



3662 Poinsettia Ave SE, Grand Rapids, MI 49508
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New Branches Charter Academy Family & Student Handbook

"A Partnership in Responsibility"

New Branches Charter Academy
3662 Poinsettia Avenue SE
Grand Rapids, MI 49508
www.newbranches.org

Revised July 2015

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1 2015-2016 Calendar

NEW BRANCHES CHARTER ACADEMY 2015-2016 SCHOOL CALENDAR

August 24-September 3	Teachers Report for Professional Development
September 8	First Day of School for Students
October 16	Professional Development Day/No School for Students
November 13	Professional Development Day/No School for Students
November 26-27	Thanksgiving Holiday
December 18	Last School Day before Winter Break
December 21-January 3	School Closed for Winter Break (KISD*)
January 4, 2016	Classes Resume/Students Return from Winter Break
January 18	Martin Luther King, Jr. Day Holiday – PD day for Staff, no school for students
February 1-16	Re-enrollment Dates
February 15	Presidents Day Holiday- No School
February 22-March 7	Open Enrollment Dates
March 18	Professional Development Day/No School for Students
April 1	No School – Spring Break begins
April 4-8	Schools Closed for Spring Break (KISD*)
April 11	Classes Resume/Students Return from Spring Break
May 30	Memorial Day Holiday
June Board Meeting	Lottery Date (if Needed)
June 17	Last Day of School for Students- Early release at 12:00
June 20	Teacher Workshop Day

* KISD Common Calendar Dates

School Hours: 8:00 am-3:30 pm

Total Number of School Days: 180/Number of Days Required by Statute: 175

Instructional Hours Scheduled 1,170/Instructional Hours Required by Statute 1,098

Approved by the Board of Directors, May 11, 2015.

2 Vision Statement

New Branches Charter Academy, in partnership with educators, students, families and community stakeholders, closes the achievement gap and transforms the human culture by developing problem solvers and life-long learners who are fully prepared for high school, college, global economy careers, and world change.

3 Mission Statement

New Branches Charter Academy will provide a positive learning environment, along with a rigorous, academic and cultural program where our children learn to become healthy, responsible citizens, life-long learners, and world leaders.

4 Core Values

Community—We strive to create a safe environment that fosters inclusiveness and belonging by students, parents, staff, and community stakeholders.

Perseverance—We always strive to push ourselves and our students to their fullest potential.

Responsibility—Students, parents and staff are respectful to each other. Students learn to understand their responsibilities and take initiative to act upon them in their local, national and world communities.

Diversity— We embrace and value working with families with rich cultural and diverse backgrounds. We recognize that immersion in a variety of cultures will prime our students to work and live in a global economy. We celebrate and honor all the perspectives and aspects of every culture and background that creates the fabric of our school culture.

Teamwork—We provide a respectful process for open communication, collaboration and the opportunity for everyone to realize their value in our school community.

Communication—We practice healthy, open and candid dialogue between all members of our school community. Healthy dialogue encourages necessary conversations and respects all parties.

Stewardship—We ensure that our teaching and operational principles and practices are morally sound, ethical, transparent, respectful, and honest.

5 Board of Directors

The Board of Directors is the governing body for the Academy. The authorizer (Central Michigan University) appoints board members. Meetings are scheduled for the first Monday of the month at 6:00 pm at the Academy. Special meetings are

scheduled when needed. All Board meeting notices are posted at the main entrance of the Academy and are open to the public.

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

5.1 Academy Board of Directors

Ryan Julian, President
Nygil Likely, Vice President
Athena Cronberg, Secretary
Scott Embree, Treasurer
Dawn Martinson, Member
Guiseppe Lupis, Member
Steven Null, Member

5.2 Administration

Terry Larkin, Principal

5.3 Management Company

Choice Schools Associates
255 Colrain SW, Suite 1
Wyoming, MI 49548
Phone: 616-785-8440
Fax: 616-785-8455

6 Parents

New Branches Charter Academy relies on parents for active involvement in their child's education, growth and development. **It is the hope of the academy that all families will devote time to volunteer.** Parents are children's first and most effective teachers and are encouraged to become active partners with their children's teachers. Research clearly reports that a student's success is closely tied to a significant adult in his or her life.

6.1 Volunteers

It is the policy of New Branches Charter Academy to encourage volunteers to work in the school. A volunteer must certify that they have not been charged with child abuse, neglect, or a felony. All volunteers must attend an orientation meeting before working in a classroom with children. All volunteers will be under the supervision of the classroom teacher. Volunteers shall be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer. Volunteer activities include such responsibilities as being tutors, mentors, classroom assistants, and guest speakers. Parents, grandparents, and friends are encouraged to become volunteers. If you are interested in becoming a volunteer, please notify the office.

6.2 Parent Education Meetings

Parent education evenings will be scheduled throughout the year. Different topics will be discussed to give you the opportunity to learn more about how to help your students with homework, how you can encourage a study habit at home, and other information you need to know to help your child.

The Academy's Parent and Educator Organization work together for the education and enrichment of the children. This is a voluntary organization that holds monthly meetings. For more information on this organization, see the front office.

7 Educational Program

7.1 Philosophy and Method

7.1.1 Kindergarten

The kindergarten environment is designed to provide the children an opportunity to build upon the skills they have attained in the preschool classroom. The kindergarten curriculum inspires children to develop inner discipline, self-assurance, and a love of learning through a rigorous guided reading program.

7.1.2 Elementary

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

7.1.3 Middle School

With a 'college to career connections' mindset, the middle school team addresses two pivotal questions: What do we want an eighth grade graduate to look like when he/she graduates from New Branches? What skills are necessary for success in a global economy? The overarching goal of New Branches' Middle School Educational Program is getting our students to work as a team while exposing them to the world of high school, post-secondary education and the world of work. The model also offers an academic curriculum based on Common Core State Standards, GLCE's and Next Generation Science Standards. Additionally, our model includes professional development opportunities for teachers.

For a successful transition to high school, college and the workforce, we teach our students the following habits and skills to prepare them academically, socially, emotionally, cognitively, and morally:

- How to be an excellent writer.

- How to be career-focused and environmentally conscious.
- How to articulate and communicate ideas verbally and in writing.
- How to be organized, self-managed and motivated.
- How to question the world around them and investigate answers.
- How to solve problems and work with diverse people.
- How to be confident in their abilities.
- How to be leaders in their school and community.
- How to be highly focused and driven on work, learning and life lessons.
- How to recognize issues and find workable means for dealing with problems.
- How to be a disciplined thinker that is clear, rational, open minded, and informed by evidence.
- How to understand the importance of prioritization and order of precedence in problem solving.
- How to implement study skills, particularly for passing tests, quizzes and other exams.
- How to have the ability and stamina to deal with a rigorous work load.
- How to work and live with integrity.
- How to have courage to stand up for what you believe in, determination, strong character-to model and make a difference, and grit.
- How to deal with stress using coping tactics.
- How to build meta-cognition.

Educational Development Plans for Middle School Students

1. At the beginning of each school year, the school guidance counselor implements Educational Development Plans (EDPs) with all seventh and eighth grade students via one-on-one goal-setting meetings.
2. The school guidance counselor then conducts Career Cruisers, which start out as assessments in seventh grade and follows students through high school.
3. In collaboration with teachers, parents, students and school leaders, the school guidance counselor distributes copies of the EDPs by mid-October toward the goal of monitoring students' success.
4. Teachers and school leaders use the data from students' EDPs to align lessons to students' career goals, interests and educational needs.
5. Parents, students, teachers and the school guidance counselor frequently meet to develop career paths that consist of revisiting students' goals and making sure students' are on track toward obtaining their goals and career aspirations.

7.2 Curriculum

7.2.1 ENGLISH LANGUAGE ARTS, SOCIAL STUDIES AND SCIENCE

Pearson Reading/Language Arts, Social Studies and Science Series: K-8

Our kindergarten through eighth grade classrooms implement the Pearson curriculum series for English language arts, social studies and science. The Pearson program is a scientifically research based program that supports the Common Core State Standards

in literacy, science and social studies. It includes children's books, flip charts, picture cards, song books, puppets, student workbooks, a full battery of assessments, and vocabulary cards. This program supports our mission of providing a rigorous, academic and cultural program where our children learn to become healthy, responsible citizens, life-long learners, and world leaders. Our use of this program will help bridge the gap for children and families by providing an opportunity for consistency in their educational continuum. This curriculum complements our goal of preparing our students cognitively, intellectually, morally, physically and socially toward the goal of improving the global economy and instilling in each child a love for life-long learning.

Daily 5 and Café

Our kindergarten through fifth grade classrooms structure the reading instruction using Daily 5 and Café. Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include:

Read to Self,
Work on Writing,
Read to Someone,
Listen to Reading,
Word Work

The benefits of The Daily 5 for teachers and schools include the following:

- Students develop independence, stamina, and accountability;
- Less time consumed by classroom management leaves more for instruction;
- The framework adapts flawlessly to district-adopted curriculums and state mandates;
- Improves schoolwide literacy achievement; and
- Behaviors of independence transfer to other content areas.

The CAFE System is how teachers deliver instruction within The Daily 5 framework. It is what enables teachers to choose individualized goals, assign strategies, monitor progress, and provide just-in-time instruction to meet the needs of every student.

Math In Focus: K-8

New Branches Charter Academy implements *Math in Focus* (2013), which "provides an authentic Singapore math curriculum—highlighting problem solving as the focus of mathematical learning. This complete program teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences, supported by seamless integration of technology with the use of eBooks, Interactive Whiteboard activities, online student activities, online manipulatives, and a bar modeling app." Math In Focus Supports the goals of the Common Core State Standards for Mathematics; is research-based pedagogy, which focuses on classroom

learning, discussion, and practice; and balances conceptual understanding, visual learning, and problem solving (Houghton-Mifflin/Harcourt, 2013).

7.2.2 Spanish

The Spanish program design is based primarily on the Michigan Department of Education World Languages Standards and Benchmarks, National Standards for Foreign Language Learning in the 21st Century, the *Framework for 21st Century Learning*, and the *ACTFL Performance Guidelines for K-12 Learners*. These documents help us as we continually revisit our blueprint for the progressive development of essential concepts and skills in our World Languages program, grades K-8. Upon their completion of study of Spanish at New Branches Charter Academy, students will:

- Communicate effectively in Spanish through listening, speaking and writing.
- Expose students to Spanish culture so that they can communicate and function appropriately in another society.
- Present information, ideas and concepts using the Spanish language.
- Demonstrate an understanding of the similarities, differences, and interactions across languages and cultures.
- Use knowledge of language and culture to enrich one's life and broaden opportunities.

Our Spanish teacher strives to create an environment where students are comfortable to participate and take risks with the language in an effort to become competent verbal and written communicators. The Krashen Instructional Theory is used in conjunction with Total Physical Response (TPR) in Spanish language acquisition.

7.2.3 Music

New Branches Charter Academy provides a comprehensive musical experience for its K-2 students through specific programs within the music department, including general elementary music, choral music, and instrumental music offerings of both keyboarding and middle school band.

Through the general elementary music program, students begin music instruction through singing, playing, moving, and listening to music. Students are encouraged in developing beat competency and singing rote songs accompanied or acapella. They will hear and identify high and low pitches; one or more sounds played simultaneously, human voices, various objects, and instruments. Students are introduced to many types of music through listening and moving and will learn to discuss and evaluate selections. As students' progress through higher grade levels, they will have the opportunity to develop musical skills and awareness regarding rhythm, harmony, tone and expression, melody, and musical form.

7.2.4 Physical Education

At New Branches we take pride in our physical education classes. We realize that P.E. is an integral phase in students' physical and social development. We are committed to giving our students the best instruction possible. The aim of the physical education program at New Branches is *to develop and improve students' personal fitness and motor skills by providing developmentally appropriate activities through purposeful,*

creative and enjoyable instruction. By incorporating challenging yet achievable tasks, the students will attain positive attitudes about physical activity and movement. In the elementary years, locomotor movement, non-locomotor movement, manipulative skills, personal behavior, and fitness levels will be monitored and assessed throughout the school year. Every month kindergarten through eighth grade students participate in aerobic fitness (cardio) classes. The amount of time progresses throughout the year according to age groups. Students progressively work on their individual “portfolio” to track progress and knowledge in various areas throughout the year.

Social & Emotional Health	Nutrition & Physical Activity	Safety	Alcohol, Tobacco & Other Drugs	Personal Health & Wellness	HIV & Reproductive Health
Grade K	Grade K	Grade K	Grade K	Grade K	
Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	
Grade 2	Grade 2	Grade 2	Grade 2		
Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	
Grade 4	Grade 4	Grade 4	Grade 4		Grade 4
Grade 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5
Grade 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade
Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8

7.2.5 Health Education

For grades Kindergarten through Eighth Grade, New Branches has adopted the Michigan Model for Health (Michigan Model for Health, 2014), which aims to give students the knowledge and skills needed to practice and maintain healthy behaviors and lifestyles. The model provides age-appropriate lessons addressing the most serious health challenges facing children, including: social and emotional health, nutrition and physical activity, alcohol, tobacco, and other drugs, personal health and wellness and safety and HIV. K curriculum is PE teacher generated based on a reduction in concepts of the kindergarten Michigan Model expectations.

7.2.6 Technology

Kindergarten through Eighth students will learn foundational skills on the computer which will help them supplement their learning. They will learn skills in keyboarding, computer operation, research, internet safety, word processing, etc.

7.2.7 Environmental Education

We believe students should have the opportunity to be responsible citizens in caring, respecting and learning about the environment. The environmental focus begins in K

and progresses and builds upon knowledge of Michigan's natural resources, environmental concerns and being stewards of the Earth.

- Every classroom offers environmentally focused lessons such as: weather, ecosystems, landforms, climate change, recycling, energy, and water quality.
- Students have the opportunity to participate and learn from environmentally focused science events.
- Community Service: monitor water quality of Plaster Creek and report to the West Michigan Environmental Action Council, recycling cardboard, paper and plastics, and WeatherBug station reporting.
- Water recycling: Rain barrel water collection is used to water the school rain gardens.
- Learning Excursions: Students have the opportunity to participate in learning excursions through grade level field trips in Michigan, e.g. Grand Rapids Recycling Center, Kent County Waste Water Treatment Plant, Blandford Nature Center, The Bunker Nature Center of Calvin College, Frederick Meijer Gardens, The Grand Valley Science Research Vessel, *The W.G. Jackson* docked in Muskegon, MI, etc.

7.3 Academic Interventions

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

In-school interventions:

Teachers will differentiate instruction in the classrooms for students. An intervention time for students will be scheduled during the school day.

After school interventions:

IXL is an online instruction and practice purchased by the school for students to use at home. Your child will receive a login to access the program.

7.4 Helping Your Child Learn

- Start each day with a calm beginning.
- Make sure your child is well rested with at least 9-12 hours of sleep each night.
- Encourage your child to have a healthy breakfast and lunch.
- Laugh and talk with your child about school experiences – listen attentively.
- Stress attendance. Home is the best place for a sick child; otherwise your child should take advantage of each school day.
- Acknowledge your child for special accomplishments.

- Keep the lines of communication open. Inform the teacher of any family situation that could influence your child's behavior.
- Have a special place for notes and notices about school events.
- Read each day to your child. Encourage reading for pleasure, and utilize the public library regularly.
- Stress organization of your child's belongings.
- Encourage independence in your child by showing him/her what he/she is able to do by himself/herself.
- Work at home with skills taught at school.

8 General Information

8.1 Entry Age for Elementary

New Branches Charter Academy provides instruction for grades K-8. Beginning with the 2015-16 school year, a child is eligible to enroll in kindergarten if he or she is at least five years of age on or before **September 1** of the school year of enrollment.

A child becoming six years of age before December 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until their sixteenth birthday.

8.2 School Hours

The regular daily school schedule **begins at 8:00 AM and ends at 3:30 PM.**

8.3 Attendance

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. When they are not in school, students also miss valuable instruction and fall behind academically and socially. Please help your child by making sure that they take advantage of all of the opportunities provided to them by being at school on time. If you arrive late or must pick up your child early, please call the office (616-243-6221) where you will need to sign your child in and out. For specific attendance and excused absence requirements refer to The Student Code of Conduct (section 24 of this document).

8.4 Make up Work for Absence from School

Students are responsible for getting and completing any work they have missed due to absence from class. Make up work should be completed within three days of return to school for short-term absence of 1-2 days and within five days of return for absence of 3-5 days as agreed upon with the classroom teacher. In cases of extended absence of more than five days due to illness, a student may request special consideration for additional time to make up work. This should be done in writing with a note from the student's parent/guardians to the classroom teacher.

8.5 Visitors

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

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

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

8.6 Messages to Students and Staff

Messages to students and or staff must be dropped off or called into the school office. Messages will not be delivered when it will disrupt classroom activities. Parents are encouraged to communicate the message as early as possible to ensure timely delivery to the proper person. All staff members have email accounts that parents can communicate through. Safe, secure classrooms and disruption-free instruction require us to seek total cooperation of parents in not going directly to the classroom.

8.7 Vacations

The school discourages the practice of taking family vacations on school days or during times other than regular school vacation periods. If a student will be out of school for a family vacation, the student will be responsible for making up any work upon returning.

When you must schedule a family trip during Academy time, contact your School Leader/teacher at least one (1) week in advance to discuss how your child will complete missed assignments. Time given for the completion of make up work will be one (1) day for every day absent.

8.8 Emergencies

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

8.9 Fire and Tornado Drills

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

8.10 Tornado Emergencies

Students will not be dismissed from school when there is a tornado watch, warning, or actual tornado. During a tornado watch, students will remain inside the building in designated areas, local radio stations will be monitored closely, and staff will take safety precautions. Students will be released to their parents or designated adult upon request.

During a tornado warning or tornado, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety precautions. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are encouraged to stay at school until the tornado warning or tornado has passed and safe conditions prevail. Out of respect for parental responsibility for their children, a student will be released to parents only.

8.11 Lock Down Drills

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

8.12 Academy Full Day Closing Announcements

Notice of school cancellation is given by announcements on several radio and television stations. We also will contact families by phone through our automated School Reach family contact program. Please monitor the stations below for closing information.

Television Stations: WZZM, WOODTV8

8.13 Emergency Closing during the School Day

In the event of severe weather or other unexpected emergencies, the school may be forced to dismiss students early. If school must be dismissed early, parents are encouraged to have prearranged, adult supervision of their children. Parents should discuss emergency procedures with their children in case there is nobody at home when the child arrives. Parents are expected to provide the school with an emergency number in case of the child's illness or emergency closing. If the parent cannot be contacted, the school will make reasonable efforts to contact the person designated for emergency situations.

9 Dress Code Policy

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

- 1st Offense** - Verbal and written warning
- 2nd Offense** - Phone call to parent/guardian (at home or work)
- 3rd Offense** - Parent Conference
- 4th Offense** - Possible detention or suspension

General attire:

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students who are representing New Branches Charter Academy at an official function or public event may be required to follow specific dress requirements.

Guidelines for ALL STUDENTS:

1. Hats and hoods are not to be worn in the building.
2. Jewelry, if worn, should be lightweight, simple in style and kept to a minimum. Hoop earrings should be no bigger than 1-½ inches in diameter.
3. Hair should be neat, clean, and styled in an appropriate conservative style. No distracting hair color and/or style will be permitted. No "Mohawk" styles.
4. Clothing is to be a proper fit for the child and must be properly worn (i.e. regular floor length pants, worn at waist level and not excessively baggy).
5. Clothing is to be clean, without holes, and in good repair. Students are to be neat and well-groomed for school.
6. Shoes must be worn at all times and be appropriate for the purpose (ex. Tennis shoes worn for PE class, boots worn during the winter).
7. Buttons, patches, pins, or other accessories that are considered offensive and disruptive (sexually suggestive, profane, obscene, tobacco or alcohol advertisements, etc.) are not permitted.
8. Sunglasses, hats, coats, and jackets may be worn outdoors only.

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

Parents are urged to see that their children are properly dressed for inclement or cold weather. Students do not go outdoors if the temperature is below 10 degrees Fahrenheit (wind chill factor).

10 Lunch

Children are required to bring a nutritious lunch daily or will be provided lunch at school. The tuition-based Preschool program students may bring a lunch daily or purchase lunch at an affordable cost. Please bring lunches that do not require warming in a microwave oven.

Nutrition is taught in each class and we believe it should be reinforced in the child's home environment. Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well-being. We offer the following suggestions as a helpful guideline:

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

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

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

11 Snacks

- Please respect any notices regarding food allergies that are posted on your child's classroom bulletin board.
- Children will have the opportunity for a nutritional snack every day during the morning. For some classrooms, parents may be asked to contribute to the classroom snack needs as notified. In other classes, students may bring an additional snack in their lunches. Check with your child's teacher for information.
- If your child must be restricted to certain food and/or is on a special diet, please inform the staff and indicate so on the Child Information Card. For your child's safety, please provide your child's daily snack.

11.1 Birthday Snacks and Holiday Parties

Sometimes families like to provide a special treat on a child's birthday. We welcome the opportunity to celebrate. Please speak to your child's teacher about birthday treats.

Grades K-8 have holiday parties throughout the year. Parties must comply with the USDA mandated wellness policy and practices.

12 Telephone Use

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

Kindergartenthrough 5th grade students may not bring a pocket pager, cellular telephone, or other electronic communication device to school except for health or other unusual reasons approved in advance by the Academy School Leader.

6th through 8th grade students may keep a cell phone in their locker, turned off or down completely, during the school day if it is needed for communication home after school. Any use of the cell phone during the school day will be grounds for confiscation.

13 Pesticide Use

If the School Leader finds that it is necessary to use pesticides at the Academy, parents will be notified in advance of the pesticide to be used and of their rights under the Pesticide Use Act. Inquiries concerning pesticide use should be directed to the Headmaster.

14 Transportation

Parents are responsible for transportation of their children to and from school. Parents dropping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the parking area.

15 Verbal Communication

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

16 Channels of Communication

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

Parents who wish to address specific issues or concerns about their child's education are asked to speak first to their child's classroom teacher to seek a suitable resolution.

Unresolved issues should be brought to the attention of the School Leader. The School Leader has primary responsibility for management of the school. The communications "chain of command" is the following:

1. Teacher
2. School Leader
3. Board Liaison
4. Choice Schools Associates
4. Academy Board

Except in extreme or prescribed situations, a teacher will discuss a behavior problem with the student and the parent before a referral is made for assistance from the School Leader. Prescribed situations are listed in the Code of Student Conduct (refer to section 24 of this document).

17 Academy Newsletter

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

18 Medications/Immunizations

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

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

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

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

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

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

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

State law and the Kent County Immunization Code require all students entering the

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

18.1 Illness

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

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

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

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

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

18.2 Child Information Card

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

18.3 Insurance

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

19 Personal Property

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

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

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

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

Electronic Equipment: Cellular phones or other electronic devices, not school related, shall not be turned on or visible at any time during school hours. If these devices are found to be powered on or in view, they will be confiscated until the end of the day. A second offense will necessitate a parent meeting to retrieve the device.

20 Asbestos Management Plan

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

21 Academics

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

21.1 Report Cards/Conferences/Progress Reports

At the end of each trimester grading period, parents must meet with the child's teacher to receive a progress report on the child's academic, behavioral, and citizenship progress. Parents must sign the report card at the conference and will receive a copy. Parents are encouraged to discuss the information on the report card with their child and to encourage excellence in achievement and behavior. The purpose of report cards is to communicate to parents and students the child's progress on the knowledge and skills the student is working on in class and to provide insight into the child's behavior. Academic reports for all students are distributed in November, March, and June. Every elementary learning environment educator will arrange at least one planned conference with each child's parent(s)/guardian per year. It is understood that educators shall, if necessary, arrange additional conferences with parents. Conferences with educators must be scheduled during non-instructional time.

21.2 Character Education

New Branches Charter Academy is committed to the development of children becoming responsible citizens through our Character Choices program. We work to build a strong, supportive community of learners in each classroom. Communication skills, conflict resolution, courtesy, teambuilding activities and character traits education are a vital part of our curriculum. We will hold monthly assemblies introducing the character education of the month. Parents will receive a monthly letter introducing the trait and home connections.

21.3 Field Trips

Written parental or legal guardian permission is required for a student to go on any field trip off school grounds. Parents may sign a blanket permission slip for local (walking distance) fieldtrips. For trips involving travel, teachers will inform parents of such details as destination, lunches, spending money, departure and arrival times, and any special rules. A permission slip will be sent home before each field trip involving travel. Teachers work to schedule field trips that are relevant to the school curriculum. Minimum guidelines for supervision of field trips is for every 10 students there will be 1 adult chaperone. Student/adult ratios may vary with the nature of the field trip.

Students who disobey school rules and/or defy teacher authority may be denied the right to participate in field trips. The decision will be made by the School Leader in consultation with the teacher(s) conducting the field trip. The Code of Student Conduct applies to students at school and on school related trips/activities away from school.

Students are expected to follow Academy rules and pay for any costs incurred. Parents who cannot afford such costs for their child's participation are encouraged to contact the School Leader. Parents will always be given prior notice of field trips. The student who is not going on the field trip is to attend school. The student will be provided alternative learning opportunities at school during the school day.

21.4 Testing

The Academy administers state mandated (M-Step, etc.) tests at grades 3-8. In addition, the Academy also administers a computer based adaptive assessment two - three times a year (NWEA). This enables us to more effectively and accurately monitor the growth and identify the needs of our students. The results of the state assessment tests and the computer-based test are used to guide instruction and assist in the improvement of curriculum and instruction. Parents will be sent individual scores of their children, when available. Test scores will be included in the child's cumulative folder.

21.5 Special Education

New Branches Charter Academy attempts to provide appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan. The Academy embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional educator.

The goal of special education programming is to provide students with an educational plan that best meets their individual needs in the least restrictive environment. This means that, to the extent appropriate, students will be provided services within the regular education classroom with the necessary support.

New Branches Charter Academy enjoys an excellent working relationship with the Kent Intermediate School District (KISD). Kent ISD provides a parent resource center which provides parents with comprehensive resources on rights of the disabled, responsibilities of the school, support systems for parents and children, and educational programs available.

If you have concerns about your child's progress, arrange to speak with your child's teacher. If appropriate, your child's teacher will consult with a Teacher Support Team for suggestions on classroom and instructional modifications. For further information on all special education services and programming, contact the School Leader.

21.6 Homework

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

shows you are interested in their education. A request for homework for a child that is ill should be made the first morning the child is absent. This will allow time for the educator to organize the materials. Homework may be picked up in the office the following school day morning.

21.7 Fundraising

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

21.8 Additional Instructional Programs

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

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

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

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

Physical Education: All students are required to participate in Physical Education. Students must have a note from home to be excused from Physical Education for one class period. Extended non-participation requires a physician's note. Suitable clothing and tennis shoes must be worn during class. (Suitable clothing: gym wear or dress code pants/shorts and shirt.)

21.9 Before and After School Care

Admission Criteria: Only students enrolled in New Branches Charter Academy's pre-school through grade 8 program are eligible for New Branches Charter Academy's Before and After School Child Care Program. Interested parents should contact the front office staff that will inform you of the necessary documents for enrollment.

Before and After Care Program Hours

6:30 AM – 8:00 AM and 3:30 PM – 6:00 PM

- Doors open at 6:30 AM. We are not prepared to accept students prior to that time.
- Hours are from 6:30AM until the start of class time and from 3:30 PM until 6:00 PM.

- Any child(ren) not picked up by 6:00 PM, will be assessed a charge of \$4.00 per minute after 6:00 PM per child.

Fees and Billing:

- After Care will be billed by the quarter hour.
- A one-hour minimum charge is required.
- The daily rate is \$7.00.
- Any account not paid by the 10th of each month will not receive any services until all payment is received.
- All payments must be made by check or money order, or credit cards. Cash is not accepted.
- A \$25.00 fee will be charged to your account for checks returned by your bank for any reason. A second occurrence will mandate that all future payments to be paid by money order only for the remainder of the year.

Academy withdrawal of Student from the Before and After School Program:

New Branches Charter Academy reserves the right to exercise immediate withdrawal of any student or individual if it is deemed that such person(s) fails to abide by the rules established for the program. A student may be withdrawn from the day care program if day care fees are not paid. Written notice will be sent to parent or legal guardian explaining reasons for withdrawal.

22 Behavioral Expectations

22.1 School Wide Behavior

Students at New Branches Charter Academy have the right to be treated with respect by their teachers and classmates. They are to be treated equally and fairly with dignity. All students should be included in all activities and made to feel welcome in all activities of the Academy. Teachers work to facilitate internal discipline within each child. Staff members work as coaches for children, helping them to make good decisions and reflect on bad decisions in order to determine a better choice next time.

There are school wide behavior expectations posted throughout the buildings. These behaviors are modeled and taught to students multiple times throughout the school year. Behaviors that are considered major infractions are listed in the Code of Student Conduct and consequences for these behaviors are determined by the School Leader. The Code of Student Conduct explains student's rights and responsibilities, discipline procedures, including suspensions and appeals. If there is insignificant improvement in the child's behavior, the parent may be scheduled to spend a day with his/her child to observe the classroom dynamics.

22.2 Playground Behavior

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. Recess time is supervised by a classroom teacher who is responsible for student safety.

Equipment appropriate for use at recess time is available through classroom teachers. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students. Equipment such as skate boards and scooters are not allowed at school.

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of recess until the next day where they have a chance to make a different choice.

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

While on the playground, students are expected to:

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

22.3 Lunch Behavior and Program

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

A daily hot lunch program is offered to all students at the Academy free of charge. Menus are distributed to parents monthly in their child's Friday Folders and are on the school website. All foods served in the food service program as well as any other activities in which food is served must adhere to the wellness policy mandated by USDA. Foods must satisfy nutritional standards established by USDA.

Cafeteria Rules

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

23 Student Rights

23.1 Child Abuse or Neglect

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

23.2 Interrogations and Searches

23.2.1 Searches by Staff

The right to inspect students' cubbies, backpacks/book bags, and belongings is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. More detailed information on interrogations and searches can be found in the Code of Student Conduct (refer to section 25 of this document).

23.3 Directory Information (Third Party Access)

The Academy is required to provide directory information on your child to anyone who requests it unless the parent has provided a written statement stating his or her desire for directory information to be withheld from public requests. Directory information includes such information as the child's name, address, and telephone number. Parents are encouraged to provide the Academy with a written statement to withhold release of directory information from third party requests.

23.4 Summary of Regulations Pertaining to Student Records

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

23.5 Confidentiality of Records

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

23.6 Amendment of Record

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

23.7 Non-Discrimination Policy

New Branches Charter Academy does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, political belief, marital status, sex, age, height, weight or handicap unless it impairs an individual's ability to perform work responsibilities adequately. Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title IX, Section 504, or any other federal or state regulations may be directed to the Headmaster, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

23.8 Notification of Rights under FERPA

The Family Educational; Rights and Privacy Act (FERPA) afford 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 [or appropriate school official] 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 where the 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 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 them of their right to a hearing regarding the request for amendment.
- 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 by the School 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 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.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. 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. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

New Branches Charter Academy

Code of Student Conduct Positive Discipline Support Plan

“A Partnership in Responsibility”

New Branches Charter Academy
3662 Poinsettia Avenue SE
Grand Rapids, MI 49508
www.newbranches.org
September 2015

Introduction

Character Education Code of Student Conduct

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

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

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

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

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

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

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

STUDENT RIGHTS

EDUCATION

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

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

ENVIRONMENT

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

RESPECT

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

PROPERTY

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

PARTICIPATION

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

EXPRESSION

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

APPEAL

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

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SECTION A: A PARTNERSHIP IN RESPONSIBILITY

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

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

- Environment, which includes the climate of the school;
- Education, which includes preparation and work habits;
- Respect, which includes treatment of others;
- Participation, which includes involvement in school activities; and
- Expression, which includes dress and verbal and nonverbal issues.

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

Beliefs

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

1. That schools must be safe and secure for students and staff.
2. That students have rights and responsibilities in the learning environment.
3. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the School Leader, faculty, and staff within progressive and positive discipline practices.
4. That students and their parents should be knowledgeable of school and classroom rules.
5. That students have a responsibility to exercise self-control over their own behavior and that teachers and support staff have the responsibility to teach students good social skills and acceptable behaviors.
6. That the responsibility for discipline is shared among students, school personnel, the Board of Directors and parents.
7. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
8. That students, who violate school and classroom rules, must be afforded their rights to due process, which are procedurally, morally, and legally fair and correct.
9. That students, when they violate school and classroom rules, should be assigned disciplinary measures with the purpose of correcting their behaviors.
10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.

12. That the disciplinary measures of the school should be a problem solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.
14. That students, who commit criminal acts, should be administered measures that are severe and swift when the safety of the general school population is at issue.

School Jurisdiction

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

1. On the school grounds during, before, and after school hours.
2. On school sponsored transportation for all school-related activities and the regular school day.
3. On the school grounds as either a spectator or a participant at any other time when a school group is using the school.
4. Off the school grounds at any school-related activity, function, or event as a participant or a spectator.

Student Expression

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

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

SECTION B: RESPONSIBILITIES

Student Responsibilities

Environment

1. Assist the School Leader and his/her staff in the operation of a safe and orderly school, where all students can learn and develop socially.
2. Be clean and dress in compliance with school rules of sanitation and safety in a fashion that will not disrupt classroom procedures and in a manner, which conforms to Academy's, dress guidelines.
3. Obey school rules and/or the law concerning use, possession, distribution or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the State of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to and from

- school, or while attending school-sponsored activities.
- 4. Obey laws and regulations, which forbid supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event.
- 5. Report to the School Leader or her staff incidents when your safety or the safety of others may be jeopardized.

Education

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

Respect

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

Participation

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

Expression

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

Parent Responsibilities

Environment

- 1. Insist that your child is clean and dressed in compliance with school rules of sanitation and safety and within the school dress guidelines.

Parent Responsibilities, continued...

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

Education

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

Respect

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

Parent Responsibilities, continued...

Participation

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

Expression

1. Encourage your child to conduct him or herself in an acceptable manner.
2. Encourage your child not to make obscene gestures or libelous, racist, or sexist statements or to use intimidating tactics toward others.
3. Encourage your child not to interfere with the educational progress of others or the educational program by using inappropriate verbal or nonverbal expressions.
4. Encourage your child to dress appropriately in the school uniform so that his or her appearance will not disrupt the educational process or activities.

Teacher/Staff Responsibilities

Environment

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

Education

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

Respect

1. Guide students to assume responsibility for their actions and to respect the rights of others.

Teacher/Staff Responsibilities, continued...

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

Participation

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

Expression

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

School Leader Responsibilities

Environment

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

Education

1. Organize school schedules and teaching assignments, and require effective classroom management and instruction.

School Leader Responsibilities, continued...

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

Respect

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

Participation

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

Expression

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

Board of Directors and Management Responsibilities

Environment

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

Education

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

Respect

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

Participation

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

Expression

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

SECTION C: GUIDELINES FOR STUDENT BEHAVIOR

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

Attendance

Michigan law places responsibility on each student to attend school on time, every day regularly and on each parent/guardian to send their child to school every day. The Board of Directors requires that all students attend school during the days and hours that the Academy is in session. Students are expected to be at school every possible day because they miss valuable instructional time and fall behind in their studies.

Attendance is also an important habit to learn in preparation for work. Each student is expected to receive a minimum of 1,098 hours of instruction to be promoted to the next grade or receive credit in coursework.

Parents are asked to call the school office to notify the school of their child's absence or to leave a message on the answering machine whenever their child will be absent from school. Parents are encouraged to notify the school secretary prior to 9:00 AM.

Parents are to provide valid written documentation stating the cause of absence for the absence to be excused; otherwise, the absence will be considered unexcused.

Excused absences may be granted for the following reasons:

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

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

When a student is absent from school for ten consecutive days without knowledge of the School Leader will be withdrawn from the Academy and the student's directory information will be reported to the truancy officer of the intermediate school district and other state and local agencies. The School Leader will attempt to make contact with the student's parent/caretaker during the period of consecutive absences.

Student Arrival and Dismissal

Students who arrive after the school day has begun must sign in the office upon arrival and receive a pass to enter their assigned class.

Students are to be picked-up by a parent/caretaker or person designated by the parent/caretaker and approved by the School Leader immediately after school or report to after school child care (when available). Students are not to be unsupervised at any time during the school day or before and after school.

Late Arrival

Students are tardy to school if they arrive after the school day begins for all students. Teachers are expected to begin opening exercises promptly and transition smoothly into instruction. A tardy student must report to the office upon arrival and provide written or oral reason from the student's parent. The School Leader, or his/her designee, will provide the student with a tardy pass to admit him or her to the class that is in session at the time. A student who is tardy three times will receive a warning letter sent home to the parents for the parent's signature. If a student receives 6 unexcused tardies, an attendance intervention plan will be developed with the student, parent and School Leader. Three tardies or early releases = 1 absence. Tardy students interrupt learning for other students.

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

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

When a child is tardy between classes, it is the responsibility of the student to receive a pass from the previous teacher. Teachers are encouraged to assist students in transition to the next class.

Early Dismissal

The student may need to leave school during the school day. The parent is to receive approval of the School Leader in advance by written or personal request for a justifiable reason, including early dismissals for doctor's appointments, religious observations, family funerals, and other pre-arranged events. The early dismissal will be an unexcused absence if formal documentation of an appointment, etc., is not received by in the office. Students will only be released to parents and adults designated by the parent/caretaker and approved by the School Leader. In child custody situations, the custodial parent must properly inform the School Leader of any limitations. Michigan law calls for students to receive 1,098 hours of instruction.

Expressions and Limitations

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

1. Material that reasonably leads the School Leader or teacher to forecast substantial disruption of, or interference with, school activities or that endangers the health or safety of students;
2. Material that is libelous or slanderous - statements that are inaccurate or false statements that injure the person as to his or her reputation, cause personal humiliation, mental anguish, and suffering or other injuries;
3. Material that advocates the commission of a criminal act or is a criminal act as defined by the Criminal Code of the United States, the State of Michigan, the County or the City of residence;
4. Material that is obscene as defined in the Michigan School Code, as amended.
5. Material, communications, and or actions that are considered to be bullying as defined in the Michigan School Code, as amended, and in Board Policy and administrative guidelines.

Distribution of Literature by Students and Nonstudents

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

Search and Seizure

Desks, lockers, and storage spaces, which are provided to students without charge, are the property of the school. The School Leader or designee may make general inspections on a periodic basis and may open desks, lockers, or storage spaces in the presence of a witness and examine the contents, including personal belongings of students, when there are reasonable grounds to believe that they contain illegal drugs,

contraband, weapons, or stolen property, or that the student has violated or is violating state or federal laws, City Codes, or Board of Directors, provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. Reasonable efforts to locate the student shall be made prior to the search. If the student is present, the school official shall advise him/her of the circumstances justifying the search and seizure of the objects that the official believes the search may disclose. If the student is not present, he or she shall be informed of the search. Stolen items and items that are specifically prohibited by federal and state law, Board of Directors Policies, regulations of the County and City and or school administrative guidelines may be impounded. The student shall be given a receipt for any items impounded by school authorities, and parents shall be notified of any items impounded.

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

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

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

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

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

SECTION D: DISCIPLINARY ACTION

Definition of Discipline

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

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

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

Mandatory Exclusion by Michigan Law

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

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

Behaviors Warranting Disciplinary Action

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

If a student feels unsafe or threatened, the student or the student's parent/guardian is encouraged to contact the School Leader immediately. Individual rights include individual responsibility within the bounds of reasonable behavior expected of all members of the school community. This applies especially to the freedom of fellow students to receive instruction. Educators must prioritize keeping students engaged in meaningful learning.

Various types of student misconduct are listed. The list is not all-inclusive and a student

who commits an act of misconduct not listed is still subject to disciplinary action.

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

42. Tardiness;
43. Technology Abuse
44. Theft or Possession of Stolen Property;
45. Threat/Coercion
46. Trespassing
47. Truancy;
48. Weapons: Dangerous Instruments
49. Weapons: Dangerous Weapons
50. Weapons: Use of Legitimate Tools as Weapons (such as pens, pencils, compasses, combs, etc.)
Weapons: Look-a-Likes
51. Any violation of this code, policies of the Board of Directors, administrative guidelines, or local, state or federal law;
52. Any other conduct considered by the School Leader or teachers to be disruptive, disrespectful or disobedient.

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

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

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

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

have resulted in injuries to others, regardless of where the crime occurred.

Discipline Procedures

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

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

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

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

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

1. A conference with the student and/or the parents;
2. A verbal and or written reprimand;
3. Consultation with behavior interventionist, social worker, counselor, and outside agencies;
4. Entering into Individual Student Behavior Plan between student, parent,

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

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

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

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

Patterns of Behavior:

1. Parents send and don't support their children at school.
 - a. Parent's low expectations: academic and behavior
 - b. Parent's reluctant to take responsibility for their own actions
 - c. Parent's bad mouthing school and staff
 - d. Parent's being disrespectful to staff
 - e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees

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

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

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

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

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

participation in academy activities until readmitted by the Board.

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

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

1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
2. A parent must come to school for a conference with the School Leader in order for the student to be readmitted to school;
3. The student will not be allowed to participate in classroom and school activities during the suspension period;
4. The student is not to go on school property;
5. Appeal procedures shall be clearly stated in detail.

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

First Notice and Invitation to Meet

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

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

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

1. The recommended action and reason(s) for the recommendation are clearly stated;

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

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

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

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

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

Appeal Procedures

In-school Disciplinary Actions

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

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

Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five days or fewer, the parent may appeal the decision of the School Leader as follows:

1. Appeal requests must be made in writing by the parent to the School Leader's supervisor. Such written requests must be filed with the School Leader within three school days of the notice of suspension or the right to review and appeal is waived.
2. If the parent is dissatisfied with the Board Liaison's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

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

Long-Term Suspensions (more than five and up to ten days)

A student may be suspended for more than five school days and up to ten school days with approval of the School Leader's supervisor. The same procedures for Short Term Suspensions apply to suspensions of more than five and up to ten school days.

Expulsions and Long Term Suspensions (more than ten days)

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

Following the School Leader's recommendation for long term suspension more than ten days or expulsion, the Board of Directors, or its designated representative, will hold a hearing within the ten days suspension period to determine whether to impose a long term suspension or expulsion. The student and parent/guardian must be notified of the allegation, the recommended disciplinary action, the time, date, and location of the

hearing, and of their right to attend and participate in the hearing. Prior to the hearing, families will be given an opportunity to review all evidence as well as a list of all persons scheduled to testify.

Following a hearing, should the parent disagree with the Board designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

Appeal requests must be made in writing by the parents to the School Leader within five calendar days of receipt of the suspension decision, or the right to appeal is waived. The petition to appeal the representative's decision shall be in writing and contain the reason the designee's decision should be reviewed or reconsidered. The designee may be an individual or a discipline committee of two Board members.

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

All appeals of decisions by Board designated representatives to the Board appointed Discipline Committees shall be considered by the Board of Directors at its next regularly scheduled meeting. The Board must decide to reinstate the student, to reinstate the student conditionally, or to deny reinstatement.

SECTION E: SCHOOL RECORDS

School Records

Students have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in Choice Schools.

1. Parents have the right to inspect any and all records relating to their dependent;
2. Students with written parental permission may inspect their own records;
3. Information may be released to others only under carefully prescribed conditions;
4. Nominal fees may be charged for duplication of records;
5. A procedure should be established for challenge of the contents of a student's record by parents;
6. Directory information may be released without parental consent following notice to parents. Parents may give written notice of directory information that they do not want released. This information may

include the following:

Name of student in attendance or no longer in attendance
Address
Date and place of birth
Telephone listing and other similar information

7. Educational records may be forwarded without parental consent on request of a school in which the student intends to enroll or has applied for admission.

CLOSING

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

SECTION F: CODE OF STUDENT CONDUCT CHECKLIST

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

1. THE SCHOOL HAS AUTHORITY OVER SCHOOL ACTIVITIES.

- The school has authority over the school grounds before, during, and after school hours.
- The school has authority off the school grounds at school-related events.
- The school has authority over school-sponsored transportation.

2. LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.

- Anything that interferes with learning will not be permitted.
- Come prepared with materials and assignments.

3. STUDENT ATTITUDES ARE IMPORTANT TO THE SCHOOL.

- Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.

4. STUDENTS ARE TO WEAR CLOTHING MEETING THE SCHOOL APPROVED GUIDELINES.

- Clothing must be clean and modest and consistent with dress guidelines.
- Clothing cannot portray profane, obscene, vulgar, or racist language or tobacco, substance or alcohol abuse.

5. STUDENTS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL.

- School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events.
- Weapons and acts of violence will not be tolerated.

6. STUDENTS MUST LEARN TO GET ALONG WITH OTHERS.

- Students can expect courtesy, fairness, and respect.
- Students must offer courtesy, fairness, and respect.
- Bullying, harassment and intimidation will not be tolerated.

7. STUDENTS MAY EXPRESS THOUGHTS AND OPINIONS.

- Use suitable methods of expression and wait for an appropriate time.
- Do not use profanity or obscenity in language, gestures, and clothing.

8. ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.

- Students should be in school, on time, every day prepared for instruction.

9. VANDALISM IS NOT ACCEPTABLE.

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

10. CHOICE SCHOOLS CODE OF STUDENT CONDUCT IS FOR ALL STUDENTS.

- Parents, students, and staff are responsible for knowing the contents of this booklet.

11. THE SCHOOL LEADER IS THE SCHOOL'S LEADER.

- The School Leader has the right to make a final decision when rules have been broken.

12. SERIOUS MISBEHAVIOR CAN RESULT IN SERIOUS CONSEQUENCES.

- Suspension means that the student is not allowed to attend class for one or more days.
- Long Term Suspension and Expulsion means that a student may not attend school or be present on school property.

SECTION G: VERIFICATION OF PARTNERSHIP AGREEMENT

Students and Parents

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

STUDENT: I have received and attempted to review the Code of Student Conduct with my parent or guardian and accept my responsibilities.

Student Signature: _____ Date: _____

Print Name: _____ Grade: _____

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

Parent Signature: _____ Date: _____

Print Name: _____

TEACHER & SCHOOL LEADER: I have reviewed the Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and student.

Teacher Signature: _____ Date: _____

School Leader Signature: _____ Date: _____

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

25 Student, Parent, Teacher, and School Leader Contract

As parents, students, and teachers we must work together so that our students may achieve their highest potential. This compact is a promise between us to do that.

25.1 Student Agreement

STUDENT AGREEMENT

I want to do the very best that I can at school. I agree to do the following:

- Come to school daily, on time and prepared for the day's work
- Have my homework completed and turned in on time
- Have the supplies I need
- Always try to work to the best of my ability
- Show respect for myself, my school, and others
- Follow the rules of the school, class, and at home
- Believe that I CAN LEARN
- Ask for help when I do not understand or I am not sure what to do

Signature: _____ **Date:** _____

25.2 Parent/Guardian Agreement

I want and accept the responsibility of helping my child to reach his full potential. I agree to do the following:

- Have my child attend school on time daily and prepared for the day's work
- Supply a nourishing breakfast and a healthy lunch and snack each day
- Support the school staff with maintaining proper discipline
- Encourage my child to be respectful of diverse cultures
- Have a time and place for my child to do his/her homework, and I will check the homework for accuracy providing assistance as needed
- Have on-going communication with my child's teacher and school
- LIMIT and MONITOR my child's TV and MOVIE watching
- Read to my child and let him/her see me reading every day
- Provide a library card for my child and see that he/she gets to the library to check out books

Signature: _____ **Date:** _____

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

25.3 Teacher Agreement

In order to succeed, students must have the opportunity. I agree to help my students by doing the following:

- Provide an environment conducive to learning
- Have high expectations for my students
- Use methods and techniques that work best for the students in my classroom
- Support student learning that encourages students to try for even higher goals
- Maintain open lines of effective communication with my students and their parents
- Involve parents in learning activities in the classroom
- Respect the students, their parents, and the diverse culture of the school
- Show the care and concern that I have for all of my students

Signature: _____

Date: _____

25.4 School Leader Agreement

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

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

Signature: _____

Date: _____

This compact will be discussed at the first Parent Teacher Conference.