wait for your child to come down from their classroom. Also, if you are planning on picking up your child between 3:15-3:30 pm, we are requesting a note in advance. Our instructional day for the children goes from 8:20-3:30. Instructional activities are occurring up until the end of the day. Removing your child early without notice not only disrupts your child's learning, but also the learning of the other children in their classroom.

Requirements of Personal Care

Standards of dress and personal care at the Academy have been developed to emphasize the following:

1. To encourage the understanding and respect that school is a special place, and that one cleans and clothes oneself especially for that special place
2. To encourage dress habits that do not flaunt economic privilege or stigmatize economic disadvantage
3. To provide a clear standard that is easy to understand and maintain
4. To help families control budgetary pressures

Though younger children are less sensitive to such things, early years are the very best time to begin life habits.

Dress Code

While in attendance at the Academy, students will dress neatly according to the following guidelines:

- **Boys:** White shirts with collar such as, turtleneck, polo style shirt, button down oxford. No tee-shirts, no insignias except Academy approved.
- **Girls:** white shirts with a collar such as, turtleneck, polo style shirt, button down blouse, peter pan collared shirts. No tee-shirts, no insignias except Academy approved.
- Navy, gray or white sweaters or fleece, (**no sweatshirts**). May wear sweater vests or fleece vests in navy or gray. All visible undershirts must also be solid white.
- Navy blue pants, skirts, skorts, jumpers (with white collared shirt underneath), or walking shorts (**no sweatpants or jeans**).
- Navy, gray, or white socks or tights (solid color only).
- No open-toed shoes, crocs, shoes with wheels, fashion boots or cowboy boots. May wear tennis shoes or dress shoes. (NOTE: Tennis shoes are required for use of the gymnasium at Forest Academy)
- Boots will be worn for outside wear only.

It is suggested that personal clothing items be labeled with names. Parents will be contacted to correct the situation if a student is in violation of the dress code. The Academy may take additional actions should parents need to be contacted by the Academy more than three times for dress code violations. For example, a letter may be sent home, the parents may be asked to pick up the student, or the parents will be expected to come to the Academy with appropriate change of clothes for the student.

Medications

We must receive written permission prior to dispensing any medications (both prescription and over-the-counter). Permission to *Administer Medication Form* can be obtained from the office and must be filled out completely. Purple forms are available for long-term medications and yellow forms for short-term medications. All medications **must be in the original container**. Prescription medicine must have the pharmacy label in place with the child's name listed, dosage instructions for administering the medicine and the physician's name. Medications will be administered in the office with two adults present.

Student Illness and Reasons to Send a Child Home

While we hope that your child stays healthy, should your child become ill, you will receive a telephone call from the Academy.

A student will be sent home with prompt pick-up for the following:

1. incurs a fever of 100 degrees or higher
2. is vomiting repeatedly
3. has diarrhea more than once in a day
4. has a rash that may be contagious to others through general contact
5. has a headache that persists throughout the day.
6. is found to have lice and/or nits.

Lice Policy

The Academy lice policy focuses on the exclusion of active infestations. Active infestations are defined as the presence of live lice or of nits found within one-quarter inch of the scalp.

Nits that are found beyond one-quarter inch of the scalp have more than likely hatched or are no longer viable.

- When any student is found with an active infestation, the student's parents/guardians will be contacted. At the discretion of the principal, the student may be allowed to remain in school until the end of the school day, but immediate treatment at home is advised. A parent of a student who was identified with an active infestation must accompany their child to the school office with confirmation of treatment prior to the student's readmission. The student will be re-admitted to school **ONLY** after treatment and re-examination by school personnel. If an active infestation is still present, the student will be sent home. If there is no sign of an active infestation when the student is re-examined by school personnel, the student may re-enter school.
- Any student who has nits more than one-quarter inch from the scalp, and shows no other signs of having an active infestation, may remain in school.

Assistance or information on how to deal with lice infestations can be received from personnel in the school office, the student's pediatrician or the county Health Department. To ensure the student is not re-infested, parents are urged to continue daily lice checks and nit removal for two to three weeks following initial identification of an infestation.

Medical Emergency

Should a medical emergency arise, resulting from either a serious accident or some other cause, the Academy will take the following immediate action:

1. First aid will be administered by trained personnel on site and parents will be contacted.
2. In the event parents/guardians cannot be reached, the child's physician will be called and the details of the situation provided. The physician shall make the determination whether the child should be taken to the Emergency Room.
3. The Academy Personnel will accompany the child to the Emergency Room.
4. A Green Health Report Form will be completed by the Academy staff and presented to the parent. This form needs to be signed by the reporting and classroom teachers and parents/guardian on site.
5. Any further procedures that need to be followed are listed in the Crisis Intervention Plan.
6. In the event of a severe incident the Academy may call 911 at their discretion.

Crisis Intervention

A crisis intervention plan was developed by the Academy staff to create the safest possible environment for our children. The crisis intervention plan establishes a course of action in emergency/crisis situations. Each teacher has a copy of the plan, and a copy of the plan is in the office.

Safety and Security

The Academy schedules regular fire, tornado, and lockdown drills. Staff is trained in handling emergency situations. Emergency exit routes and procedures are posted in each classroom.

Academy Closings

In cases of inclement weather, local radio and TV stations will be notified about a decision to close school or delay opening. Listen to a local radio or television broadcast for school closings. **DO NOT** call the school. **Local radio stations WKFR (103.3), WKZO (AM590),**

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WVFM (106.5), WBCK (FM 95.3), and WFAT (96.5). TV stations WWMT (CBS) and WOTV (ABC). School closings can also be found online at www.wwmt.com, or www.woodtv.com.

If a weather emergency should arise during school hours, the following procedures will be followed:

Tornado/Thunderstorm Watch – (Issued when the possibility of a tornado exists) Students will remain inside the building, local weather broadcasts will be monitored, and our staff will take safety precautions. Students will be released to parents/guardians or other designated adults upon request.

Tornado/Thunderstorm Warning – (Issued when a tornado has been spotted or indicated on the radar) All students and staff members will remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time.

Academy Wellness Policy

The Academy is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement.

Nutrition Education

Every year, all students, K through 8th grade shall receive nutrition education that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors, shall be integrated into the curriculum. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members, who provide nutrition education, shall have the appropriate training.

Nutrition & Physical Fitness Promotion

The Academy shall:

1. Provide students and staff consistent nutrition messages throughout school buildings, classrooms, gymnasiums, and cafeteria.
2. Provide reimbursable, “served” meals that will meet or exceed the requirements set by the USDA’s “Nutrition Standards for School Meals.”
3. Promote participation in the, “School Breakfast Program,” throughout the school year.
4. Set standards, using the “Smart Snacks Guidelines,” for all foods and beverages provided, but not sold, to students during the school day. This will include those snacks for classroom parties, classroom snacks brought by parents, or other foods given as incentives.
5. Not allow food and beverage marketing and advertising anywhere on campus, unless first approved by the principal. The advertising will only be allowed for foods and beverages that meet the “Smart Snack in Schools,” nutrition standards.
6. Promote participation by the school community, including; parents, students, school food authority, teachers, school board, school administrators, in the Academy’s Wellness Policy process.
7. Offer fitness education and physical activity opportunities as part of a quality physical education program. This program shall provide students with the knowledge, skills, and values necessary for continuing lifelong physical fitness and healthy lifestyle. Physical education standards shall be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Implementation and Measurement

The Academy’s Principal shall:

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1. Meet with the Wellness Coordinator to assess the Wellness Policy a minimum of every 3 years. The assessment will determine; compliance with the policy, how the policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.
2. Monitor and maintain records for the State Administrative Review, including; a copy of the current wellness policy, documentation how the policy is made available to parents, and document efforts to review and update the wellness policy.
3. Present the final policy for approval to the school board.
4. Implement the policy, by providing information to teachers, parents, students, and school administration.
5. Post the Wellness Policy, in a public area of the school, on social media websites used by the school, and demonstrate a willingness to continue open discussion pertaining to all aspects of the Wellness Policy and its effectiveness within the school.
6. Respond to all school board requests to report on the Academy's programs and efforts to meet the purpose and efforts of the policy.

Food Service

Both breakfast and lunch options are available to all students at the Academy for free. Applications for the National School Lunch Program can be obtained in the school office or online at www.lunchapp.com. This application is needed for administrative purposes, not to determine eligibility. This application allows our school to benefit from various State and Federal programs like Title I A, At Risk (31A), Title II A, E-Rate, etc. This application is critical in determining the amount of money the school receives from a variety of supplemental programs. All information on the application submitted is confidential. Without your assistance, the school cannot maximize utilization of available State and Federal funds.

At the end of each month your student will receive a menu and order form for the following month. All meals are pre-ordered through a commissary. Therefore, it is important to return any order forms and payment by the due date or we cannot guarantee that items listed on the menu will be available.

Students participating in the National Free/Reduced School Lunch Program will receive one hot snack and lunch per day, including milk.

Nutrition

The commissary is part of the Child Nutrition Program and offers menu choices that exceed the state-mandated nutritional requirements. The guidelines of the National School Lunch Program ** are strictly followed. Balanced and nutritious meals are served each day, minimizing the use of salt, fats, sugars, colorings and preservatives and are designed to promote life-long healthy eating habits.

** The Child Nutrition Programs are open to all eligible children and adults regardless of race, color, national origin, sex, age, or disability. Any person who believes he or she has been discriminated against in any USDA-related activity should write immediately to the USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410, or call (202) 720-5964.

Field Trips

At the Academy, we arrange a variety of enrichment experiences for our students. Thus, we plan field trips and special outings that bring to the student a new understanding of and appreciation for the world in which they live. Advance notice will be given of any field trip.

Volunteer drivers and chaperones are necessary to make our field trips possible. If you are able to accompany us on any of our outings, please let your child's teacher know. Your

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involvement will be greatly appreciated. If you will be driving for a field trip, **a copy of your valid driver's license and proof of current insurance must be on file in the office.** There must be a seatbelt for each passenger in the vehicle.

Each field trip is designed for students in a particular classroom. Teachers will always determine and announce which students (grade, classroom, etc) may attend the field trip.

Personal Items

Students may bring to school only those items that are necessary for their education. Personal toys (including electronic game devices), any electronic communication devices (e.g. cell phones, tablets, etc.), and non-essential items of any type are not to be brought to school, except as approved in advance by the Academy administration or the Academy Board. Any unapproved items found by school staff may be confiscated by the staff member and would need to be picked up by the student's parent(s).

Code of Student Conduct

The Academy's Code of Student Conduct is based on the premise that students require a positive, safe, learning environment that encourages learning without disruption. When a student chooses to disregard the rules of good conduct, they not only reduce their own opportunity to learn, but disrupt the learning process of others. The code of conduct includes the subcategories of social behavior and discipline, inappropriate conduct, after-school detention and unacceptable behavior/disciplinary action.

At the Academy students are expected to:

- be in attendance and punctual each school day
- be in uniform each school day
- demonstrate honesty, courtesy, kindness, and proper respect to all
- demonstrate respect for school property, as well as property of staff members, fellow students and school neighbors
- use language that is deemed acceptable at all times
- obey all classroom and school rules and regulations
- report interference with their ability to participate in and benefit from their educational opportunity

Students shall conduct themselves in an appropriate manner for all school functions, including but not limited to normal school day, field trips, and special events. They should be respectful of themselves and others. They should be responsible for their own actions. Students should comply with rules and directions given by teachers or other staff members. If they choose not to, the result will be consequences such as: loss of privilege, field trip, etc.

Social Behavior and Discipline

Every individual's personal satisfaction and social contribution depends upon their interpersonal conduct. With this view, we work diligently to help students develop effective social behavior. Methods of positive reinforcement are used to promote self-discipline. Consistency in application is the goal of each teacher.

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Each classroom will use a card system to monitor student behavior. The basic colors are green, yellow, and red. Green cards indicate “good” or proper behavior that follows the classroom rules. Yellow cards indicate 1 or 2 verbal warnings. Red cards indicate that behavior has become disruptive or distracting. Each red card has a consequence. Each classroom will have its own set of rules and consequences.

The Academy specifically does **not** employ certain coercive methods of discipline. We never humiliate, shame, frighten or strike a child. Similarly, we never deprive a child of meals, rest or toilet use.

Generally, misbehavior will engender the consequences of over correction and/or the loss of special privileges. Suspension and expulsion will be reserved for the most severe misconduct.

Inappropriate Conduct

Conduct which deliberately interferes with the educational process or violates accepted and ordinary standards of conduct is prohibited even though not specifically set forth below. Violating any school rule or performing any act that is disruptive or detrimental to the health and welfare of other individuals or is damaging to school property whether specifically listed or not, will not be tolerated or condoned. The degree of seriousness of the misconduct, as well as the accumulative effect of misconduct, will be used in determining the degree of severity of the discipline to be imposed. Gross misbehavior and persistent disobedience may result in expulsion. **School grounds** are defined as the immediate vicinity which students are identified with, or activities under the jurisdiction of the school.

For occurrences of unacceptable behavior, the teacher, administration, parents and student will meet as the first step in solving the problem. Administrators have the authority to execute the discipline outlined in the following pages. The severity of the violation will determine the degree of discipline administered within the stated guidelines. In addition, the Academy may institute other, more detailed, discipline plans designed to fit the needs of the Academy’s students.

After-School Detention

The Academy team has high expectations for our students. Each child is expected to be a responsible and respectful student. They will strive daily to demonstrate their personal best when asked to work independently and when working with their peers. Students who demonstrate disrespect to their classmates, teachers and or classroom materials, refuse to complete assignments in class or for homework, may be asked to serve an afterschool detention. After school detention will be monitored by Academy staff. Parents will be notified by phone or in person of the date and time detention will be served.

EMERGENCY REMOVAL, SUSPENSION AND EXPULSION OF STUDENTS

References: MCL 380. 1309; MCL 380. 1312(8)&(9); MCL 37.1402; 20 USC §§ 5812, 5964, 5965, 7114, 7115, 7151; 42 USC § 290hh; State Board of Education, Resolution to Address School Discipline Issues Impacting Student Outcomes, Adopted June 12, 2012 [Note: MCL 380.1311a was held to be unconstitutionally overboard in *Smith ex rel. v Mount Pleasant Public Academy*, 285 F Supp 2d 987 (ED Mich, 2003).]

Respect for law and those persons in authority shall be expected of all students. This includes conformity to Academy rules as well as general provisions of law. Respect for the rights of others, consideration of their privileges and cooperative citizenship also shall be expected of all members of the Academy community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the Academy.

The Educational Service Provider, shall establish Administrative Procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students at the school, on school provided transportation, and at school-related events.

This Policy shall be included in the code of student conduct, which shall be reviewed periodically. This Policy shall comply with all applicable law. Any conflict between this Policy and applicable law shall be resolved in favor of applicable law.

The Board acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment which is, in part, reflected in the behavior of students.

The Board requires each student of this Academy to adhere to the Code of Conduct established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. be in attendance and punctual each school day
- B. be in uniform each school day
- C. demonstrate honesty, courtesy, kindness, and proper respect to all
- D. demonstrate respect for school property, as well as property of staff members, fellow students and school neighbors
- E. use language that is deemed acceptable at all times
- F. obey all classroom and school rules and regulations
- G. report interference with their ability to participate in and benefit from their educational opportunity

The School Leader shall develop procedures for student conduct that carry out the purposes of this policy and respect the individual rights constitutionally guaranteed to students.

Academy administration shall designate sanctions, excluding corporal punishment, for the infraction of rules which shall:

- A. Relate in kind and degree to the infraction;
- B. Help the student learn to take responsibility for his/her actions;
- C. Be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Factors to be Considered before Suspending or Expelling a Student

Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion is considered, the Educational Service Provider or School Leader 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

The Educational Service Provider or School Leader will exercise discretion over whether or not to suspend or expel a student. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Board or School Leader can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Educational Service Provider or School Leader will still consider the factors.

Restorative Practices

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

Restorative practices may include victim-offender conferences that:

- A. are initiated by the victim;
- B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (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.

Persistent Disobedience or Gross Misconduct

A student may be removed from the classroom, suspended or expelled for persistent disobedience or gross misconduct. A student may not be expelled or excluded from the regular school program based on pregnancy status.

In recognition of the negative impact on a student's education, the Board encourages the Academy's administrators to view suspension, particularly those over ten (10) days, and permanent expulsions as discipline of last resort, except where these disciplines are required by law (Policy 5610.01). Alternatives to avoid or to improve undesirable behaviors should be explored when possible prior to implementing or requesting a suspension or expulsion.

The Board recognizes exclusion from the educational programs of the Academy, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process, since exclusion deprives a child of the right

to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency removal may result in a suspension, then due process must be ensured.

For purposes of this policy, suspension shall be either short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) removal of a student from regular Academy program. The School Leader may suspend a student for a period not to exceed 10 days of school days.

For purposes of this policy, unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the Academy. Students who are expelled may petition for reinstatement as provided below.

The School Leader may recommend to the Board a long-term suspension or that a student be expelled.

No student, otherwise eligible for attendance, shall be excluded from an Academy program, unless that student has substantially interfered with the maintenance of good order or unless it is necessary to protect that student's or other student's physical or emotional safety and well-being.

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the School Leader. A student so removed may be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will receive a due process hearing for each suspension beyond ten (10) days, consistent with required due process for long-term suspensions. The Board designates the School Leader as its representative at any hearings regarding the appeal of a suspension.

The Board may either suspend a student for a period longer than ten (10) days or expel him/her.

In all cases resulting in short-term suspension long-term suspension, or expulsion, appropriate due process rights must be observed.

The Educational Service Provider shall develop procedures to implement this policy that shall include the following:

- A. Strategies for providing special assistance to students in danger of being expelled and not achieving the academic outcomes of the Academy's core curriculum;
- B. Standards of behavior for all students in accordance with Academy Board policy on student discipline;
- C. Procedures that ensure due process; and
- D. Provision for make-up work at home, when appropriate.

POSSIBLE PERMANENT EXPULSION

The Academy will not tolerate behavior that creates an unsafe environment, a threat to safety, or undue disruption of the educational environment.

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under federal law.

Physical and Verbal Assault

Unless a different determination is made after consideration of the factors identified above, the Academy shall permanently expel a student in grade six or above if that student commits physical assault at the Academy against a staff member, volunteer, or contractor.

Unless a different determination is made after consideration of the factors identified above, the Academy shall suspend or expel a student in grade six or above for up to one hundred eighty (180) school days if the student commits physical assault at the Academy against another student.

Physical assault is defined as “intentionally causing or attempting to cause physical harm to another through force or violence.”

Unless a different determination is made after consideration of the factors identified above, the Academy shall suspend or expel a student in grade six or above and may discipline, suspend or expel at student in grade five and below for a period of time as determined at the Board’s discretion if the student commits verbal assault at school against a Academy employee, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity.

Verbal assault is a communicated intent to inflict physical or other harm on another person, with present intent and ability to act on the threat.

“At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

The Academy may provide appropriate instructional services at home for an expelled student not placed in an Alternative Education Program. The instructional services provided shall be similar to those provided to homebound or hospitalized students and shall be contracted for in the same manner.

Weapons, Arson, Criminal Sexual Conduct

In compliance with state and federal law, and **unless a different determination is made after consideration of the factors identified above,** the Academy shall expel any student (unless noted below) **who possesses a dangerous weapon, other than a firearm, in the Academy’s weapon-free school zone** or commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other Academy transportation.

In compliance with state and federal law, the Academy shall expel any student who possesses a firearm in the Academy’s weapon-free school zone in violation of State law, unless the student can establish mitigating factors as explained below, by clear and convincing evidence.

For purposes of this policy, a “dangerous weapon” is defined by law as a firearm, dagger, dirk, stiletto, knife with blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles, This definition also includes other devices designed to (or likely) inflict bodily harm, including but not limited to, air guns and explosive devices. The term “firearm” is defined as any weapon (including starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of the explosive, the frame, or the bearer of any such weapon, as well as a firearm muffler, firearm silencer, or any such destructive device.

The Academy need not expel student for possession of a dangerous weapon, **including a firearm,** if the student can establish **in a clear and convincing manner** the following to the satisfaction of the Board:

- A. The object or instrument was not possessed for use as a weapon, or for direct (or indirect) delivery to another person for use as a weapon;
- B. The weapon was not knowingly possessed;
- C. The student did not know (or have reason to know) that the object or instrument in his/her possession constituted a dangerous weapon; or
- D. The weapon was possessed at the suggestion, request, direction of, or with the express permission of the School Leader or the police.

There is a rebuttable presumption that expulsion for possessing the weapon is not justified if the Educational Service Provider or School Leader determines in writing that the student has established that he or she fits under one of the exceptions above by clear and convincing evidence, and that the student has no previous history of suspension or expulsion.

The above exceptions will not apply to student misconduct involving sexual conduct or arson. For expulsions for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor, the School Leader shall provide that the expulsion is duly noted in the student's records, the student is referred to the Department of Human Services or Department of Community Health within three (3) school days after the expulsion, and the parents are informed of the referral. Furthermore, if a student who is expelled is below the age of sixteen (16), the School Leader shall ensure notification of the expulsion is given to the Juvenile Division of the Probate Court. In compliance with federal law, the School Leader shall also refer any student (regardless of age) expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the Academy. In addition, the School Leader shall send a copy of this policy to the State Department of Education and shall include a description of the circumstances surrounding the expulsion of the student for possessing a firearm or weapon in the Academy's weapon-free school zone, together with the name of the Academy, the number of students so expelled, and the types of firearms or weapons brought into the weapon-free school zone.

A student expelled under this policy for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may apply for reinstatement in accordance with the following guidelines:

- A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.
- B. If the student is in grade five (5) or below at the time of the expulsion and was expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the expulsion date.
- C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.

All items in this handbook are subject to state or federal law.

- D. The parent, adult student, or emancipated minor shall submit a request for reinstatement to the School Leader.
- E. Within ten (10) school days, the School Leader shall submit the request, together with any other information he/she deems pertinent, to a Board appointed committee consisting of two (2) Board members, a school administrator, a teacher, and a school-parent representative.
- F. Within ten (10) school days after being appointed, the committee shall review all pertinent information and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of the following:
 - 1. The extent to which reinstatement would create a risk of harm to students and school staff;
 - 2. The extent to which reinstatement would create a risk of school or individual liability for the Board or school staff;
 - 3. The age and maturity of the student;
 - 4. The student's school record before the expulsion incident;
 - 5. The student's attitude concerning the expulsion incident;
 - 6. The student's behavior since the expulsion and the prospects for remediation;
 - 7. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or parent who filed the reinstatement request to accomplish the following:
 - a. abide by a behavior contract involving the student, his/her parents, and an outside agency;
 - b. participate in an anger management program or other counseling activities;
 - c. cooperate in processing and discussing periodic progress reviews;
 - d. meet other conditions deemed appropriate by the committee;
 - e. accept the consequences for not fulfilling the agreed upon conditions.
 - 8. The committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.

The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and is not subject to appeal.

In the event a student who has been permanently expelled from another school requests admission to this Academy, in making its decision, the Board shall follow the same procedure it has established in paragraphs A-F, above, for the reinstatement of a student.

Students expelled for reasons other than dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may also petition the Board for reinstatement. The Board may, at its discretion, consider the petition in accordance with the procedure set forth above or upon any standards and with any procedures it determines appropriate under the circumstances.

The School Leader shall ensure Board policies and procedures regarding a student's rights to due process are followed when dealing with a possible suspension or expulsion under this policy.

IN-SCHOOL DISCIPLINE

The purpose of this policy is to provide an alternative to out of school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the School Leader for offenses found in the Code of Student Conduct.

The School Leader is to establish procedures for the proper operation of such a program and to ensure appropriate due-process procedures are followed as applicable. (See BP 5630.01)

DUE PROCESS RIGHTS

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the Academy's disciplinary procedures.

To better ensure appropriate due-process is provided to a student, the Board establishes the following:

Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given at least oral notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The School Leader or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the School Leader whose decision will be final.

Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and must also be given an opportunity to appear before the Board with a representative to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will testify to the Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or request for admission after permanent expulsion from another school.

The School Leader shall develop procedures to ensure all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights shall be placed in the parent handbook, in a manner that facilitates understanding by students and their parents.

CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline. Staff shall not use physical force or violence to compel obedience. If all

other means fail, staff members may always resort to the removal of the student from the classroom of Academy through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- A. restrain or remove a student who refuses to comply with a request to behave or report to the office;
- B. quell a disturbance threatening physical injury to self or others;
- C. obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- D. the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon student (by hitting, paddling, spanking, slapping or any other kind of physical force) as means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the Academy contracts for services.

The School Leader shall provide guidelines, including a list of alternatives to corporal punishment.

REMOVAL, SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

The Academy shall abide by federal and state laws in matters relating to discipline, suspension, and expulsion of disabled students.

UNACCEPTABLE BEHAVIOR	DISCIPLINARY ACTION
<p>1. Arson: Purposefully setting fire on school premises.</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 10 days • Recommended expulsion • Referral to police • Restitution
<p>2. Assault: Striking or threatening to use physical force with school personnel, students, and/or others on school property or at school sponsored events.</p>	<ul style="list-style-type: none"> • Possible Detention • Removal from class • Possible suspension 1 to 10 days • Possible referral to police • Possible expulsion up to and including 180 school days.
<p>3. Biting: The act of purposefully biting another person to do bodily harm.</p>	<ul style="list-style-type: none"> • Possible Detention • Removal from class • Possible suspension
<p>4. Cheating: The act or an instance of fraudulently deceiving.</p>	<ul style="list-style-type: none"> • Possible Detention • Removal from class/Telephone call home
<p>5. Alcohol & Drugs: Possession of, use of, under the influence of alcoholic beverages, narcotics, drugs, caffeine pills and/or any controlled substances including look-alikes or what is represented as a drug or alcohol inclusive and/or any related paraphernalia (empty beer or liquor containers or substitute containers, etc.)</p>	<p>Possession or Use:</p> <p><u>1st</u> Offense</p> <ul style="list-style-type: none"> • Referral to police • Suspension 3 to 5 days • Possible Detention <p><u>2nd</u> Offense</p> <ul style="list-style-type: none"> • Referral to police • Suspension 5 to 10 days • Drug assessment • Meeting with a qualified substance abuse counselor • Possible Detention <p><u>3rd</u> Offense</p> <ul style="list-style-type: none"> • Referral to police • Suspension 10 days • Possible recommended expulsion. This action may be indefinitely postponed if the student participates in and adheres to a substance abuse treatment program. • Possible Detention
<p>6. Extortion: Taking money or items of value through force, illegal activity, or ingenuity.</p>	<ul style="list-style-type: none"> • Confiscation of item • Suspension 1 to 3 days

UNACCEPTABLE BEHAVIOR	DISCIPLINARY ACTION
<p>7. False Alarms: Fire alarms, the removal of fire extinguishers, a call to 911, or bomb threats.</p>	<ul style="list-style-type: none"> • Possible Detention • Referral to police • Suspension 3 day minimum • Possible expulsion.
<p>8. Fighting: Pushing, hitting, kicking, etc., between two or more students on school property, or at school sponsored activities.</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension: All parties 1 to 10 days • Possible recommended expulsion
<p>9. Forgery: Fraudulent means to use or obtain use of school related documents.</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 3 days
<p>10. Gang or Gang-Like Behavior: Gang or gang like activity of any kind (including graffiti on school property) at any school activities at any time; forming associations with other students who imitate gangs or who have similar characteristics; gang or gang like attire; “ganging up” on other persons to harass, threaten or intimidate; creating a threatening environment; vandalizing or damaging property.</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days
<p>11. Habits or Bodily Conditions Detrimental to the School: Conditions under which the pupil is suspected of having a communicable disease. One who has persistently neglected personal hygiene to the point where it is disruptive.</p>	<ul style="list-style-type: none"> • Possible Detention • Parent and student will be required to correct the condition.
<p>12. Harassment: Gender/Ethnic/Religious/Disability/General: Conduct that shows hostility or aversion toward an individual because of his/her gender, race, color, religion, national origin, disability, or age that has the purpose or effect of creating an intimidating, hostile, or offensive environment; or has the purpose or effect of unreasonably interfering with an individual’s performance. Also includes incidents that occur at school sponsored activities, that are initiated by students and that are directed toward students, staff, or employees of the school district.</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Possible referral to police • Possible recommended expulsion
<p>13. Illegal Activities: Illegal activities not referred to in other portions of the <i>Code of Conduct</i> (breaking and entering, etc.)</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Possible referral to police

UNACCEPTABLE BEHAVIOR	DISCIPLINARY ACTION
14. Inappropriate Behavior: Disrespectful student behavior, defiance of authority, the refusal of a student to comply with the reasonable requests of any school employee, unauthorized leaving of school property, or instigating inappropriate behavior.	<ul style="list-style-type: none"> • Possible Detention • Possible suspension 1 to 10 days • Possible recommendation for expulsion
15. Indecency: Offending acts against recognized standards of propriety and good taste (as interpreted by the school administration). This may include items of clothing that the administration determines to be inappropriate.	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 3 days • Parent and student will be required to correct the condition.
16. Lying: Marked by or containing falsehoods	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 3 days
17. Non-Productive Behavior: Not meeting reasonable academic and/or attendance responsibilities.	<ul style="list-style-type: none"> • Possible Detention • Parent contact made • Meeting with parent, teacher, and administration
18. Obscenity and Profanity: Vulgar acts in verbal or written form, pictures or gestures. Use of inappropriate or offensive language, either written or spoken.	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 5 days
19. Pyrotechnics: Use, possession, and/or production of any explosive, smoke- or odor-producing device is prohibited in or on school property includes possession of lighters and matches.	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Referral to police • Possible Detention • Possible recommended expulsion
20. Sexual Assault or Harassment: Any physical or verbal effort to intimidate/force, or attempt to force another person against his/her will into any sexually related activity. Unwelcome sexual advances, requests for sexual favors, or other verbal/physical conduct, or communication of an intimidating/ hostile, or offensive sexual nature.	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Referral to Child Protective Services • Possible referral to police • Possible recommended expulsion
21. Tardiness/ Truancy: Excessive tardiness, skipping classes or skipping school.	<ul style="list-style-type: none"> • Possible Detention • Parent contact made • Referral to Truant Officer
22. Theft: The act of stealing and/ or possessing stolen goods.	<ul style="list-style-type: none"> • Possible Detention • Suspension up to 5 days • Restitution • Possible referral to police

UNACCEPTABLE BEHAVIOR	DISCIPLINARY ACTION
<p>23. Tobacco or Vaping products: Possession or use of tobacco or vaping products in any form, including look alike or what is represented as tobacco or vaping or in the presence of visible smoke or vapors, is prohibited on school property, or at any school event regardless of location. This includes look-alike or what is represented as tobacco or vaping products or any related paraphernalia (empty tobacco containers or substitute containers), possession of smoking materials, i.e. lighter, matches, etc.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • Possible Detention • Suspension up to 5 days • Meeting with a counselor • Referral to police <p>2nd Offense</p> <ul style="list-style-type: none"> • Possible Detention • Suspension up to 10 days • Meeting with a counselor • Referral to police
<p>24. Vandalism: Defacing or destroying property of the school, staff, or students</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Restitution • Possible referral to police • Possible recommended expulsion
<p>25. Weapon Possession: Possessing, using, threatening to use, or transferring any weapon or instrument capable of inflicting harm or considered dangerous by the administration or teachers. The term weapon includes such items as a fire arm, gun revolver, pistol, (including a starter gun or BB gun) dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles etc. (State Law: Weapons- Free School Zone Policy #5131.4a)</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension pending possible recommended expulsion • Referral to police <p>The law requires a school administrator to contact the local police agency when a weapon is found in the possession of a student.</p>
<p>26. Weapon Look- Alikes: Possessing, handling, or transmitting any object or instrument that is a “look alike” weapon or instrument, (e. g. starter pistol, rubber knife, comb switchblade, souvenir, or collectable weapons, toy guns, etc.)</p>	<ul style="list-style-type: none"> • Possible Detention • Suspension 1 to 10 days • Possible referral to police • Possible recommended expulsion

*** This handbook is intended as a general guideline. Procedures may vary as the occasion warrants. Decisions regarding appropriate discipline are made according to school staff involved. ***

Quick Tips for Parents

Schoolwork and Homework

Some things you can do to help your child with school work:

- ❖ Homework first before any social activity
- ❖ Set aside a quiet study place
- ❖ Establish a time and routine for doing homework
- ❖ Turn off television
- ❖ Go over daily school work and school activities
- ❖ Listen to your child
- ❖ Expect and reward age-appropriate attention span
- ❖ Encourage your child to work independently
- ❖ Check your child's homework during and after study time
- ❖ Actively praise and arrange special privileges for outstanding or improved school effort
- ❖ Be consistent
- ❖ If your child has no homework for the day, try some educational games during your "special" time

Suggestions for Building Academic Skills

Reading – This is a Critical and Enabling Skill for Future Learning

- Read to your child and let your child see you read
- Provide a variety of books or materials in your home at your child's reading level
- Play reading games, sound out letters and funny words
- Make up new non-sense words
- Visit your library or bookmobile with your child

Writing - Self Expression Through Writing Should be Established Early

- Practice writing child's name, do it frequently
- Name and label pictures
- Write the names of family members and pets
- Practice writing the child's address and phone number
- Practice putting words in writing
- Help connect words into simple sentences
- Work regularly on age and grade appropriate writing
- Use "Thank You" notes and written surprises in the home

Math - A practical and important skill for further learning

- Practice counting by ones, twos, threes, etc.
- Play math games, create a challenge and keep track of progress
- Talk about practical math at home, at the store or in your community
- Do problems together, each do a part until the "problem" is finished
- Challenge your child to practice on his or her own
- Talk aloud about time of day, counting things and other number related facts
- Use both digital and regular clocks in the home

All items in this handbook are subject to state or federal law.

Science - Excellent for teaching creative thinking and problem solving

- Talk about things in the home that come from science such as electricity, electric lights, microwave ovens, etc.
- Watch science programs on TV with your child
- Talk about news items such as astronauts, earthquakes volcanoes, animals, trees, and food you eat

Social Studies - Develop an awareness of community, self and others

- Effective communication involves both listening as well as speaking. Practice taking turns
- Roles and responsibilities of self and others. Stress the importance of doing your share, say what you do and do what you say
- People and places- talk about your community, people, church, school, etc.
- Note differences in societies and people. National Geographic is an excellent source for pictures and stories
- Watch appropriate TV programs together such as Disney, Discovery, and the Learning Channels

Parents are teachers!!! You see the results daily of your role in teaching your child. Talk with your child's teacher about things you can do at home to further strengthen and support your child's learning.

School Guide for Parents

The Academy welcomes parents as partners in the education of our children. We strive to create an atmosphere at school that promotes parent involvement. As parents, you and your family have a critical role to play in your child's school success, however, the best ways to contribute to that success are not always clear.

We have put together a number of suggestions and items in this guide for your consideration. This guide is intended to serve as a resource and/or a reminder of some common things that have proven to be helpful to other parents and their children.

The items included in this Guide are not intended to be exhaustive nor to set limitations on how you interact with your child, but only to suggest some things that are consistent with good communication, direction and support in your child's education.

Tips for successful parenting

- ❖ Talk with your kids. Take a few minutes to talk with your child each day. Be sure to listen and show interest in what your child says.
- ❖ Show how you care. Little things mean a lot. Smiles, hugs and sitting together can make a bad day okay and a good day better.
- ❖ Use punishment sparingly. Use things like "count-outs", short "time-outs" or loss of privileges for a short time. Allow your child to make amends.

- ❖ Catch your child being good. Look for chances to praise your child. Help them feel good about him/herself.
- ❖ Show an interest in school. Be active in your child’s school program. Encourage active home work and study times.
- ❖ Monitor your child’s health. Pay close attention to your child’s health habits. Guide and praise good care.
- ❖ Attend carefully to your child when changes occur in family circumstances. This is a time when closeness and reassurance are needed.
- ❖ Set a good example. Imitation is a most common form of learning
- ❖ Reinforce often – reminder – Activities can be used as reinforcers. Use activities the children like as rewards for desired behavior.
- ❖ Make and keep rules. Rules should be short, positively stated, and easy to remember.
- ❖ Parents are teachers. Your child will learn to be the kind of person you teach him to be.
- ❖ Give a nice day! A positive *parental* disposition is the result of good planning about what is important enough to reward and what bad behaviors are trivial enough to ignore.
- ❖ Reduce down time. Assigned chores provide something to do, be appreciated for, be proud of, and help build self-esteem.
- ❖ Show interest. Use questions that continue the conversation by asking for longer answers than just “yes” or “no”.
- ❖ Share your experience. Share stories, jokes, and experiences that might have helped you learn in a similar situation.

Ways to Help Your Child Achieve - A Checklist

- ___ Regular attendance is important
- ___ Arrive at school on time
- ___ Respond to all school communications promptly
- ___ Treat your child with respect
- ___ Make your responses to your child positive
- ___ Refrain from nagging

- ___ Establish routines for school work and home responsibilities
- ___ Assist with homework
- ___ Monitor your child's work
- ___ Make time for your child
- ___ Read to and with your child
- ___ Go to the library and bookmobile with your child
- ___ Play educational games with your child
- ___ Engage in physical activities with your child
- ___ Listen to your child
- ___ Recognize and respond appropriately to your child's feelings
- ___ Listen carefully and calmly to complaints about school or other students
- ___ Use a pleasant voice
- ___ Communicate in simple and direct sentences
- ___ Have and use materials at home to supplement school books
- ___ Work to increase your child's attention span
- ___ Avoid comparisons with family, neighbors, classmates, etc.
- ___ Encourage and support independent study
- ___ Discuss causes for things as objectively as possible
- ___ Discuss consequences of both good and bad behaviors
- ___ Reflect confidence in your decisions with your child
- ___ Be consistent but not rigid
- ___ Monitor your child's health habits
- ___ Notify school of changes in family circumstances that may affect school behavior
- ___ Take time to acknowledge your child's growth and accomplishments

____ Encourage your child in activities that foster use of mind and muscle

____ Control TV time and program selection

____ Congratulate yourself for parenting jobs well done

Suggestions for bedtime routines

Make sure your child is well rested and ready for school each day.

The American Academy of Pediatrics [www.americanacademyofpediatrics.com] research indicates that children require 9 to 10 hours of sleep per night. Some tips for preparing for bedtime are found in *The Good Kid Book* by Howard N. Sloane (for sale in the school office).

- Set bedtime to permit 9 to 10 hours of sleep at night (8- 8:30 pm).
- Rearrange your child’s schedule so chores or tasks are completed at least an hour before bedtime.
- Homework also should be completed at least one hour prior to bedtime.
- “Relax Time” should include activities that promote calming down and should last fifteen to thirty minutes. Such activities could include a warm bath, a bedtime story, quiet games in bed (board game), or reading in bed.

Suggested Routine (Ideal)

- Chores and homework completed one hour before bedtime (by 7:30 pm)
- Start bedtime routine 30 minutes before bedtime
- Things ready for next school day
- Clothes ready for next day
- Bath/shower
- Quiet time in bed – read, etc.
- Lights out by set time

The routine you establish should be followed each night regardless of time or who is in charge- parent, grandparent, babysitter, etc.

Benefits of bedtime routine:

- Child knows what to expect each night
- All caregivers can use same routine
- Reduces bedtime stress for parents and children
- Encourage quiet time prior to lights out
- Provide for personal time after children are in bed

To establish and maintain bedtime behaviors/routines, rewards can be used. “Daily Surprises” as mentioned in *The Good Kid Book* could include, but are not limited to:

- Mom or Dad can read to their child for ten minutes
- Stay up ten minutes longer
- Stay up and watch an extra TV program
- Mom or Dad will do chores

Please consult your child's teacher for further assistance.

Nutrition and Physical Activity

Did you realize that your child is in school about 30% of their day and school snack and lunch are about 50% of their daily nutrition?

We have a responsibility to provide a good foundation for a healthy lifestyle for your child. In addition to the curriculum objectives which will be taught, each classroom teacher will encourage good nutrition and physical activity routines. Please refer to the Academy Wellness Policy and Nutrition at School, which are included in this handbook.

Nutrition at School

Our focus is providing our students with a balanced nutritious meal. We all have busy schedules but it's important to make sure we're taking the time to encourage healthy eating habits at school and at home. Below are some ideas for healthy snacks and lunches:

Snacks

- fruit cups, Jello with fruit, apples with peanut butter, bananas, grapes, pre-cut fruit in baggies such as strawberries or watermelon, cottage cheese with fruit
- baby carrots, pre-cut vegetables such as cucumbers, broccoli, celery or peppers with ranch dip, popcorn, bagel with cream cheese
- graham crackers, pretzels, dry cereal in a baggy like Life or Kix, granola bars, crackers and cheese, animal crackers
- trail mix, nuts, raisins, Chex Mix, yogurt with granola, pudding

Lunches

- any of the above
- chicken salad or lunchmeat sandwich
- small salad with dressing on side
- soup, spaghetti, or ravioli in a Thermos
- cold pizza

Drinks

- small bottled water
- low sugar fruit juice (apple juice or orange juice)
- lemonade
- non-caffeinated beverages
- NO POP!
- buy milk from school

We also encourage healthy birthday treats. Thank you for your cooperation. If you need more ideas or have questions please see your child's teacher.

Annual Notifications

Special Requests: Should a parent feel the need to make a particular educational placement request, e.g., assigning a student to a specific grade or teacher, evaluation for placement in supplemental instructional programs like Title I or special education services, the parent must submit the request in writing through the Academy office or to the Academy email address.

Nondiscrimination Disclosure: It is the policy of this school to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the school, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum offered in this school. Inquiries regarding compliance and/or grievance may be directed to our Title IX coordinator, Norm Peterson, 600 South Lincoln Street, Augusta, MI 49012.

Drug/Alcohol and Tobacco Free: The Academy is committed to providing a tobacco, alcohol and other drug-free environment for students and staff. The possession/use of alcohol, controlled substance, mind/mood altering substances, drug paraphernalia, and/or other illicit drugs is prohibited on school district grounds, or at any school sponsored activity (this list is not all inclusive). Those in violation will be subject to disciplinary procedures.

Childfind Notification: The Academy offers special programs such as speech therapy, physical and occupational therapy, Title 1 and special education academic programs to children five years by December 1st and older at no cost to the parent. Developmental screening and/or comprehensive assessments for children who are suspected of having a disability that could adversely affect their educational development are available at no cost to you. Further information can be obtained by contacting the school office.

Home-based instruction: A parent who intends to educate his/her child or children at home in lieu of attendance or enrollment in a public school, private school or an extension program of an approved school must file an annual declaration of intent. Forms are available in the office.

McKinney-Vento Reauthorization of 2002: As required by federal law, the Academy ensures that homeless children are provided equal access to the same free, appropriate public education as provided to other children. Our McKinney-Vento contact is Allison Gumper, 600 South Lincoln Street, Augusta, 269-731-5775.

Equal Opportunity Employer: The Academy complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Board that no professional staff member or candidate for such a position at this Academy shall, on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or disability, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education. Inquiries regarding compliance and/or grievance may be directed to our Title IX coordinator, Norm Peterson, 600 South Lincoln Street, Augusta, MI 49012.

Teacher Qualifications: You have the right to request information specific to teacher qualifications. For more information, contact the school office.

No Child Left Behind (NCLB) emphasizes parents' right to know about the professional qualifications of his/her child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

1. Has the teacher met state certification requirements for the grade and subjects that he/she is teaching?
2. Is the teacher working with an emergency or conditional certificate?
3. What was the baccalaureate degree major of the teacher and another other graduate certification or degree held?
4. What are the qualifications of the Para educators working with the child?

In addition, all Title 1 schools are required to notify parents when their child has been taught by a teacher who does not meet highly qualified requirements for four weeks. All Academy teachers and Para educators currently meet the highly qualified definitions set by NCLB.

Asbestos Hazard Emergency Response Act (AHERA) Annual Notification:

This is to inform you that the AHERA Management Plan is available for your review in our administration office. The Academy does not contain any asbestos containing material. Please call the office for more information or to arrange an appointment for review of the plan.

Family Educational Rights to Privacy Act (FERPA): FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed as an administrator, supervisor, instructor or support staff member (including

health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school board or management company has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.

Designation of “Directory Information”: In accordance with FERPA, the following has been designated as directory information: a student’s name; address; phone number; date and place of birth; and participation in officially recognized activities and sports.

While other information concerning students of the school remains confidential and will be released only in accordance with the FERPA, the above “directory information” will be released to a requesting party unless a parent/guardian advises the school in writing that such information should not be released with respect to that particular student.

If a parent/guardian desires that the above “directory information” or any part thereof, concerning a particular student should not be released, he/she should contact the school office.

Student Privacy & Parental Access to Information: No student shall be required as part of the school program or curriculum, without prior written consent of the student’s parent/guardian, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or his/her parents; mental or psychological problems of the student or his/her family; sexual behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close, family relationships; legally-recognized privileged and analogous relationships such as those of lawyers, physicians, and ministers; religious practices, affiliations or beliefs of the student or his/her parents; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such as program),

Right to Deny Use of Student’s Image: The Academy recognizes the value of utilizing audiovisual and other types of electronic communication in providing an effective education for the students. Unless otherwise notified, the Academy assumes the parent’s permission in the use of their child’s image, name, work product and grade for use in the Academy’s prepared printed materials, and in presentation’s that may be posted on the Academy’s website. If you do not wish to grant the Academy this right, contact the school office.

Right to Inspect Instructional Materials: Parents and students may inspect, request, suggest, complain, or file a grievance as it relates to instructional materials such as textbooks, library books, reference works and other instructional aids used in the Academy. Submit request in writing to the school office.

Pesticides Notification: The Michigan Department of Agriculture now requires school to notify parents when pesticides, herbicides, insecticides, etc. are being applied on school

grounds. The school normally applies these chemicals during the summer vacation and other vacation periods when school is not in session. Occasionally, in emergencies, we may be required to apply these chemicals when school is in session. You have the right to be informed prior to any pesticide application made on the school grounds and buildings. In certain emergencies, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you want prior notification, please contact the school office.

Anti-Bullying Policy

It is the policy and commitment of the Academy to creating and supporting an educational environment for all students that is safe, secure, and conducive to learning. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the behavior and protect the victim of the act.

BULLYING IS PROHIBITED

Bullying of a student, whether by other students, staff, visitors, board members, parents, guests, contractors, vendors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivation.

DEFINITION OF BULLYING

Bullying is defined as 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 students either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one or more students.
2. Adversely affecting the ability of a student to participate in or benefit from the schools educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.
3. Having an actual and substantial detrimental effect on a student's physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying is prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, on a school bus or other school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the Academy.

"Telecommunications access device" and "telecommunications service provider" mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying that does not occur “at school,” as defined above, including bullying that occurs over the Internet(cyber-bullying) that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

REPORTS OF BULLYING

Every student is encouraged to report any situation that the student believes to be bullying behavior directed toward a student to a Teacher, Counselor, Principal or other staff member.

Staff members shall promptly report all student situations that they believe to be bullying behavior directed toward a student to the Building Principal. Complaints against administrators shall be reported to the Director of Schools. Complaints against the Director of Schools shall be reported to the Management Company.

Retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying is prohibited. Retaliation shall be considered a serious violation of Board policy, independent of whether a report of bullying is substantiated. Suspected retaliation should be reported in the same manner as suspected bullying behavior.

Making intentionally false accusations about bullying is prohibited. Retaliation and making intentionally false accusations about bullying shall result in corrective and/or disciplinary action up to and including suspension or expulsion, where applicable.

INVESTIGATING BULLYING

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The Principal is responsible for the investigation. If the investigation results in a finding that an instance of bullying has occurred, it shall result in prompt and appropriate disciplinary or corrective action, up to and including expulsion for students, up to and including discharge for employees, up to and including exclusion for parents, guests, volunteers, and contractors, and removal from any officer position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

DOCUMENTING BULLYING

Where the investigation results in a finding that bullying has occurred, notification will be provided to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying.

The Academy shall document any prohibited incident of bullying that is reported and shall document all verified incidents of bullying and the resulting consequences, including discipline and referrals. The Director of Schools shall provide a report of all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the Board on an annual basis.

CONFIDENTIALITY

The Academy will comply with all applicable laws regarding confidentiality of personally identifiable information within student educational records.

NOTIFICATION

This policy will be annually circulated to parents and students, and will be posted on the *Academy's* website.

DIRECTOR OF SCHOOLS RESPONSIBILITY

The Director of Schools is the school official responsible for ensuring that this policy is implemented. The Director of Schools is directed to develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed.

STUDENT SECLUSION AND RESTRAINT POLICY

This policy is intended to provide the framework for organizational supports that result in effective interventions based on team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening and effective on-going professional development. The Academy is committed to investing in prevention efforts and to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students.

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with this policy, which is intended to:

- A. promote the care, safety, welfare and security of the school community and the dignity of each student;
- B. encourage the use of proactive, effective, evidence and research based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students; and
- C. ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

In furtherance of these objectives, the Academy will utilize Positive Behavioral Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by the Academy will include socially valued and measurable outcomes, empirically validated and practical practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

EMERGENCY SECLUSION**A. Prohibited Practices and Limitations on Use**

The following practices are prohibited under all circumstances, including emergency situations:

1. confinement of students who are severely self-injurious or suicidal
2. corporal punishment, as defined in M.C.L. 380.1312(1) of the revised school code, 1976 PA 451
3. the deprivation of basic needs

All items in this handbook are subject to state or federal law.

4. anything constituting child abuse
5. seclusion of pre-school children
6. seclusion that is used for the convenience of school personnel
7. seclusion as a substitute for an educational program
8. seclusion as a form of discipline or punishment
9. seclusion as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS
10. when contraindicated based on (as documented in a record or records made available to the school) a student's disability, health care needs, or medical or psychiatric condition

B. Definition of Emergency Seclusion

Seclusion means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an emergency lockdown drill required under Section 19(5) of the Fire Prevention Code, 1941 PA 207, M.C.L. 29.19, or of another emergency security procedure that is necessary to protect the safety of students.

Emergency seclusion is a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others.

To qualify as emergency seclusion, there must be continuous observation by school personnel of the student and the room or area used for confinement:

1. must be locked
2. must not prevent the student from exiting the area should staff become incapacitated or leave that area
3. must provide for adequate space, lighting, ventilation, viewing, and the safety of the student
4. must comply with State and local fire and building codes

C. Time and Duration Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a student to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended, but generally no longer than:

1. fifteen (15) minutes for an elementary school student;
2. twenty (20) minutes for a middle school or high school student

3. If an emergency seclusion lasts longer than the suggested maximum times above, the following are required:
 - a. additional support (which may include change of staff, introducing a nurse or specialist, or additional key identified personnel)
 - b. documentation to explain the extension beyond the time limit

Additional procedures and requirements applicable to both seclusion and restraint are set out below.

A. Prohibited Practices

The following procedures are prohibited under all circumstances, including emergency situations:

1. mechanical restraint
2. chemical restraint
3. corporal punishment as defined in 380.1312(1) of the revised school code, 1976 PA 451, otherwise known as the Corporal Punishment Act
4. the deprivation of basic needs
5. anything constituting child abuse
6. restraint that is used for the convenience of school personnel
7. restraint as a substitute for an educational program
8. restraint as a form of discipline or punishment
9. restraint as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS
10. when contraindicated based on (as documented in a record or records made available to the school) a student’s disability, health care needs, or medical or psychiatric condition
11. any restraint that negatively impacts breathing, including any positions, whether on the floor, facedown, seated or kneeling, in which the student’s physical position (e.g., bent over) is such that it is difficult to breathe, including situations that involve sitting or lying across an individual’s back or stomach
12. prone restraint (the restraint of a person face down)

NOTE: School personnel who find themselves involved in the use of a prone restraint as the result of responding to an emergency must take immediate steps to end the prone restraint.
13. the intentional application of any noxious substance(s) or stimuli that results in physical pain or extreme discomfort

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A noxious substance or stimuli can either be generally acknowledged or specific to the student.

14. physical restraint, other than emergency physical restraint
15. any other type of restraint not expressly allowed

B. Definition of Restraint

Restraint means an action that prevents or significantly restricts a student's movement. Physical restraint is intended for the purposes of emergency situations only, in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

Emergency physical restraint is a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provide an opportunity for the student to retain self-control while maintaining the safety of the student and others. An emergency situation requires an immediate intervention. Emergency physical restraint may not be used in place of appropriate less restrictive interventions.

There are three (3) types of restraint: physical, chemical, and mechanical.

1. Physical restraint involves direct physical contact.

Restraint does not include actions undertaken for the following reasons:

- a. to break up a fight
 - b. to take a weapon away from a student
 - c. to briefly hold the student (by an adult) in order to calm or comfort him/her
 - d. to have the minimum contact necessary to physically escort a student from one area to another
 - e. to assist a student in completing a task/response if the student does not resist or if resistance is minimal in intensity or duration
 - f. to hold a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car)
 - g. to stop a physical assault as defined in M.C.L. 380.1310
 - h. actions that are an integral part of a sporting event, such as a referee pulling football players off from a pile or similar action
2. Chemical Restraint is the administration of medication for the purpose of restraint.

Restraint does not include administration of medication prescribed by and administered in accordance with the directions of a physician.

3. Mechanical Restraint means the use of any device, article, garment, or material attached to or adjacent to a student’s body to perform restraint.

Restraint does not include the following:

- a. an adaptive or protective device recommended by a physician or therapist (when it is used as recommended)
- b. safety equipment used by the general student population as intended (e.g., seat belts, safety harness on school transportation)

C. Time and Duration

Restraint should not be used:

1. any longer than necessary, based on research and evidence, to allow students to regain control of their behavior to the point that the emergency situation necessitating the use of emergency physical restraint in ended; and
2. generally no longer than ten (10) minutes.

If an emergency restraint lasts longer than ten (10) minutes, all of the following are required:

1. additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel
2. documentation to explain the extension beyond the time limit

Additional procedures and requirements applicable to both seclusion and restraint are set out below.

USE OF EMERGENCY SECLUSION/RESTRAINT

A. When to Use Emergency Seclusion/Restraint

Seclusion/restraint must be used only under emergency situations and if essential. Emergency situation means a situation in which a student’s behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

B. General Procedures for Emergency Seclusion/Restraint:

1. An emergency seclusion/restraint may not be used in place of appropriate, less restrictive interventions.
2. Emergency seclusion/restraint shall be performed in a manner that is:
 - a. safe;
 - b. appropriate; and
 - c. proportionate to and sensitive to the student’s:

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- 1) severity of behavior;
 - 2) chronological and developmental age;
 - 3) physical size;
 - 4) gender;
 - 5) physical condition;
 - 6) medical condition;
 - 7) psychiatric condition; and
 - 8) personal history, including any history of physical or sexual abuse or other trauma.
3. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the student or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
 4. While using emergency seclusion/restraint, staff must do all of the following:
 - a. involve key identified personnel to protect the care, welfare, dignity, and safety of the student
 - b. continually observe the student in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern
 - c. document observations
 - d. ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency seclusion/restraint does not interfere with the student's ability to communicate using the student's primary mode of communication
 - e. ensure that at all times during the use of emergency seclusion/restraint there are school personnel present who can communicate with the student using the student's primary mode of communication
 5. Each use of an emergency seclusion/restraint and the reason for each use shall be documented and reported according to the following procedures:
 - a. document in writing and report in writing or orally to the building administration immediately
 - b. report in writing or orally to the parent or guardian immediately
 - c. a report shall be written for each use of seclusion/restraint (including multiple uses within a given day) and the written report(s) provided to the parent or guardian

All items in this handbook are subject to state or federal law.

within the earlier of one (1) school day or seven (7) calendar days

6. After any use of an emergency seclusion/restraint, staff must make reasonable efforts to debrief and consult with the parent or guardian, or the parent or guardian and the student (as appropriate) regarding the determination of future actions.

C. Students Exhibiting a Pattern of Behavior

1. If a student exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion/restraint, school personnel should do the following:
 - a. conduct a functional behavioral assessment
 - b. develop or revise a PBIS plan to facilitate the reduction or elimination of the use of seclusion/restraint
 - c. develop an assessment and planning process conducted by a team knowledgeable about the student, including at least:
 - 1) the parent or guardian
 - 2) the student (if appropriate)
 - 3) people who are responsible for implementation of the PBIS plan
 - 4) people who are knowledgeable in PBIS
 - d. develop a written emergency intervention plan (“EIP”) to protect the health, safety, and dignity of the student. An EIP may not expand the legally permissible use of emergency seclusion/restraint.

The EIP should be developed by a team in partnership with the parent or guardian. The team shall include:

- 1) a teacher;
- 2) an individual knowledgeable about legally permissible use of seclusion/restraint; and
- 3) an individual knowledgeable about the use of PBIS to eliminate the use of seclusion/restraint.

The EIP should be developed and implemented by taking all of the following documented steps:

- a. describe in detail the emergency intervention procedures
- b. describe in detail the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses
- c. inquire of the student’s medical personnel (with parent or guardian consent)

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regarding any known medical or health contraindications for the use of seclusion/restraint

- d. conduct a peer review by knowledgeable staff
- e. provide the parent or guardian with all of the following, in writing and orally:
 - 1) A detailed explanation of the PBIS strategies that will reduce the risk of the student's behavior creating an emergency situation.
 - 2) An explanation of what constitutes an emergency, including examples of situations that would fall within and outside of the definition.
 - 3) A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion/restraint.
 - 4) A description of possible discomforts or risks.
 - 5) A detailed explanation of the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses.
 - 6) Answers to any questions.

D. Data Collection and Reporting

1. The building administrator shall develop a system of data collection, collect the data and forward all incident reports and data regarding the use of seclusion/restraint to the School Leader.

The data must:

- a. be analyzed to determine the efficacy of the school's school-wide system of behavioral support;
- b. be analyzed in the context of suspension, expulsion, and dropout data;
- c. be analyzed for the purposes of continuous improvement of training and technical assistance toward the reduction or elimination of seclusion/restraint;
- d. be analyzed on a schedule determined by the Michigan Department of Education (MDE);
- e. be reported to the MDE, if and as required;
- f. include a list of appropriately trained, identified personnel and their levels of:
 - 1) education;
 - 2) training; and
 - 3) knowledge.

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NOTE: The Academy must report to the MDE on the use of seclusion and restraint periodically. MDE will develop guidelines that outline the process for reporting redacted, aggregated data regarding the emergency use of seclusion and restraint.

Training Framework

A comprehensive training framework will be implemented which includes the following:

- A. awareness training for all school personnel who have regular contact with students; and
- B. comprehensive training for key identified personnel.

All substitute teachers must be informed of and understand the procedures regarding the use of emergency seclusion and emergency restraint. This requirement may be satisfied using online training developed or approved by MDE and online acknowledgement of understanding and completion of the training by the substitute teacher.

Comprehensive Training for Identified Personnel

Each building administrator will identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with students, key identified personnel who may have to respond to an emergency safety situation must be trained in all of the following:

- A. proactive practices and strategies that ensure the dignity of students
- B. conflict resolution
- C. mediation
- D. social skills training
- E. de-escalation techniques
- F. positive behavioral intervention and support strategies
- G. techniques to identify student behaviors that may trigger emergency safety situations
- H. related safety considerations, including information regarding the increased risk of injury to students and staff when seclusion or restraint is used
- I. instruction in the use of emergency seclusion and emergency physical restraint
- J. identification of events and environmental factors that may trigger emergency safety situations
- K. instruction on the State policy on the use of seclusion and restraint
- L. description and identification of dangerous behaviors
- M. methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted

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- N. types of seclusion
- O. types of restraint
- P. the risk of using seclusion and restraint in consideration of a student’s known and unknown medical or psychological limitations
- Q. cardiopulmonary resuscitation and first aid
- R. the effects of seclusion and restraint on all students
- S. how to monitor for and identify physical signs of stress and the implications for students generally and for students with particular physical or mental health conditions or psychological limitations
- T. ways to obtain appropriate medical assistance

GLOSSARY OF TERMS

“Chemical Restraint” means the administration of medication for the purpose of restraint.

“De-escalation Techniques” means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

“Documentation” means documentation developed by the Michigan Department of Education that is uniform across the State.

“Emergency Situation” means a situation in which a student’s behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

“Functional Behavioral Assessment” means an evidence- and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

“Key Identified Personnel” mean those individuals who have received the mandatory training described in M.C.L. 380.1307G(B)(I) to (XVI), listed under Comprehensive Training for Identified Personnel above.

“Mechanical Restraint” means the use of any device, article, garment, or material attached to or adjacent to a student’s body to perform restraint.

“Physical Restraint” means restraint involving direct physical contact.

“Positive Behavioral Intervention and Support (PBIS)” means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on student need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all students.

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“Positive Behavioral Intervention and Support Plan” means a student-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the student, guidance or instruction for the student to use new skills as a replacement for problem behaviors, some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

“Prone Restraint” means the restraint of an individual face down.

“Regularly and Continuously Work Under Contract” means that term as defined in section M.C.L. 380.1230.

“Restraint” means an action that prevents or significantly restricts a student’s movement. Restraint does not include the brief holding of a student in order to calm or comfort, the minimum contact necessary to physically escort a student from one area to another, the minimum contact necessary to assist a student in completing a task or response if the student does not resist or resistance is minimal in intensity or duration, or the holding of a student for a brief time in order to prevent an impulsive behavior that threatens the student’s immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in M.C.L. 380.1310, or to take a weapon from a student. Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

“Restraint that negatively impacts breathing” means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual’s back or stomach.

“School Personnel” includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school.

“Seclusion” means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an emergency lockdown drill required under Section 19(5) of the Fire Prevention Code, 1941 PA 207, M.C.L. 29,19, or of another emergency security procedure that is necessary to protect the safety of the student.

Adapted from Michigan State Board of Education Policy for the Emergency Use of Seclusion and Restraint adopted in March of 2017

Rules for the Use of Foundation Computer Resources

The purpose of computing equipment at the Foundation and its schools is to facilitate the conduct of Foundation business and the educational goals of its schools. Access is granted with restrictions and responsibilities for use. Violations of the rules governing the use of Foundation computing resources will subject the violator to loss of access privileges, disciplinary action, and/or other action as deemed appropriate by the Foundation. Most rules apply to all users of Foundation computing resources and all computing accounts on Foundation computers. It should be noted, however, that students are restricted to using only those computers designated as “Student Computers”.

ALL COMPUTERS

The following rules apply to all computers.

- 1) Only the Foundation Information Technology Department (IT) is to load programs on Foundation computers. This includes laptops and iPads; loading an app is the same as loading a program.
- 2) Only IT is to move desktop computing equipment. In the case of a mobile device assigned to a school, IT must be notified if the device leaves the campus. In the case of mobile devices assigned to an individual, IT must be notified if the device is no longer in the possession of that individual.
- 3) Assigned logins should always be used.
- 4) Report computer issues in a timely manner to either a teacher or other school staff person.

TEACHER AND STAFF COMPUTERS

Students and parents are not allowed to use teacher or staff computers under any circumstance.

STUDENT COMPUTERS

Student computers and computing devices must be used under the supervision of a teacher or other Academy staff person. The following rules should be observed:

- 1) Students should not load any files on any computing device. Files should not be brought in from home (e.g. on a “thumb drive”), nor should the student load any file or program through the internet.
- 2) If student work is to be stored it must be saved on specified servers and in IT-specified folders, not on the student computers themselves.
- 3) The student should always respect the work of others and not delete or modify the work of others without permission.
- 4) The student will be instructed in basic computer care by the teacher and the teacher is responsible for supervision the students and preventing computer abuse.

PARENT COMPUTER USE

There are occasions or circumstances in which the Academy would like parents to use Academy computing resources (e.g. computers, tablets, networks, etc.). Under those conditions, parents may use designated Foundation computing equipment only under both the direction and the supervision of Academy personnel. Under no circumstances may a parent or

student connect any personal electronic devices (e.g., cell phones, tablets, etc.) to an Academy network (either by wired or wireless means).

GENERAL RULES FOR INTERNET USE

A filtering appliance and/or service is in place at each school. However, to ensure that Foundation equipment (including its network) and students are fully protected against malware, inappropriate content and prohibited activities, teachers or staff will supervise all Internet use by parents and students. All individuals using the internet from FBR networks must follow the basic rules listed below.

- 1) The user will follow copyright law.
- 2) The user will not download executable programs. Only teachers and staff will download anything and they will check all such files for viruses immediately after downloading them.
- 3) The user will not conduct nor solicit the performance of any illegal activity.
- 4) The user will not engage in any behavior that will harm the user's computer nor any computer, router, network, server, etc. connected to it. The writing and the distribution of malicious code, "cracking", DNS attacks and all such activities are forbidden.
- 5) The user should acknowledge the open nature of the Internet. Outside sites may contain material which is defamatory, obscene, illegal, racially offensive, inaccurate or simply untrue. The Foundation does not approve of such material and prohibits their use in a school environment. But while the Foundation will work to keep such material from its systems, it cannot control content on outside systems accessible through the Internet.
- 6) Users should be cautious in revealing information about themselves. Students should alert teachers if a site requires them to give such information as last names, phone numbers and addresses.
- 7) Users should not make changes in the security settings of their browsers nor allow web sites to make such changes. If access to a site that wishes to make these changes and its use is vital, fill out IT Support Request form specifying the site name and reason for accessing it.
- 8) Even legitimate web sites may become infected with malware so always be aware of unusual behavior. Do not click on pop-ups especially if they tell you that your computer is infected and offer to fix the problem. If anything unusual occurs while visiting a website, ***do not click on anything and immediately contact a teacher or other Academy staff.***