CENTER LINE PREPARATORY ACADEMY

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Parent and Student Handbook 2025-2026 Grades K-6

A public-school academy managed by
National Heritage Academies, Inc.

Parent and Student Handbook
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Board of Directors

Alton Williams II, President
TaJuana Washington, Vice President
Christian Liner, Treasurer
Lynn Coleman, Secretary
Crystal Gunn, Director

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Veronica Kisor, Principal
Theodore Eastman, Lower Elementary Dean
Shanika McClendon, Upper Elementary Dean
Destiny Moore, Middle School Dean
Kevin Little, Dean of High School
Tanisha Irvin, Dean of High School

Student Creed
I am a Center Line Prep Academy student.
I strive to achieve academic excellence.
I practice good moral character.
I work hard to prepare myself for the future.
I know my success in school and life depends on my own efforts.

School Mission
Center Line Preparatory Academy's mission is to provide the best possible education for our students, working with parents and the community to help students become academically successful and morally focused so they can make a meaningful impact to society.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, middle school, and high school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.

NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

National Heritage Academies
3850 Broadmoor Avenue
Grand Rapids, Michigan 49512
www.nhaschools.com

Notwithstanding anything herein to the contrary, all policies and procedures will comply with Federal and State applicable laws.

Our Purpose, Vision, and Philosophy

Purpose and Vision
Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Educational Philosophy
The educational philosophy is based on the principles set forth in *Effective Schools Research* developed by Professor Ronald R. Edmonds*. Effective Schools Research* recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book *What Works in Schools*, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:
- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:
- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:
- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched based approach to education by including the following practices in its daily operation of the school:

College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics than on other academic subjects.

Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of instructional time.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result, students who have had behavior problems at other schools are often drawn back into a positive learning environment.

Moral Focus™ Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus™ curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus™ program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program. The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. In addition, parents are asked to volunteer by participating in playground activities, becoming a member of school committees, or helping in the classroom, library, or office. To encourage involvement, parents sign a "School-Parent Compact" upon their child's enrollment, committing to active involvement in the school.

American Heritage: It is appropriate to demonstrate a great deal of both pride in the history of the United States and gratitude for our unique roots and founding by gifted men and women.

The Four Pillars of NHA

Academic Excellence

National Heritage Academies has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with NHA, we have carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All of our curriculum meets or exceeds the state educational standards.

Moral Focus™

We believe that a strong moral identity is foundational to student success. It is our goal to not only support the virtues parents try to instill at home, but to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA's nine monthly virtues are Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, and Integrity. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus™ concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character and to create a learning environment built on a foundation of respect and care where everyone works hard to achieve academic goals and improve school culture. The Moral Focus™ program is an essential part of every student's education.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. NHA parents know they are always welcome and that they are a key to the success of every NHA student.

NHA believes that open communication between school and home improves the quality of the educational experience. Every marking period, parents receive detailed written reports of student performance and accomplishments. These reports are coupled with fall and spring parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use NHA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

Academic Excellence: Curriculum

The school uses the National Heritage Academies (NHA) curriculum, a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive schooling environments. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have also acquired the knowledge and skills necessary to thrive in high school and beyond.

English Language Arts

The NHA English Language Arts curriculum, aligned with the Common Core State Standards, provides students with the knowledge, skills, and strategies necessary for success in listening, reading, speaking, viewing, and writing. Early reading instruction focuses on the building blocks of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

Mathematics

To provide students with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, NHA has developed a strong mathematics curriculum, aligned with the Common Core State Standards, that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Students learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

Science

NHA has developed an engaging science curriculum that encourages students to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

Social Studies

NHA's Social Studies curriculum includes the examination of historical documents, so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum is strong in the study of National and World Geography. We build a strong knowledge of economic principles, so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and currently. Our students are reminded of the rights and liberties they enjoy and the due reason to participate in and protect those liberties.

Art

Art classes allow students to explore the many different aspects of art while acquiring an understanding of the significant role art has played in the expression of ideas throughout history. Hands-on art projects help develop student creativity and self-expression and are frequently related to current classroom topics.

Music

Students are exposed to a wide variety of music education and many periods of music during their classes. Basic music concepts such as beat, rhythm, fast/slow, high/low, and music notation are taught from kindergarten through 6th grade. Students also spend time developing an appreciation for different genres of music and their great composers. All concepts are introduced in kindergarten and further developed in each subsequent grade level.

Physical Education

Physical Education is a sequence of developmental experiences in which students learn through movement. Students work on individual skill development and learn about teamwork and the importance of sportsmanship. In addition, they are given the opportunity to develop a positive attitude toward life-long physical activity.

Library and Educational Technology

The technology education program at our school equips students with digital literacy skills needed to be productive, safe, and life-long digital learners. The K-12, or applicable grades, technology curriculum scaffolds student learning of technology from foundational computer skills to computational thinking and design theory. Our NHA Technology Standards (2023) are derived from the national technology standards for students published by the International Society for Technology in Education (ISTE) and the state technology standards. Online safety, digital citizenship and cyberbullying awareness and prevention is taught annually in compliance with the Children's Internet Protection Act (CIPA).

Moral Focus™

We believe it is imperative to equip students with both the moral and academic foundations necessary to interact successfully in today's society. Our Moral Focus™ Program is centered on the study of 9 Virtues: Wisdom, Respect, Gratitude, Self-control, Perseverance, Courage, Encouragement, Compassion, & Integrity. Virtues are fundamental to a great education, and great schools place equal importance on developing the heart and mind of students.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

Character is defined by which virtues our students determine are important to their lives and there are certain necessary steps to acquire or strengthen those virtues. Our Moral Focus™ Program is structured around a clearly defined process for teaching and learning virtues. That process outlines those steps, allowing teachers to intentionally guide students through the process of teaching virtues. They provide them with the opportunity to learn virtues in a way that will not only affect their mind but change their heart.

- **Step 1:** Introduction - Define the virtue
    - Students learn to name the virtue and simply define it in terms they understand as a foundation for their journey. (focus for the 1st week of each month)

- **Step 2:** Connection - Understand the importance of the virtue to create personal meaning and value
    - Students learn to describe the value & meaning of a virtue. A necessary step that motivates them to put forth the effort to put virtue into action. (focus for the 2nd week of each month)

- **Step 3:** Reflection - Recognize the positive impact the virtue has and know exactly how to display it
    - Students learn what it looks like and sounds like through intentional modeling and careful study, allowing them to recognize it in others. (focus for the 3rd week of each month)

- **Step 4:** Application - Find ways to display the virtue and be intentional about practicing it
    - Students are given regular opportunities to practice virtues. Practice is the key to virtues becoming a learned behavior or habit. (focus for the 4th week of each month)

To support the Moral Focus™ program, time is dedicated each day to the teaching of Moral Focus™ virtues. The 4 steps of the process described above form the core of Moral Focus™ instruction. Each month is broken down into 4 weeks of instruction that correspond to the 4 steps for teaching virtues. Each grade bases instruction on a definition of each virtue designed for their grade level. The definitions scaffold in complexity from grade to grade, allowing students to deepen their understanding and extend their ability to display each virtue.

This comprehensive approach provides students with a strong foundation for leading a moral life. Students will learn to internalize these virtues through the intentional and consistent focus on the application of Moral Focus™ concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining a strong personal character and the qualities necessary for success as both a student and a citizen. Additionally, all students are given the opportunity to participate in service-learning projects.

Academic Excellence: Achievement

Supporting our vision to better educate more children, the school has implemented grading practices that best match the needs of our students, parents, and teachers, with the ultimate goal of supporting high-quality learning for all students.

Teachers utilize the myNHA gradebook application to track students' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests.

We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Honors Ceremonies

At the end of each quarter, special recognition is given to those students in grades 3-6 who have achieved excellence in their academic progress as well as in the Moral Focus. An honors ceremony is held as an extension of the opening ceremony. Students are given awards based on their individual accomplishments during the previous quarter.

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s)delivering the instruction and available programs
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade
5. The recommendation of the student's parents and teachers
6. The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Special Education Students
The decision to retain a student with a disability is approached with great caution. The Principal, after consultation with the IEP Team, makes the final decision regarding the promotion and retention of students with disabilities. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the school. If a parent appeals the principal's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

English Learner Students
The retention of an English Learner (EL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the EL Coordinator, EL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills, but may be retained for other factors.

Academic Excellence: Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade…" A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or

academic support. The IAT is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic, behavioral, and functional performance. The IAT may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers and administrators. Parents are also encouraged to be a member of the IEP Team.

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully, so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the

nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus™

Philosophy

At NHA, we believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate, but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus™ provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child's character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach them. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that NHA takes very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus™ Expectations

Our Moral Focus™ program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus™.

- Moral Focus™ monthly virtues are posted in all classrooms and around the school.
    - Students will be able to identify the Moral Focus™ virtue of the month.
- Monthly virtues are explicitly taught through lessons, activities, or assemblies.
    - Students will be able to define each Moral Focus™ virtue.
- Moral Focus™ virtues are incorporated throughout day-to-day interactions.
    - Students will be able to provide examples of behavior that exemplify each Moral Focus™ virtue.
    - Teachers will be able to capitalize on teachable moments using the Moral Focus™ virtues.
    - Teachers will redirect student behavior referencing the Moral Focus™ virtues.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

By intentionally teaching the Moral Focus™ virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that will not only affect their mind but change their heart. To support teachers as they work to develop the character of the students they serve, time is dedicated each week to the teaching of Moral Focus™ virtues.

Moral Focus™ Assemblies

To support the Moral Focus™ program and philosophy, regular Moral Focus™ assemblies are held. During assemblies, students recite the Pledge of Allegiance and the Student Creed. The staff and/or students lead a brief discussion of the month's virtue and perform a skit or lead another activity to exemplify the virtue. At times, students are recognized for outstanding citizenship and academic achievement. Parents and friends are encouraged to attend the assemblies.

Student Responsibility: Homework

Philosophy

The school staff believes that homework is an important component of the educational process as it allows students to be actively engaged in their own learning. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility.
- Students will develop independent study skills.
- Students will become organized.
- Students will learn to budget their time.
- Homework is intended to align with student proficiency goals.

Guidelines

1. Parents and students should expect regular homework.
2. Assigned homework that requires completion is part of each student's evaluation.
3. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
4. The quantity of homework will be within reason. As the school year progresses, the amount of homework and the number of days homework is assigned may increase depending on the maturity and ability of the students.

Make-Up Work

Students have an obligation to complete assignments missed during illness, suspension, or unexpected absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up.

Student Responsibility: Technology Use and Internet Safety Practices and Procedures

Students are offered access to the National Heritage Academies (NHA) computer network for creativity, communication, research, and other tasks related to the NHA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by NHA are the property of NHA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the NHA computer network and the school's technological resources.

The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

1. **Privacy:** The school and NHA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the NHA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any NHA technology or transmissions originating within or around school property.

2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.

3. **Materials and Language**: Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.

4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the NHA network requires the instructor's permission and must comply with the rules appropriate for that network.

5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a

computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.

6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, NHA makes no warranties of any kind, either expressed or implied, for the service it provides. NHA will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.

8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.

9. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. NHA integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. NHA is not responsible for the accuracy or quality of information obtained through the Internet or the NHA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials.

NHA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to NHA and cloud site-based hardware. A process is in place

for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Student Responsibility: Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable suspicion under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others and report the finding of such items to law enforcement officials to the extent required by law. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including

but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate the electronic device. If the principal or his/her designee has a reasonable suspicion that the electronic device contains evidence of the violation, he/she is justified to conduct a limited search of the device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical contact search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person. A physical search may only be conducted by a staff member of the same sex as the pupil. School personnel shall not conduct strip searches or body cavity searches of any pupils under any circumstances.

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, we actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools.

Building-Wide Expectations

The PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations will be clearly posted in each of our schools, and students who **Prepare, Respect, Excel, and Prioritize** will be recognized regularly for their positive contribution to the school environment.

Student Responsibility: Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of School Principal, or the Principal's designee in the Principal's absence. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

The School will first consider implementing restorative practices to address behaviors involving interpersonal conflicts, bullying, cyberbullying, harassment, verbal and physical conflicts, theft, damage to property, and class disruption. Restorative practices are practices that emphasize repairing the harm to the victim and the school community caused by the pupil's misconduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

Students are expected to follow the Code of Conduct when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Bullying and harassment
- Coercion, extortion or blackmail
- Cyber-bullying as defined by the Technology Use and Internet Safety Policy
- Defacement/Damage of property or theft/possession of stolen property
- Disruption of school
- Excessive tardiness or absences as defined in the Attendance Policy
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Malicious or willful types of behavior that endanger the safety of others
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Persistent disobedience
- Possession of dangerous weapons or instruments not otherwise enumerated herein
- Possession of electronic device(s) as defined by school policy
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of alcohol and/or drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances
- Verbal assault
- Violation of Technology Use and Internet Safety Policy
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

Permanent Expulsion

The following acts of misconduct at school, as defined by state law, are subject to permanent expulsion from all public schools in the State of Michigan:

- Possession of a dangerous weapon**
- Arson
- Criminal Sexual Conduct***

- Physical Assault at school, by a student grade 6 or above, against an employee, volunteer or contractor of the school

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

**Michigan law requires the Board to permanently expel a student for possession of a dangerous weapon at school unless there is clear and convincing evidence of one of the following:

- The student did not possess the object for use as a weapon or for delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.
- The student did not know or have reason to know that the object constituted a dangerous weapon.
- The student possessed the weapon at the suggestion, request or direction, or with express permission, of the school or police.

There is a rebuttable presumption that permanent expulsion is not justified for a dangerous weapon other than a firearm if both of the following are met:

- The Board determines in writing that at least 1 of the factors listed above has been established in a clear and convincing manner; and
- The student has no history of suspension or expulsion.

***Michigan law requires the Board to permanently expel a student if the student pleaded to, was convicted of, or was adjudicated for criminal sexual conduct against another student enrolled in the same school.

Disciplinary Procedures

A student may be disciplined at any level depending upon the facts, frequency and/or severity of the act of misconduct. The Board authorizes the School Principal, or the Principal's designee in the Principal's absence, to determine the level of discipline to be imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Teacher Empowerment to Remove a Student from Class

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, threatens the safety of another student, or openly defies the teacher's authority, the teacher may suspend that student from the class, subject, or activity for up to one full school day. Such removals are not subject to a prior hearing, provided the removal is for a period of less than one school day. The teacher will immediately report the suspension to the principal or dean and send the student to the principal or the principal's designee for appropriate action. After such a suspension, the teacher will ask the parent of the student to participate in a parent-teacher conference regarding the suspension.

Any student whose behavior disrupts class may be sent to the front office. There does not have to be a warning before this happens. From there, the student will be seated in the office for the

remainder of the period and will complete a Teacher Referral Form that will be shared with the parents, principal, and person who sent the student to the office.

These practices and procedures exist because we value classroom time and we will not allow it to be wasted by student misbehavior. Student misbehavior hurts the learning of the entire class, and we need that time if we are to successfully prepare each student for college readiness. Students who are not cooperative with office staff will be sent home. Students will receive detention and/or other consequences. Parents are informed of the incident and of the detention. Before the next class meeting, students must meet with the teacher who sent them out of class to ensure that the problem is resolved.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed directly with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience, the school may impose consequences that include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the Schoolwide Behavior System. The School Principal, or the Principal's designee in the Principal's absence, may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION, EXPULSION, OR PERMANENT EXPULSION: When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct, persistent disobedience, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or be expelled from the school. The parent and

student are notified in writing of the violation, and of the recommended disciplinary consequence.

The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct. When the act of misconduct violates the provisions of Sections 1311(2) or 1311a of the Revised School Code, the student may be permanently expelled, depending on the circumstances. Permanent expulsion is subject to reinstatement as provided in the statute. Upon request, the school will provide parents with information about reinstatement.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Bullying and Harassment

The school prohibits any and all acts of harassment, bullying and intimidation (including cyber-bullying) of students at school. Bullying is equally prohibited without regard to its subject matter or motivating animus. The school also prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying. Bullying means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

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

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs on or off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school.

Bullying that does not occur "at school," as defined above, including bullying that occurs over the internet (cyber-bullying), that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with the Student Code of Conduct and applicable law.

<u>Procedures</u>:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior are encouraged to report the incident to a teacher, other staff member or the principal.

2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

These procedures are not applicable to Title IX Sexual Harassment.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

The Board delegates to the principal the exclusive discretion to impose a suspension of ten (10) school days or less. As a general rule, prior to any suspension of the student, the school administration shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.

2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the School Principal, or the Principal's designee in the Principal's absence, determines that the student has engaged in a prohibited act under this Student Code of Conduct, then the Principal or designee may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The student's parent shall be informed (in person or by phone) of the suspension and of

the reasons and conditions of the suspension. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Restorative practices shall be considered as an alternative or in addition to suspension or expulsion of a student. “Restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct. The school will consider restorative practices to remediate acts of misconduct before imposing a suspension under this section.

B. Suspension for Eleven (11) or More School Days and Expulsion

The Board of Directors delegates to the school administration the exclusive discretion to determine if a student’s act of misconduct, whether it is a gross misdemeanor, persistent disobedience, or some other violation of the Code of Conduct or state law, merits long-term suspension or expulsion, and the authority to conduct all long-term suspension and expulsion due process hearings. It also delegates to the principal the authority to determine the hearing officer or the composition of the hearing panel for purposes of conducting the due process hearing.

If the student commits, or is suspected of committing, an act of misconduct that the school administration believes may or does warrant long-term suspension, expulsion, or permanent expulsion, the student may be immediately removed from the school for up to ten (10) school days pending the investigation and/or a hearing to consider the appropriate level of discipline, or to defuse a situation that could become worse without such removal. Such a removal shall not constitute disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

1. **Hearing for Long-Term Suspension, Expulsion, or Permanent Expulsion**
    a. **Written notice**. If a student is charged with a violation of the Student Code of Conduct carrying a consequence of long-term suspension or expulsion, the student and the student’s parent(s) shall be notified of such by registered mail, as well as the student’s rights of due process as set forth herein.

    The written notice of violation shall state the nature of the violation, the proposed consequence, and the student’s and parent’s right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension or expulsion.

    The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student’s behalf, the right to have the hearing held in a closed session, and the right to a written record of the result of the hearing.

    b. **Hearing Procedures**. At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation

and be provided copies of the evidence provided to the hearing officer or hearing panel.

Before suspending or expelling a student, the hearing officer will consider all of the following factors before rendering a decision:

i. The student's age;
ii. The student's disciplinary history;
iii. Whether the student has a disability;
iv. The seriousness of the violation or behavior;
v. Whether the violation or behavior threatened the safety of any pupil or staff member;
vi. Whether restorative practices will be used to address the violation or behavior; and
vii. Whether a lesser intervention would properly address the violation or behavior.

The factors identified above need not be considered in determining whether to permanently expel a student for possession of a firearm.

c. **Written Record**. Within a reasonable time following the hearing, the parent and student will receive a written determination of the decision. This document will inform the parent and student if there is any right to an appeal to the Board of Directors, as provided in the Due Process Procedures.

The parent shall be responsible for arranging for the child's educational needs during a long-term suspension or expulsion. For a permanent expulsion, the student may not enroll in any public school in the State of Michigan; the parent shall be responsible for making arrangements for alternative education for the child until he or she is reinstated in a public school. The school will follow the IDEA (Special Education) with regard to the educational needs of students eligible for special education.

2. Appeal of Long-Term Suspension, Expulsion, or Permanent Expulsion

A decision following a due process hearing to long-term suspend or expel a student as set forth in section 1, above, may be appealed in writing by the student and parent to the Board of Directors.

The appeal must be requested in writing within seven days of the date that the written determination of the discipline decision is sent to the parent. The written appeal must contain the reasons that the decision should be reviewed or reconsidered, must be signed by the student or his/her parent, and must be delivered to the Board of Directors by way of certified first-class mail. The Board of Directors or a committee of the Board of Directors shall review the decision for the erroneous application of the handbook's provisions based upon the grounds presented by the student and/or parent in his/her written request for appeal.

The request for appeal shall be presented at the next regular meeting of the Board of Directors or a scheduled meeting of the committee of the Board of Directors following receipt of the notice of appeal, at which time the Board of Directors or the committee of the Board of Directors shall review the written request for appeal.

If a student or parent/guardian requests that the appeal hearing be conducted in a closed session, the request shall be granted, although the ultimate decision on the appeal must take place in an open session. Absent a request from the student or parent/guardian, the appeal shall be considered in open session. Any hearing shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the written request for appeal, the Board of Directors may, during the review, ask the administration to respond to the written request for appeal orally and may request information of the student or his/her parent/guardian. The Board of Directors shall notify the student and his parent/guardian of the result of the appeal in writing within five business days of the board meeting at which the appeal was heard.

All determinations of the Board of Directors after appeal are final.

3. **School Assignments**
   When practical in the judgment of the principal, a student may be permitted to maintain progress during a long-term suspension.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Miscellaneous Provisions

A. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

The school may implement victim-offender conferences to provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. Such a conference will occur only if initiated by the victim and approved by the victim's parent/guardian. Possible attendees comprising the restorative practice team may include the victim, a victim advocate, the offender, members of the school community, supporters of the victim, and supporters of the offender. The team may require the student to do one or more of the following:

- Apologize
- Participate in community service, restoration or counseling
- Pay restitution

Selected consequences will be incorporated into an agreement that sets time limits for completion and is signed by all participants.

B. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of the principal shall be deemed to be

trespassing. A suspended student is permitted on school property to attend the discipline hearing.

C. Maintaining Class Progress
When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Definition of Terms

Behavior Contract is a written document that outlines specific behavior expectations and disciplinary action for a student.

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student’s file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal’s designee in the Principal’s absence, has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Criminal Sexual Conduct as defined by state law.

Dangerous Weapon is defined by law as any of the following: Firearm, Dagger, Dirk, Stiletto, Knife with a blade over 3 inches in length, Pocket knife opened by a mechanical device, Iron bar, or Brass knuckles.

Detention is assigned as a disciplinary consequence beyond academic day mandatory attendance on campus.

Students serve detention in silence unless otherwise specified. They are expected to read and/or do schoolwork and/or do community service around the school, such as cleaning or other chores. Students must bring all work materials to detentions. No passes will be given. There are not laptops or any electrical devices used in detention.

Failure to observe any of the detention rules will result in additional or lengthened detention, parent conference, and/or suspension.

Skipping a detention is a serious matter equivalent to skipping school; additional detention time may be assigned and/or the student may be suspended from school.

Expulsion is defined as a decision to remove a student from the school for up to 180 school days for either persistent disobedience or a severe violation of the Student Code of Conduct when the interests of the school are served by such an expulsion.

Gross Misdemeanor is a severe act of misconduct in violation of the Student Code of Conduct or state law.

In-School Suspension refers to a decision by the teacher and/or other school official to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must always be supervised by an adult employee of the building.

Long-Term Suspension is defined as a decision to remove a student from school for a severe violation of the Student Code of Conduct, persistent disobedience, or extreme non-compliance with school rules or state law.

Out-Of-School Suspension refers to a decision by either the Principal or grade level Dean to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Permanent Expulsion is defined as a decision to permanently remove the student from any public school if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or physically assaults school personnel in a school building or on school grounds.

Persistent Disobedience is repeated acts of misconduct.

Physical Assault is defined by law as intentionally causing or attempting to cause physical harm to another through force or violence.

Restorative Practices are defined by law as practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct.

Student Responsibility: Safe Schools Student Discipline Policy

The Board of Directors endeavors to ensure that the school is a safe place for teaching, learning, and working. The school will take swift and appropriate disciplinary action for the following infractions:

Weapons, Arson, and Criminal Sexual Assault
Any student who possesses a dangerous weapon, commits arson, or commits a criminal sexual assault against another person while on school property or at a school-sponsored event shall be permanently expelled from the school subject to reinstatement according to state law. Furthermore, the school will contact local law enforcement as required by law. All students are subject to the Student Code of Conduct that follows this section and its related disciplinary actions.

Physical Assaults against School Personnel
Any student in grade six (6) or above who commits a physical assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be permanently expelled from the school subject to reinstatement according to state law. “Physical assault” is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Physical Assaults against Students
Any student in grade six (6) or above who commits a physical assault against another student while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. “Physical assault” is defined as intentionally causing or attempting to cause physical harm to another through force or violence. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Verbal and Written Assaults
Any student in grade six (6) or above who commits a verbal assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event shall be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. “Verbal assault” is defined as an intentional display of force or communication that gives the victim reason to fear or expect immediate bodily harm. A bomb threat (or similar threat) directed at a school building, other school property, or a school-related event is also viewed as verbal assault. For the purpose of this policy, the areas of assault listed above, when placed in writing, recorded on tape or CD, or transmitted by e-mail, shall be viewed as written assault. All students, including those in grades five (5) and under, are subject to the Student Code of Conduct and its related disciplinary actions.

Illegal Drug Possession
Any student who possesses illegal drugs while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or

expelled, depending on the circumstances, for up to one hundred eighty (180) school days. All students are subject to the Student Code of Conduct and its related disciplinary actions.

Gross Misdemeanor and Persistent Disobedience
Students guilty of a gross misdemeanor or persistent disobedience may be suspended or expelled.

Application to Students with Disabilities, Child Find, or Student Due Process Rights
This policy shall be applied in a manner consistent with the rights secured under federal (IDEA 2004) and state law to students who are determined to be eligible for special education programs and services. A copy of the *Procedural Safeguards for Special Education Students* can be obtained from the school office.

When considering disciplinary action for students who are *not* eligible for special education, the leadership team at the school will give serious consideration to the length of each suspension and the potential educational loss that the suspended student will incur. Repeated suspensions may result in a denial of F.A.P.E. (Free Appropriate Public Education). The school views any series of suspensions as an indicator of *potential* disability under Federal Child Find guidelines and may consider using the school's Intervention Assistance Team (IAT) to address the potential disability needs of the child.

Behavior Threat Assessment & Management (BTAM) Process
Recognizing that certain behaviors may be indicative of potential risk of safety to self or others, school officials will implement a threat assessment process.

The BTAM team will be a multi-disciplinary team made up of school officials. For purposes of assessment and intervention, school officials shall mean principals, deans, mental health counselors, social workers, teachers, law enforcement, NHA employees and outside consultants who have a legitimate educational interest in the behavior the student (34 CFR §99.36).

The following behaviors shall be reported for screening:

- Commits an act of violence upon a teacher, administrator or other school employee.
- Commits an act of violence against another student while on school property.
- Commits an act of violence against any person on school property.
- Possess or display a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property.
- Threatens to use any instrument that appears capable of causing physical injury or death while on school property.
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property.
- Knowing and intentionally damaging or destroying school property.
- Risky behaviors such as grievances with classmates, discipline problems, criminal activity, cruelty to animals, intolerance, prejudice or affiliation with gangs are paired with escalating behaviors or unexplained behavioral changes.
- Threats and/or communications that have context and meaning to support a legitimate safety concern.
- Persons on the receiving end of a concerning behavior fear for their safety.
- Concerning behavior or threat made through the state confidential tip line.

If the screening reveals that there is a need to conduct a full threat assessment the BTAM team shall meet to collect data and investigate the event.

At the conclusion of the BTAM assessment, school leadership shall complete the BTAM Intervention and Monitoring plan. Only the Intervention and Monitoring plan shall be maintained in the student's educational record. The Intervention and Monitoring plan shall be reviewed and modified as determined by the BTAM team until it can be placed into an inactive status.

Parental Partnership: Communication

Effective communication between the school and home is vital to the academic success, and emotional and social well-being of students. The school will communicate often and by a variety of means in an effort to keep parents informed of the programs, events, and activities at school and the academic growth and achievement of students.

Secure School Website

National Heritage Academies (NHA) is committed to student achievement and parental involvement. NHA maintains a secure website, the NHA Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The NHA Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades.

Through the NHA Parent Portal, parents also can access NHA's school-to-parent communication tool to see school updates and engage with staff members, including sending direct messages. Questions related to the Parent Portal should be directed to parentportalsupport@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, our students' parents are surveyed twice per year. Parents are expected to complete one survey per household.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Parental Partnership: Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning, afternoon, and in each middle school class period.

Arrival

Students should arrive at school between 7:40 a.m.-7:55 a.m. School starts at 8:00 a.m. After exiting their vehicle, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them upon entering the building. Prompt arrival is essential for an orderly opening ceremony.

Dismissal

School dismisses at 3:10 p.m. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 3:30 p.m.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Parents must walk tardy students into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

If a tardy is due to a doctor or dental appointment, a note from a physician may be requested. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

We consider abuse of tardies and/or early dismissals as lost instructional time, which may be addressed by the principal.

Please Note: When a student accumulates 10-20 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

Absences

All absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours.

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name

- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Abuse of excused absences may be investigated by the principal and could result in a referral to the County Truancy Office or other disciplinary action.

Absences (Excused and Unexcused)	Procedures & Notifications
0	Notification of Attendance Expectations to all parents/guardians
10% of total school days	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP)*
18 days	Appropriate Consequence*

*Potential referral to County Truancy Office or social services with certified return receipt to parent. Such referral shall be issued pursuant to the Truancy section of the Parent and Student Handbook. Factor considered in grade promotion.

Note: Any student deemed chronically absent at the end of the first quarter or trimester is eligible for withdrawal. Chronic absenteeism is defined as absenteeism of ten percent of days or greater, measured at any point in the school year, regardless of “excused” or “unexcused”.

Attendance Corrective Action Plan (A-CAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by the parents, student, and staff member.

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student will be referred to the ISD Attendance Officer, which may lead to a referral to the County Prosecutor’s Office.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available in the office. A voluntary withdrawal does not preclude the principal or board of directors from administering disciplinary action for acts of misconduct occurring prior to the voluntary withdrawal and including the act of misconduct and disciplinary action in the student's record.

Parental Partnership: Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor is Image Builders. To purchase shirts and ties, you may contact Image Builders' toll-free customer service hotline at (855) 654-6243. For additional information, please visit the School's web site.

Uniform Requirements

Uniform Tops

- Grades K-6: All shirts must be a short- or long- sleeve navy blue, gray, or white polo.
- Students may also wear solid white, gray, or navy blue sweaters and vests. Additionally, sweatshirts with Center Line logos may be worn over polo shirts.
- Center Line spirit wear t-shirts may be worn on Fridays only.
- Undershirts (t-shirts worn under uniform shirts) must be a uniform color top and must fit appropriately under the uniform shirts.
- Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Dress bottoms must be solid navy blue.
- Dress bottoms include pants, shorts, skirts, and capris in cotton twill chino material. Denim or joggers are not permitted.

Uniform Shoes

- Shoe colors must be navy, black, or brown.
- Shoes must be loafer style, dress shoes, tennis shoes, or closed toed sandals.

Uniform Headwear & Accessories

- Belts, if worn, must be plain solid black, navy blue, or brown.
- Socks must be solid black, brown, navy, or white.
- Tights and leggings worn underneath uniform bottoms must be solid white or navy.

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.
- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Shorts must extend past the mid-thigh (mid-thigh is determined as halfway between inseam and knee).
- Skirts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats, hoods, and other headwear except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- Spirit week and other special occasion attire may be worn only with administrative permission.

Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

Building a Capacity for Parent and Family Engagement

Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];
f. Provide other reasonable support for parental involvement and involvement activities to ensure a sucessful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].
To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)]**.**

The following initiatives have been implemented at the school:

a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
f. The principal will be available upon request to help parents/guardians better understand the state assessments.
g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

a. School assemblies/ceremonies (parents invited)
b. Volunteer opportunities
c. Classroom observations (as requested)
d. Special event and reminder notices
e. Parent Room with community resources listed and computer access
f. Voice of Parent survey
g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

a. Annual Federal and State Programs (including Title I) Parent Meeting
b. Annual Parent and Family Continuous School Improvement Meeting
c. The Parent and Student Handbook
d. Regular school and classroom newsletters
e. The annual school calendar
f. Report Cards
g. Parent-Teacher conferences
h. Parent and Family Engagement events
i. The School-Parent Compact
j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school improvement planning process and plan

Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.

Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
b. The needs of parents and family members in assisting with the learning of the children;

c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

a. Providing professional development for school staff on parent and family engagement strategies;
b. Supporting parent, family, and community outreach programs;
c. Best practices for increasing parent and family engagement;
d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

Collaboration Statement

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

Parental Partnership: Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site can complete the Volunteer Authorization and Release form on the school's website as a community member.
2. All visitors and volunteers must be processed through the visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
4. All visitors and volunteers must reinforce and demonstrate the school's Moral Focus™ Philosophy.
5. The distribution of literature, without prior approval from a dean or the principal, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required.
10. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol.

Classrooms

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers,

overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.

2. Volunteers must follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the event. “Side trips” are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.
6. Volunteers must behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers’ and administrators’ discretion.

General School Procedures

Transportation

Because the school does not own a fleet of buses, parents are expected to provide the means for their children to get to and from school.

Drivers

Traffic congestion can occur on a daily basis during the arrival and dismissal process. Parents are asked to be patient and to plan on some delays, particularly during inclement weather. Please contact the front office should you have questions about the arrival and dismissal process.

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. If it is necessary for a student to ride a bicycle to school, he/she must park and lock the bicycle in the school's bike rack before school begins and leave it untouched until school is dismissed. The school does not assume responsibility for damage or theft of bicycles. The student should register his/her bike with the police department and must wear a bicycle helmet.

Walkers

Parents or guardians who wish their students to walk home from school must complete the Student Walk Home Release form. Students who walk to and from school should go directly home following dismissal. Failing to do so may cause undue worry for parents and staff members.

Meals

For grades K-4, the school schedule allows for a 30-minute lunch period with additional recess time. Students in grades 5-6 have a 30-minute lunch period. A nutritious lunch, including milk, may be purchased at school, or students may bring a sack lunch from home. Breakfast is also offered prior to the start of school.

Your student's school is participating in Community Eligibility Provision (CEP), a Federal program which offers free meals to all enrolled students. Parents should complete a Household Information Survey as part of the program participation. These forms are available online or in the school's front office. The Household Information Survey determines the funding your student's school will receive to provide supplemental student support services. Incomplete forms may result in the elimination of these school services.

Snacks

A snack period may be offered at the discretion of the teacher. Students must bring their own snacks from home as they are not provided by the school. During the snack time, students must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, pop/soda, and sweets are not acceptable.

Recess

As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area.

Students are not allowed to use playground equipment while waiting for school to begin, waiting for rides, or following dismissal. There is an afternoon recess for kindergarten only.

Holiday Celebrations

Birthdays

Parties are not held at the school for birthdays or holidays. Parents are asked to refrain from making deliveries of cupcakes, flowers, balloons, etc. to their children at school as these become distractions to the learning environment. Deliveries will be held in the office until the end of the day.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of field trip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Lost and Found

The lost and found is located in the main office. Unclaimed items are donated to charity at the end of each month.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, laser pointers, recording devices and electronic devices during the instructional day at school or school-related events. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Emergency School Procedures

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolConnect calling system. In the event of closure, teachers will provide learning opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day.

Severe Thunderstorm Watch or Warning
If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch
Students remain in school, and the staff takes safety precautions. Students are released to parents or other designated adults upon request.

Tornado Warning
All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents or other designated adults upon request.

Emergency Drills
Emergency drills are held throughout the year. In some instances, parents may be informed following a drill.

Tobacco Use and Non-Smoking Policy

The school is a non-smoking facility. Any form of smoking, including but not limited to e-cigarettes/vaporizers and paraphernalia, and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

Payments Made to School

Checks written to the school that are returned for insufficient funds are processed through a service called Payliance. If a check is returned, Payliance contacts the person who wrote the check to collect the check's face value plus a collection fee. If he/she cannot be contacted or fails to respond properly, the check may be resubmitted to the bank with applicable collection fees.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and need to provide evidence of required immunizations. Prior to entering school, all students entering Kindergarten are required to present proof of a hearing and vision screening by the health department or doctor.

Health Screenings
Students receive special health services through the Health Department, including vision screening for those in grades 1, 3, 5, and 7 and hearing screening for those in grades K, 2, and 4.

Immunization Requirements
Michigan schools are required to report their immunization status to their jurisdictional local health department.

For a student to attend school, the Michigan Public Health Code requires parent(s)/legal guardian(s) have one of the following on file with the school:

1. A valid, current immunization record.
   [Note: Provisional Status Vaccines- In the event the student has received at least one dose of a required vaccine and the next dose is not yet due, the school is required to follow up to ensure the student has received required follow-up doses of the vaccine and

are up to date for all other required vaccines.]

2. A medical doctor's (M.D./D.O.) signed State of Michigan Medical Contraindication Form, which states the medical contraindication(s), the vaccines involved, and the time during which the child is not able to get the vaccines.
3. A current, certified State of Michigan Nonmedical Immunization Waiver Form required under Michigan Administrative Rules.
   [Note: When parent/legal guardian holds a religious or other objection that prevents a student from receiving vaccines, a Nonmedical Immunization Waiver Form is required to be completed, signed, and certified at the local health department. The local health department will provide education from a health professional on the benefits/potential risks of vaccination. Health professionals will address questions and concerns prior to signing the State of Michigan Nonmedical Immunization Waiver Form.]

Any student who fails to submit the required immunization information shall not be admitted into the school.

Please refer to the Michigan Department of Health & Human Services (MDHHS) website for the most current information regarding minimum required immunizations and additional important details regarding the vaccines.

The Revised School Code, Section 380.1177(a)

- The Revised School Code, Act 451 of 1976, requires the MDE, in cooperation with the Michigan Department of Health and Human Services (MDHHS), to develop information for Michigan schools to address notification of families with children enrolled in grades 6, 9, and 12, about the risk and prevention of Meningococcal Meningitis and Human Papillomavirus Diseases.

Information on adolescent/teen vaccines:

- An adolescent/teen vaccine information guide can be found at the Alliance for Immunization in Michigan's website.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed (written instructions from a licensed prescriber are required for all prescription medication administered to students) or over-the-counter medications, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

A physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must specify the name of the student, name of the licensed

prescriber, name of the prescription drug, dosage, effective date, frequency of administration, and directions in a legible format. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying their student on a field trip, the parent will be required to administer the student's medication.

Notifications

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- 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 should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- 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. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, and NHA personnel which have a legitimate educational interest
    2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions
    8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
    9. Appropriate parties, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue SW
  Washington, D.C. 20202-5920

Right to Know under Federal Law

The Every Student Succeeds Act (ESSA) affords parents certain rights concerning the parents' right to know the professional qualifications of the student's classroom teacher. The school will provide the parents this information in a timely manner upon request. Specifically, parents have the right to ask for the following information about each of their child's classroom teacher:

- Whether the student's teacher
  - has met the State qualification and licensing criteria for the grade levels and subjects in which the teacher provides instruction
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

The school will provide timely notice to parents of a student who has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teachers has been assigned.

Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
  1. Political affiliations or beliefs of the student or student's parent
  2. Mental or psychological problems of the student or the student's family
  3. Sexual behavior or attitudes
  4. Anti-social, demeaning, illegal, or self-incriminating behavior
  5. Critical appraisals of others with whom respondents have close familial relationships
  6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
  7. Religious affiliations, beliefs, or practices of the student or parent
  8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
  1. Any other protected information survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision,

scoliosis, or any other physical exam or screening permitted or required under state law)
3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Scouting America

The school does not discriminate against any group officially affiliated with either Scouting America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of Scouting America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Title IX

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Academy or designee) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy or designee with the assistance of NHA legal counsel as necessary and appropriate.

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Veronica Kisor
8155 Ritter Street
Center Line, MI 48015
Phone: (586) 690-4290
113.vkisor@nhaschools.com

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure." 34 CFR 106

The language above will be posted on the School's website within two clicks of the home page; in other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.).

For the complete policy and information related to sexual harassment, please visit the school's website.

Unsafe School Choice Option

A student attending a persistently dangerous school or a student who is a victim of a violent criminal offense on school property has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents 48 hours in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified in this manner.

For any information regarding pesticide application procedures or to review the school's integrated pest management program or records, please contact the school principal:

Veronica Kisor
586-690-4290
113.vkisor@nhaschools.com

English Learner Parent Complaint Process

English Learner parents are advised to follow the process below to address concerns regarding the district's English Learner program:

1. Parent, school administration and student's teacher will meet to resolve concern. Interpretation and/or translation services will be made available.
2. If resolution is not reached, Parent may contact Parent Relations through phone or email to mediate and resolve concern. Interpretation and/or translation services will be made available.
3. If resolution is reached, then the Parent Relation Specialist will send a resolution in English and in the home language to the parent within 10 business days.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

Policies

Board policies can be found at www.nhaschools.com under the school listings or are available from the school office.

School-Parent Compact

Center Line Preparatory Academy and the parents of enrolled students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-2026.

School Responsibilities: Center Line Preparatory Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows: employing state qualified teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Adequate notice will be provided to parents of conference scheduling.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent-teacher conferences and informal meetings with parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent-teacher conferences, via regular email and phone communication with parents, through SchoolConnect and also during more informal consultations on an as-needed basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters and SchoolConnect.

Parent/Guardian Responsibilities: We, as parents, will support our children's learning in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I will monitor my child's attendance and homework completion.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.
- I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child, by mail, SchoolConnect or other means and responding, as appropriate.
- I will serve, to the extent possible, on policy advisory groups, such as being a parent representative on the school's Continuous School Improvement Team, or other school advisory or policy groups.

- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

_____

_____

_____ _____
Parent/Guardian Signature Date

_____ _____
Parent/Guardian Signature Date

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

_____ _____ _____ _____
Student Signature Student Printed Name Date Grade

Teacher's Commitment: I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, SchoolConnect or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

_____ _____ _____
Teacher Signature Teacher Printed Name Date

School-Wide Volunteer Opportunities

The school Board and staff members support the school's commitment to parental involvement, believing strongly that it is a main ingredient for student success. On the back of this page is a listing of the volunteer opportunities available to parents at the school. The committees are listed first, followed by committee support and other opportunities. Please check all opportunities in which you are interested. As you participate in these opportunities, you will be fulfilling the School-Parent Compact by helping to provide an exemplary educational experience for our students. Thank you in advance for helping make our school exemplary for our children.

Volunteer opportunities specific to your child's classroom are on a separate form.

Volunteers may be required to submit to a criminal background check.

Parent name(s): _____

Address: _____

Phone number: _____

Best time to be reached: _____

Children's names and grades:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Center Line Preparatory Academy Parent and Student Handbook 2025-2026 (Grades K-6)

Please check all opportunities in which you are interested.

Committee Membership

_____ **Boosters**
Organize fund-raising projects throughout the year

_____ **Family Fun Day**
Plan one special event for all the school's families

_____ **Moral Focus**
Plan ongoing activities and projects related to the monthly virtue

_____ **Staff Appreciation**
Plan and coordinate Teacher Appreciation Day and other events to recognize staff

_____ **Ambassadors**
Plan and conduct events to attract families to enroll in the school

Committee Support Opportunities

These include a wide variety of tasks and time commitments. Many are one-time opportunities.

_____ **Boosters**
Assist with fundraisers (e.g., distribution of goods)*

_____ **Hospitality**
Bring cookies or other refreshments for one or more special events*

_____ **Moral Focus**
Assist with projects as needed at one or more activities

_____ **Staff Appreciation**
Bring food or other items for events*

_____ **Ambassadors**
Assist with events to attract families to the school

Other Opportunities

_____ **Lunch/Playground Supervision**
Supervise classes during lunch or recess on a weekly, bi-weekly, or monthly basis

_____ **Music**
Assist with music programs (e.g., decorating, organizing)*

_____ **Office Help**
Assist office staff as needed

_____ **Physical Education**
Assist with Field Day

* Denotes areas which include some tasks that may be completed at home.

The school staff may have additional committees in which you can participate

CENTER LINE PREPARATORY ACADEMY

8155 Ritter Street
Center Line, MI 48015
Phone: (586) 690-4290

Parent and Student Handbook 2025-2026 Grades 7-12

A public-school academy managed by
National Heritage Academies, Inc.

Parent and Student Handbook
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Parent Welcome

Dear Parents,

Welcome to Center Line Preparatory Academy grades 7-12! Center Line Prep will be entering its first year of service to families seeking a high-quality college prep education. We are excited and honored that you have chosen Center Line Preparatory Academy for your son or daughter's high school education.

Our mission is "to provide the best possible education for our students, working with parents and the community to help students become academically successful and morally focused so they can make a meaningful impact to society." We are excited about and dedicated to the role we will each play in accomplishing this mission. To that end, and in the spirit of continuous improvement, the administration, faculty and staff have worked hard throughout the summer to update facilities, refine our curriculum and instructional practices, and enhance our resources to support all students.

An important component of Center Line Prep is the involvement of parents. We are partners and collaborators in our students' education; we believe that having parents and staff members work together toward common goals is critical to each student's success. There are several means through which parents can be an integral part of their son or daughter's education:

- Talk to your son or daughter about school and reinforce that success at school is a priority
- Provide a dedicated time and place for your son or daughter to do his/her homework
- Ensure that your son or daughter is on time to school each day and has minimal absences
- Establish open communication with your son or daughter's teachers through email contact and attendance at Parent-Teacher Conferences
- Participate in school-based activities such as Parent Organization, Athletic Boosters, School Improvement Team, and by attending school sponsored events
- Access the parent portal via Infinite Campus on a regular basis to monitor your student's grades, attendance, and behavior

The purpose of this handbook is to help you become acquainted with the guidelines and procedures in effect at Center Line Prep. Please contact us if you need clarification regarding any of the information in this handbook.

Again, welcome to Center Line Prep and the 2025-2026 school year!

Veronica Kisor
Principal
Center Line Preparatory Academy

Board of Directors

Alton Williams II, President
TaJuana Washington, Vice President
Christian Liner, Treasurer
Lynn Coleman, Secretary
Crystal Gunn, Director

Board meetings are open to the public and meeting dates and times are posted at the school.

Administrative Staff

Veronica Kisor, Principal
Theodore Eastman, Lower Elementary Dean
Shanika McClendon, Upper Elementary Dean
Destiny Moore, Middle School Dean
Kevin Little, Dean of High School
Tanisha Irvin, Dean of High School

Student Creed
I am a Center Line Prep Academy student.
I strive to achieve academic excellence.
I practice good moral character.
I work hard to prepare myself for the future.
I know my success in school and life depends on my own efforts.

School Mission
Center Line Preparatory Academy's mission is to provide the best possible education for our students, working with parents and the community to help students become academically successful and morally focused so they can make a meaningful impact to society.

National Heritage Academies

National Heritage Academies is a network of public charter schools serving families and students in multiple states. Our early childhood, elementary, middle school, and high school programs are designed to put children on a solid path to success in high school, college, and beyond. As a network, all National Heritage Academies schools share a common vision, while each individual school enjoys the flexibility of tailoring their program to meet the needs of their specific community.

NHA's Parent Relations Department provides guidance to parents and the school in resolving concerns. Once the classroom teacher, dean, and/or principal have been contacted regarding your concern, you may also reach out to the Parent Relations team to discuss any additional needs.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

National Heritage Academies
3850 Broadmoor Avenue
Grand Rapids, Michigan 49512
www.nhaschools.com

Notwithstanding anything herein to the contrary, all policies and procedures will comply with Federal and State applicable laws.

Mission Statement

Our mission is to prepare each student for college success.

Accent on Achievement: Much will be expected from the students and their families at the school...and much will be gained. The potential to live a great life begins with a great education. The school is designed to educate, support, and guide students through high school graduation, building the bridge that ultimately leads to college success. Employing a powerful combination of experienced leadership, rigorous, college-prep curriculum and an emphasis on moral character, the school fosters the high achievement and healthy development of every student. Students will be prepared to meet the high standards required for college admission and reach a high level of academic achievement as determined by College Board and state learning standards. We commit to a comprehensive system of support to ensure this outcome.

Core Values

Rigor: Our graduates will complete AP coursework and earn college acceptance. Our graduates will read well, write clearly and coherently, study effectively, reason soundly, and question thoughtfully. End of term comprehensive exams covering the essential learning in each core subject will determine advancement to the next level. We will give students multiple opportunities to learn and demonstrate their accomplishments.

Relevance: We will lead students toward rigorous learning by posing essential questions and developing knowledge, skills and understanding that can be transferred and applied to realistic tasks and real-world settings. We endeavor to bring curiosity, challenge, pleasure, and a sense of accomplishment into our students' lives. Everything taught at our school aims to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical in nature.

Relationships: To succeed in our mission, we need the students' parents' active partnership and agreement with the school mission, which includes a personal commitment to serious academic challenge. Parents will take an active role in their child's education by providing basic needs, so their child is ready to learn. By learning values and good work ethics at home, students will be prepared to succeed at school. Mutually respectful and cooperative in school and community, parents and staff will work together with the vision of helping students become productive members of the school and society. Administrators, teachers and counselors will be visible and accessible to students.

Responsibility and Moral Focus™: Our curriculum will include service-learning opportunities and completion of community service projects. We encourage students to be accountable for their actions, and to be guided by the values of being respectful, truthful and ethical. Students at the school understand that learning requires effort and hard work. Through their sense of good values, positive behavior, and moral conscience, they will hold themselves accountable for their actions. Students will have a true sense of direction, with goals and potential college and career paths clearly established. Staff will be competent, compassionate, consistent, considerate, accountable and empowered.

Special School Features: The program of study is designed to ensure each graduate:

- Successfully completes a minimum of two Advanced Placement courses, two approved college courses over the 100-level, or one AP course and one approved college course over the 100-level
- Makes successful application to a four-year college or university

- Completes 60 hours of community service
- Successfully completes an individualized senior project

Curriculum

Admissions

As a public school of choice, the school seeks students who have a serious desire to learn and work diligently to prepare for higher education. The school is a college preparatory academy chartered by Central Michigan University. The school, during open enrollment periods, is open for any Kindergarten through 9th grade student in Michigan, although students matriculating from Center Line Preparatory Academy into the next grade are guaranteed a seat. Because space is limited, new students are encouraged to enroll before the end of the open enrollment period (last business day in February at 5:00 p.m.) preceding the new school year.

Registration Procedures

Read the course descriptions very carefully and thoroughly before you begin planning your schedule. Ask your parents to read the booklet and discuss it with them. It is important to view all possibilities before beginning to choose your courses for the next year. Be sure to note required courses and credits, as well as prerequisites, grade requirements, and teacher approval.

1. Plan your program not only in light of your special interests and activities, but also with the intention of broadening your interests and enriching your background.
2. Before you reach a final decision on courses, discuss your choices with your parents and teachers. Students and parents are encouraged to meet with the school Registrar, College Counselor, or administration to discuss options in scheduling.
3. Each student must turn in a registration sheet by the end of February to assure priority in scheduling and to assure his or her enrollment status for the next school year.

7th and 8th Grade Requirements

Department	Courses
English	2
Math	2
History	2
Science	2
Electives	4
Courses Total = 12	

To progress to 9th grade, students must pass all of their core courses at the 2.0 (C-) level. Skill recovery workshops may be required after school or in the summer for students who do not meet this performance level.

High School Graduation Requirements

Twenty-two credits is the minimum requirement for graduation from our school. All courses required for graduation must be taken at the school (or a school that the school recognizes in case of transfers).

Department	Credits	Department	Credits
English	4.0	Math	4.0 [1]
Science	3.0 [2]	History	3.0 [3]
World Language	2.0 [4]	Physical Education	1.0
Fine Arts	2.0	Electives	3.0
Credits Total = 22.0			

[1] A Math course must be taken in senior year.

[2] After taking Biology and Chemistry, the third science credit may be satisfied by completing any science course.

[3] Required: World History and US History (1 year each), and Civics and Economics (1 semester each) or AP Government (1 year).

[4] An additional fine arts credit (in addition to the 2 required) may satisfy 1 world language credit in the high school curriculum.

In addition to the above, all students must complete 60 hours of community service, successfully complete advanced coursework (two Advanced Placement classes, two approved college courses over the 100-level, or a combination), complete an application and acceptance into a 4-year college or university, and complete a Senior Project.

The school's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision is made by the principal.

Personal Curriculum: Students who wish to pursue a personal curriculum as outlined in MCL 380.1278b should contact the College Counselor. Requests will be processed in accordance with the school's policy regarding personal curriculum, a copy of which will be provided upon request.

Students interested in dual enrollment opportunities should contact the Registrar or College Counselor to determine eligibility.

As mentioned, all students will be expected to succeed academically and have the potential for college success. Students with disabilities will be assisted in meeting the above graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead request an Individual Education Program (IEP) meeting to discuss an individualized course of study leading to a Certificate of Completion or Graduate Equivalency Diploma (GED).

College Admission Requirements

Before selecting courses, students should review college admission requirements that are available in the College Counselor's office or online resources.

The school recommends that applicants to competitive colleges successfully complete the following High School program, including as many Advanced Placement offerings in each subject as possible:

- 4 years of English

- 4 years of History/Social Studies
- 4 years of Mathematics
- 4 years of Science
- 4 years of World Language

Senior Project

Central to the culmination of our academic and moral focus curriculum is the Senior Project. The project proposal is due in spring of a student's junior year. The project should reflect a specific interest of the student and is either an extension of work begun in an academic course or work outside of academic courses and must be pre-approved. The project should reflect a culmination of student knowledge and experience and represent the student's best work. Students should choose a person for their project who is knowledgeable in the area the student is researching and willing to communicate and give feedback to the student.

All students must successfully complete a senior project in order to receive the school's diploma. There are four key functions of the Senior Thesis:

1. To serve as a capstone for the curriculum
2. To expose students to independent research and writing
3. To explore a relevant topic related to a career interest, college major, or future goal
4. To make a valuable contribution to the common good and to lead a life well lived

In addition, the senior project provides an opportunity for students to research a specific area of interest with a mentor and develop an original process or product that contributes to the field of study.

Sample College Preparatory – Sample Program Pathways

7th – 12th Grade Core Academic Program						
Subject Area	**7th Grade**	**8th Grade**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**
Science	▪ Life Science	▪ Environmental Science	▪ Biology	▪ Chemistry ▪ Early College Science	▪ Human Anatomy ▪ Early College Science	▪ Human Anatomy ▪ Early College Science
Math	▪ Integrated Math A	▪ Integrated Math B	▪ Algebra 1 ▪ Geometry ▪ Algebra 2	▪ Geometry ▪ Algebra 2 ▪ Pre-Calculus	▪ Algebra 2 ▪ Pre-Calculus ▪ AP/College Math	▪ Pre-Calculus ▪ Survey of College Math ▪ AP/College Math

World Language	▪ Spanish 1	▪ Spanish 1 - 2	▪ Spanish 1 - 3	▪ Spanish 2 - 3	▪ Spanish 3 ▪ Early College	▪ Early College Spanish
English	▪ Concentrated English A	▪ Concentrated English B	▪ English 9 - 10	▪ English 10 - 11	▪ English 11 ▪ Early College English	▪ English 12 ▪ Early College English
History and Social Studies	▪ Early World History	▪ Integrated American History	▪ World History ▪ Early College History 1	▪ Civics / Econ ▪ Early College History 1	▪ US History ▪ Early College History 2	▪ Early /College Social Studies
Visual Arts	▪ Multicultural Art	▪ Multicultural Art	▪ Foundational Art	▪ 2D/3D Art ▪ Media Design	▪ 2D/3D Art ▪ Media Design	▪ 2D/3D Art ▪ Media Design
Performing Arts	▪ Band ▪ Choir	▪ Band ▪ Choir	▪ Band ▪ Choir	▪ Band ▪ Choir	▪ Band ▪ Choir	▪ Band ▪ Choir
Physical Education/ Health	▪ PE	▪ PE	▪ PE/Health	▪ PE/Health ▪ Advanced PE	▪ PE/Health ▪ Advanced PE*	▪ PE/Health ▪ Advanced PE*
Other Electives*	▪ TBD	▪ TBD	▪ Early College ▪ Programming ▪ Game Design ▪ Web Design	▪ Early College ▪ Programming ▪ Game Design ▪ Web Design	▪ College Humanities and Career Technical Pathways	▪ College Humanities and Career Technical Pathways

Advisory/ Moral Focus	▪ 7th Grade	▪ 8th Grade	▪ 9th Grade	▪ 10th Grade	▪ 11th Grade	▪ 12th Grade

Community Service

Our community service program is designed to involve every student at the school in the life of our community. Our goal is to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

Students must complete a minimum of 60 hours before graduating. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

College Entrance Exams

Juniors will take the SAT in the spring of their junior year as a component of the state assessment, free of charge. Students in grades 8, 9 and 10 will take the PSAT each year in the spring, free of charge. Students in grades 8 through 11 are encouraged to take the PSAT in the fall of each school year, at their own cost (the school may schedule a PSAT session on a Saturday open to any interested student). The fall PSAT exam serves at the qualifying exam for the National Merit Scholarship for all 11th grade students. Those wishing to take the ACT or repeat the SAT assessments must register in advance through one of several local high school test centers and pay any applicable fees.

Advanced Coursework Requirement

Central to the core curriculum of the school is the College Board's Advanced Placement (AP) program. Courses in the AP Program are college-level studies, and scores from the optional examination are used as a measurement for placement in college courses with the possibility of receiving college credit. As such, the homework requirements for these courses exceed those of non-AP courses. For example, for every hour of course time, a student may be asked for an hour or more of work to be completed outside of class.

All students are required to successfully complete at least two advanced level courses prior to graduation. Advanced coursework may include Advanced Placement classes or approved college courses over the 100-level. AP course completion is not contingent on students taking the associated AP examination for college credit. To determine which Advanced Placement courses are the right options for you, please see course instructors or your college advisor.

The external AP examination is not required for the course completion requirement for graduation; however, taking the AP exam is the only way to earn college credit. The examinations will be offered each spring for students enrolled in AP courses. Students are responsible for the associated examination fee. Students who wish to undertake the AP examination but are unable to due to financial hardship are encouraged to contact the school office to learn about any financial assistance which may be available.

A student who does not take the AP exam may still earn up to a 4.0 grade-point-average for the course. A student taking the AP exam may receive a weighted GPA for the course, consistent with the Grading Scale section of this Handbook.

Advisory Program

Each student will participate in Advisory daily. Students will be assigned an advisory teacher. The advisory program will provide moral guidance and character development for students in grades 7-12. In addition, advisory time will be used to explore college and career options as well as teach tools to be successful as a life-long learner. The course will help students discover for themselves the power of a college education and develop a mature vision for themselves of "a life well lived."

Additional benefits of the Advisory program are to provide students with a teacher advocate, to promote the opportunity of belonging to a focused peer group, and to help students find ways to be successful within the academic and social options the school provides.

Students will be given a letter grade for advisory, which will incorporate:

1. Moral focus curriculum and conduct
2. Class activities
3. College and career readiness
4. Senior Project (senior year)

Advisory is worth 0.05 credits from 7th to 11th grade, and 0.5 credits in 12th grade. Advisory grades count toward a student's GPA at the same weight as any other course.

Grades

Students receive letter grades via myNHA postings four times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. At mid-semester, the letter grade is an indication of the student's progress and performance at that time, and such grades do not figure into grades-of-record. Between each grading period a student's progress will be posted to myNHA for parents and students to access on a weekly basis. Parents who are unable to access the internet from home or their community public library are encouraged to visit the school and access the system from the school. Parents and students are encouraged to regularly access online grades and attendance via the myNHA online portal.

Secure School Website

National Heritage Academies is committed to student achievement and parental involvement. NHA maintains a secure website, the Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information on this site.

NHA recognizes the value of informed and involved parents in the learning process. The Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own free online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades. Using the website, parents can also email staff members, review important information, check calendars, and subscribe to automated email updates about their child. Questions related to the Parent Portal should be directed to info@nhaschools.com.

Grading Scale

Grade Point Average (GPA) reflects coursework completed at the school. Students who transfer during high school and are concerned about GPA should consult with the principal.

Grade	Grade Points for Normal Classes	Grade Points for AP/College Courses*	Interpretation
A+	4.0	5.0	Exceeding Expectations
A	4.0	5.0	
A-	3.7	4.7	Proficient
B+	3.3	4.3	Approaching Proficiency
B	3.0	4.0	
B-	2.7	3.7	Basic Understanding
C+	2.3	3.3	
C	2.0	3.0	
C-	1.7	2.7	
D+	1.3	1.3	Development Needed
D	1.0	1.0	
D-	0.7	0.7	
F	0.0	0.0	

**To pass an AP or college (200+ level) course, a student needs to meet at least one of the following criteria:*

- *AP or college course: Earn a grade of C- or better in the course; or*
- *AP course: Earn a grade of D or better in the course; and a score of 2 or better on the AP Exam.*

After-School Electives will also receive letter grades but will not be computed in a student's GPA. Advisory course grades will be computed in a student's GPA.

Incomplete Grades

Incomplete grades must be made up within the two-week period at the end of a grading term. Failure to complete the work within the two-week period may result in a failing grade. Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation).

Schedule Changes

After the registration process is complete, a schedule change will take place only in the following cases:

- if the change is recommended by the instructor or department chairperson,
- if the student has a schedule conflict, or
- if the student needs a course for college or graduation

All schedules are final after the first ten school days of the semester. Schedule changes will not occur for the following reasons: teacher preferences or conflicts, convenience of meeting time, and difficulty of the course.

Withdraw Grades

A "W" is placed on the permanent records of students who are allowed to drop courses after the ten-day period in which changes are permitted. Such drops require the permission of the principal and are made only in special circumstances.

Policy on Academic Probation

Students who earn either one failing grade or have a grade point average less than 2.0 are placed on academic probation. Students who are placed on academic probation may need to repeat coursework or an entire grade level at the school. Students in this situation will receive written notification from the school principal and may also be required to attend Recapture Academy and/or Summer Academy sessions. Students on academic probation may not be able to participate in extra-curricular activities until their academic standing improves.

Credit Recovery Programs

Students must earn a "C-" (70) or higher for each final grade to be promoted to the next course. Students who fail the course will need to retake the course during the next school year, or during one of our school-sponsored credit recovery programs. Credit recovery program course offerings vary by academic year based upon student need.

Since these programs are on a reduced time schedule, the courses are naturally very rigorous and require students to work effectively independently, utilize online options, and attend class regularly. Like a typical semester, students are required to earn a "C-" (70) or higher by completing all course work, taking unit assessments, and the cumulative final exam (when applicable) in order for a failing grade to be replaced by credit recovery program credit. Students who are not successful for the second time during a credit recovery program will be required to retake the course during the next school year.

Enrollment in credit recovery programs is limited to students who lack the necessary credits to achieve on-time graduation. Accordingly, first priority is given to 12th and 11th grade students, followed by 10th and 9th grade students, who are behind in necessary credits. The school's core courses cannot be replaced with summer school credits outside of the school's own Summer Academy program. Advanced Placement (AP) courses are not available in credit recovery programs.

Test Out Policy

Spirit of Test Outs:

- "Test outs" refer to students working towards earning credit in a course, for either credit recovery or to advance and take higher level courses.
- "Placement tests" refer to tests that incoming (non NHA) ninth grade students take to determine course level placement without earning credit. Incoming ninth grade students take placement tests in English Language Arts, Math, and Spanish.

Test outs are available to NHA high school students in order to earn credit by demonstrating their mastery of the learning objectives of a given course. Test outs take the form of a final exam or project that the NHA Curriculum and Instruction team has deemed to be an appropriate and comprehensive measure of the course objectives.

Students, parents, and school staff are welcome to propose a test out at any time by submitting a test out application to the College and Career Readiness Counselor. The Counselor will meet with the student to approve the request in light of the student's educational development plan,

performance, test scores, and any other relevant information. The counselor will review the test out decision with the parent/guardian prior to the scheduled test out date.

Students pursuing a seal of biliteracy will follow the same test out procedures outlined below.

Approval of requests will be granted in light of the following policy points:

Test Out Policy:

1. Students must submit a test out application; test out applications will be made available to students and families through the college counselor; testing dates will be scheduled with each individual applicant.
2. Test outs should not be the result of extensive independent study, rather they are designed for students who already have knowledge of the material and course objectives. Test outs can be taken for the following purposes:
    a. Recapturing credit - if a student did not pass a course, but has since passed a higher-level course, a test out can be an appropriate choice for regaining credit
        i. Students recapturing credit are not limited in the number of credits they can gain through test-outs.
    b. Bypassing a course - if a student is interested in more advanced courses in a subject, testing out of the lower-level course can enable them to gain credit for prerequisite courses and take a higher-level course sequence.
        i. Students bypassing courses are limited to earning 2 credits per year through test-outs.
3. The course “Year-at-a-Glance” is available to students upon request prior to the test out date.
4. Students can test out of one semester or one year of a course; a year-long test out will require a test out for each semester of content.
    a. *Example: Testing out of English 10 requires students to take the English 10 A and English 10 B test out exams.*
5. Students cannot test out of a course they are currently taking.
6. Credits earned by testing out are not calculated into the student’s grade point average.
7. Students must earn a C+ or higher (77%) in order to earn credit for the test out
8. Students cannot retake a test-out exam; only one test out opportunity is granted per course.
9. Advanced Placement (AP) courses are not eligible for earning test out credit if the course was not previously attempted.
10. Students should meet with their college counselor to get more information about AP credit recovery requirements.

Athletic Eligibility

Students need to maintain a minimum 2.0 cumulative GPA and be passing five (5) of their six (6) classes to be eligible for interschool athletics. Eligibility checks are conducted regularly beginning in the first quarter of each semester. Students interested in pursuing Division 1 or Division 2 collegiate athletics after graduation are encouraged to contact the College Counselor to discuss additional NCAA eligibility requirements.

Related Activities

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed on campus. As in the classroom, the teacher will judge behaviors as acceptable or unacceptable. Signed permission slips must be on file with the teacher for each child on each field trip. Parent drivers must complete an application with insurance information. Criminal background checks may be required for parent volunteers and drivers.

After-School Electives

After-School Electives are voluntary courses held for one hour after school. These provide an opportunity for students to extend their learning beyond the regular academic day. Course offerings are announced at the beginning of each semester and are dependent on student interest and teacher availability.

After-School Support

The school offers structured After-School Support for all students two days a week for one hour each after school throughout the school year. All teaching staff and available support staff (paraprofessionals) are available to assist students during this time. Students who have not earned a passing grade are referred for tutoring during Monday Advisory when grade checks are completed. Yet, all students are encouraged to take advantage of tutoring available throughout the week! Depending on available supplemental resources, Saturday School may also be made available during the school year hosted by teachers and college tutors for students needing additional assistance with homework completion, to work on a group project, or receive remedial instruction.

Honor Roll

At the end of each semester, special recognition may be given to all students who have achieved excellence in their academic program.

- Cum Laude (with honor): 3.5 to 3.69 GPA
- Magna Cum Laude (with high honor): 3.7 to 3.89 GPA
- Summa Cum Laude (with highest honor): 3.9+ GPA

Holiday Celebrations

Parties are not held at the school for birthdays or holidays. Parents are asked to refrain from making deliveries of cupcakes, flowers, balloons, etc. to their children at school as these become distractions to the learning environment. Deliveries will be held in the office until the end of the day.

Standardized Testing

The school is committed to continually improving the educational services we deliver to our students. In order to do this, we carefully and thoroughly monitor our students' progress in all academic areas. This monitoring is done through several assessments. Naturally, the first level of monitoring is done through a variety of classroom-based assessments given by the classroom teacher. In addition to state-mandated assessments, the school also administers the Northwest Evaluation Association (NWEA) assessments two times per year in the fall and spring.

Monitoring student achievement through different kinds of assessment is especially beneficial as no one assessment is the last word in student academic achievement. We can more accurately monitor our students' progress by using a combination of valid assessment tools.

Promotion and Retention

The school has set the following standards with regard to the retention and promotion of students:

Students must earn a “C-” (70) or higher for each final semester grade to be promoted to the next level of the course.

Students must earn the following number of High School credits by the completion of Summer Academy to be promoted to the next grade level for the following year:

Promotion from Grade 7 to Grade 8	Based on successful completion of coursework and core academic skills. Additional interventions and/or summer academy may be required prior to advancing to the next grade level.
Promotion from Grade 8 to Freshman	Based on successful completion of coursework and core academic skills. Additional interventions and/or summer academy may be required prior to advancing to the next grade level.
Promotion from Freshman to Sophomore	4 credits
Promotion from Sophomore to Junior	10 credits
Promotion from Junior to Senior	15.5 credits
Graduation/Diploma	22 credits

The final exam is a cumulative assessment of the essential learning objectives in each course. Students who fail the course due to the final exam will be offered a 2-week window to prepare and then retake the exam. If students fail the course and the final exam, they must attend Summer Academy to retake the course. They must pass the course (including assigned coursework, unit assessments and the final exam) during Summer Academy if they are to be promoted.

Special Education Students

The decision to retain a special education student is determined by the Individual Educational Plan (IEP) team. Special education students may not be retained based solely on their disability, but may be retained, as determined by the IEP team, with consideration given to factors such as their ability, or lack thereof, to fit in socially and emotionally with their present grade level. If the IEP team cannot come to an agreement on retention, the principal will make the decision. The parent of the special education student may choose to have the student leave the school, appeal the decision to the school board of directors, or request mediation/due process. If a parent either appeals the IEP team decision to the school board or requests mediation/due process, the school’s special education supervisor must be contacted for consultation.

Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students.

It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade…". A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be

invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic, behavioral, and functional performance. The IAT may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s).

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully, so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out-of-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by such agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide proactive positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

Moral Focus™

Philosophy

We believe it is our job to ensure our students leave us not only with a quality education, but with strong moral character to guide them. They will inevitably be faced with challenges throughout their lives that we cannot anticipate but must prepare them for. One of our primary academic goals is college readiness for all students, and we cannot achieve that goal by focusing on our rigorous academic program alone.

Through an intentional focus on the development of character, our students will acquire all of the skills they will need to prepare them for college and the challenges they will face in life. Moral Focus™ provides students with a moral foundation to stand on and the strength to withstand whatever comes their way. Parents are the first and most important influence on the development of a child's character, but it is our job to partner with you by reinforcing those positive values in the classroom. Guiding the growth and development of character can often be more impactful in the lives of our students than anything else we teach. It is during this critical period of their lives that they will learn how to be the adults they will one day become.

It is an essential component of the education of our students that simply cannot be left out. The role teachers play in shaping the character of their students is one of profound importance. It is a responsibility that we take very seriously through our work to maintain an intentional and consistent focus on the character development of our students and the character being modeled for them.

Moral Focus™ Expectations

Our Moral Focus™ program greatly impacts the development of a positive school culture. Each classroom works diligently to uphold the following expectations related to the implementation of Moral Focus™.

- Moral Focus™ monthly virtues are posted in all classrooms and around the school.
    - Students will be able to identify the Moral Focus™ virtue of the month.
- Monthly virtues are taught through lessons, activities, or assemblies.
    - Students will be able to define each Moral Focus™ virtue.
- Moral Focus™ virtues are incorporated throughout day-to-day interactions.
    - Students will be able to provide examples of behavior that exemplify each Moral Focus™ virtue.
    - Teachers will be able to capitalize on teachable moments using the Moral Focus™ virtues.
    - Teachers will redirect student behavior referencing the Moral Focus™ virtues.

Monthly Virtues		
September – WISDOM	October – RESPECT	November – GRATITUDE
December – SELF-CONTROL	January – PERSEVERANCE	February – COURAGE
March – ENCOURAGEMENT	April – COMPASSION	May – INTEGRITY

By intentionally teaching the Moral Focus™ virtues and weaving them into the fabric of the classroom, teachers are better able to support their efforts in creating systems that support

students in taking responsibility for what they need to do and how they need to do it with a sense of urgency that increases the time spent learning. Teachers intentionally guide students as they acquire or strengthen virtues in their lives. Through this process, they provide students with the opportunity to learn virtues in a way that will not only affect their mind but change their heart.

Homework

Philosophy

The school staff believes that homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Students will develop more self-direction and individual responsibility
- Students will develop independent study skills
- Students will become better organized
- Students will learn to budget their time
- The learning process will be expanded through extensions not accomplished in the school setting

Guidelines

1. Parents and students should expect homework each evening.
2. Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
3. Clear directions will be provided.
4. Homework will include a variety of activities at the school and develop study skills.
5. For long-range projects, a time sequence will be established.
6. The quantity of homework will be within reason. As the school year progresses, the amount of time and the number of days homework is assigned may increase depending on the maturity and ability of the students.
7. As noted earlier, the expectations for homework in an AP course are increased.

Make-Up Work Due to Illness

Students have an obligation to complete assignments missed during illness or absence from school. In keeping with our belief that students should develop a sense of responsibility, we expect them to contact their teacher to secure missed assignments. Students are guaranteed one school day for each day absent from school to make up their work. Additional time may be given at the discretion of the teacher.

In cases of a prolonged absence due to illness, the school should be called, so necessary arrangements can be made to have assignments picked up. At the request of the parents, the teacher will collect assignments for a student who is absent two or more days. Parents must call before 8:00AM on the day the homework is needed in order to allow the teacher adequate time to assemble the assignments. Parents may pick up the assignments after 3:30PM on the date requested.

Technology Use and Internet Safety Policy

Introduction

The school is pleased to offer students a technologically blended environment that includes access to technology resources for creativity, communication, research, school resources, instructional material and other tasks and duties related to the academic program.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any device connected to the Internet. The school has lesson plans and software available that integrate the use of these resources.

Families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the school is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. We believe parents/guardians should be aware of these risks.

Federal law states that Internet services used by students must have filtering technology in place to protect children and to satisfy e-Rate funding eligibility requirements.

NHA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to NHA and cloud site-based hardware. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about school and library access to the Internet and other information. For schools or libraries that receive discounts for Internet access or for internal connections, CIPA imposes certain requirements. In early 2001, the Federal Communications Commission issued rules to ensure that CIPA is carried out.

What is required for CIPA compliance?

- Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors using computers.

- Schools subject to CIPA are required to adopt a policy to monitor online activities of minors.
- Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and the World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking" and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restriction of minors' access to harmful materials. CIPA does not require tracking minors' or adults' Internet use.
- As required by the Protecting Children in the 21st Century Act, schools must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, and cyber-bullying awareness and response. (Source: www.fcc.gov)

For more information regarding CIPA, go to www.fcc.gov.

While there are risks, we believe that the benefits of using technology outweigh the disadvantages. Our teachers are trained in the appropriate use of technology with students. We make every effort to integrate the school's Moral Focus with lessons that utilize technology, but ultimately, parents and guardians of minors are responsible for setting and conveying the student standards regarding the use of media and information sources at home and at school. Appropriate use of digital instructional materials is an integral part of the program. We ask each parent to partner with us by reading and accepting both the **Technology Acceptable Use Agreement and Laptop Acceptable Use Agreement**. Parents should contact school administration if there are concerns regarding student usage of technology.

Responsibilities and Expectations

All use of computers, furnished or created data, software, Internet connections, network, and other technology resources (collectively referred to as "technology resources") as granted to the employee, student, and/or student body are the property of the school and are intended for educational use. Network users shall not access or willingly allow another person to access any network resource without proper authorization.

Students are responsible for appropriate behavior when using the school's technology resources just as they are in a classroom or on the campus. Communications on the network are often public in nature. School rules for behavior and communications apply to such use, including the Student Code of Conduct. It is expected that users will comply with school policies and procedures regarding technology. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources.

General Rules of the Network

1. **Privacy:** The school has the right to inspect any technology devices used at school. The school reserves the right to monitor Internet traffic and to retrieve and read any data composed, sent, received, and/or stored using the school's technology resources, including but not limited to, the school's network and/or Internet connections. Network administrators may review communications using the school's technology resources to maintain system integrity and to ensure that students are using the system responsibly. Students, families, and other users do not enjoy any expectation of privacy with regard

to the use of the school's technology resources (including transmissions originating within or around school property or the technology service area).

2. **Storage Capacity:** Users are expected to respect disk space and to delete files or other materials that take up excessive storage space and that are no longer being accessed.

3. **Printing Resources:** Users are expected to use good judgment when printing on the school's network printers. Paper, toner, and color ink can be costly, and excessive use of these resources is wasteful. Please proofread documents carefully before printing. Only print the necessary part(s) of documents. As with the use of all technology resources, printing of inappropriate materials or language is prohibited.

4. **Software**: Users shall not download or install any software onto school-provided student computers. This includes but is not limited to media files (music, movies, etc.), commercial software requiring a license, games, pirated software, or software intended to circumvent network protections (e.g. Internet filtering).

5. **Illegal Copying:** Users shall not copy other people's work or attempt to intrude into other people's files. All copyright laws must be respected. A copy of the copyright laws pertaining to digital property can be obtained from the Technology Department. These laws also apply to music and movie files.

6. **Inappropriate Materials or Language:** Accessing, viewing, creating, printing, sending, sharing, or otherwise using impolite, pornographic, and/or profane language or materials is not permitted when using the school's technology resources. Accessing materials not in line with the rules of school behavior is prohibited. Users should never access, send, or view materials they would not want instructors or parents to see. If students encounter any inappropriate material by accident, he/she should report it to his/her instructor immediately.

7. **Virus Protection:** All data from outside sources is scanned for viruses before use on any technology device within the school's network. Downloading/saving of non-work-related attachments or files on any technology device within the school's network is not allowed unless proper authorization is obtained from an instructor in advance.

8. **Inappropriate Technology:** Only school-purchased or specifically approved hardware, software, or other technology and technology devices may be used in the school building and on the network. Non-school standard equipment exposes significant licensing, security, and virus risks. Any technology that has not been purchased and/or approved by the school is prohibited. Connecting cell phones to the network via WiFi is prohibited unless directed by an instructor for educational purposes.

9. **Cyber-Bullying:** The school prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies. It is an individual's or a group's deliberate or repeated hostile behavior through the use of technology that is intended to harm, intimidate, or harass others. Types of use include but are not limited to blogs; cell phone and pager text messages; defamatory personal Web sites and polling Websites; e-mails; instant messages; and on-line social directories and communities. Cyber-bullying is prohibited on school time and school premises or off school time and school premises if such acts causes a substantial disruption to the school environment.

10. **Bring-Your-Own-Device**: We will do our best to ensure compatibility of student devices with the school's network and systems. Users are encouraged to check with the school for common applications with which a student's device should be compatible. During the approval process and during the course of the device's use on the school network, monitoring and other software may be installed on the student's machine to ensure classroom engagement and compatibility with the curriculum. This software can be removed – at the parent's or student's request – upon the student completing their enrollment at the school. The student agrees to monitoring of all device resources, including but not limited to: files stored on the device, network activities, and device activities.

11. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Protection of Data

1. Students are responsible for the integrity of their data.
2. The school is not responsible for any damage to users' data. This includes a loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's computer network, outside networks, and/or user errors or omissions.
3. Use of any information obtained via the Internet is at users' own risks. The school is not responsible for the accuracy or quality of information obtained through the Internet or the school's computer network.
4. Vandalism – defined as any attempt to alter, harm, modify, and/or to destroy any files and/or school hardware or software, either deliberately or through negligence – may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.
5. Failure to abide by this policy, and other school policies and procedures regarding technology, may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.

Installing Software

Network users are NOT authorized to install any software on any technology devices within the school's network. Software installed by anyone other than the network administrator will not be supported by school technicians and will be removed from the computer(s) on which it is installed. This is necessary to maintain network integrity and to follow all applicable software licensing agreements.

Publishing of Student Work and Photographs

From time to time, student work and photographs may be published on the school's Intranet. This work may be published in a manner that is accessible on the World Wide Web. By agreeing to this policy, parents/guardians grant the right to use their child's work and/or photographs on an Internet-accessible server.

Additional Information

1. Users are expected to be courteous, responsible, and thoughtful when using the school's technology resources. Common sense should prevail. The use of the school's

technology resources must be both in support of education and research and consistent with the educational objectives of the school.

2. Teachers are expected to monitor student use of school technology resources to the extent practicable.

3. Use of technology resources, including the school's Internet connection and network, is intended for school-related activities. Personal activities, including accessing personal internet accounts (Facebook, email, etc.), are prohibited when using the school's technology resources, including the school's Internet connection and network, whether such use or access occurs through use of a school-owned and issued technology device, or a student's own registered technology device.

4. Internet and technology usage is intended for school-related activities and may not be used for any other purpose without advance permission from an instructor or administrator.

5. Transmission of any material in violation of any federal or state law is prohibited. Such material includes but is not limited to copyright material, threatening or obscene material, and unlawful material.

Laptop Acceptable Use Policy

The laptop program provides students with a tool to expand their learning opportunities. Users may go virtually anywhere and interact with anyone. With such opportunity comes responsibility. Use of the school's network while on school property and use of the school's laptop anywhere, is a privilege. The school provides a set of guidelines for security and acceptable use, and violations of these guidelines will be handled in accordance with the Technology Use and Internet Safety Policy and Student Code of Conduct Policy contained in the Parent and Student Handbook. The underlying principle of adherence to these guidelines is an understanding that how students use their computers, like anything else they do, is a reflection of their strength of character. All students must understand that this tool should be used with good judgment, common sense, and integrity.

Laptop Use

All eligible students will be provided a laptop during school hours and after school tutoring times, unless opting to bring their own device (see below).

Students wishing to accept a school-issued device must select one of the following options:

- Accept the use of a school-issued laptop and opt to purchase accidental damage and replacement insurance for an annual $30 fee, which covers* the student for damage due to negligence (beyond normal wear and tear) for the school year with a maximum out-of-pocket amount of $100 per device per incident; or
- Accept the use of a school-issued laptop and decline to purchase the accidental damage and replacement insurance, acknowledging responsibility for all costs associated with damage, loss, and/or replacement (beyond normal wear and tear); or
- Decline the use of a school-issued laptop (provide own device).

* With the exception of a lost or stolen device, the first incident (per year) is covered at no additional out-of-pocket cost (if insurance was purchased). For each subsequent incident, or a lost or stolen device, a fee will be charged based on the extent of the damage. If insurance was purchased, a bill will be issued for damages up to the maximum out-of-pocket expense limit per device per incident. If insurance was not purchased, a bill will be issued for the full cost of repair (including parts and labor) up to the full replacement cost of the device and any accessories provided.

In the case of a lost or stolen device, a police report must be filed, and possible disciplinary action may be followed per school policy.

At all times, laptops shall remain the possession of the school, and the school reserves the right to inspect, replace or remove a laptop from circulation for any reason whatsoever.

Bring-Your-Own-Device

Students may choose to use their own technology device. Students wishing to use their own computers must register the device in advance of use, by serial number, with the central office and must agree to adhere to all policies and procedures regarding technology and laptop use contained herein and in the Technology Acceptable Use Policy, including when using their own technology device. During the approval process and during the course of the device's use on the school network, monitoring and other software may be installed on the student's machine to ensure classroom engagement and compatibility with the curriculum. This software can be

removed – at the parent's or student's request – upon the student completing their enrollment at the school. The student agrees to monitoring of all device resources, including but not limited to: files stored on the device, network activities, and device activities. The school is not responsible for securing student laptops or computing devices and is further not responsible servicing of, damage to, or loss of functionality of such devices. However, the school will make every effort to ensure compatibility of non-school-issued student devices with school network or academic curriculum.

Laptop Daily Care

Students are expected to have their laptops with them each day and to ensure the devices are fully-charged prior to arriving at school. Students are expected to care for the equipment in working order at all times. Example of poor care of laptops include, but are not limited to:

1. Carrying the unit by its display.
2. Placing the unit under books in lockers.
3. Leaving the unit on the floor where it can be stepped on.

During the school day, students must have laptops with them, or locked in their school lockers. Laptops must never be left unattended and never loaned or given to another student. Students are responsible for their laptops from the time they are issued to the time they are turned back in. The following steps will be taken in order to promote responsible laptop care:

1. The first time an unattended laptop is picked up and delivered to the office, a verbal warning will be given.
2. The second time will result in loss of privileges and/or disciplinary action.

Coaches/Sponsors for individual activities may limit whether or not laptops are allowed on buses or to particular events.

Students are not to deface their school issued computer in any way, for example, with stickers, markers, white-out, etc. Violations may result in disciplinary consequence, damage fees, and possible loss of computer privileges or suspension.

Students are not to remove, deface, or alter the identifying stickers, labels, or barcodes on school issued computers in any way, shape or form. Intentional removal of identifying marks may result in disciplinary action and/or removal of technology privileges.

Security

General Computer Use

The school's network facilities and/or laptops are to be used in a responsible, efficient, and ethical manner in accordance with the philosophy of the school, the Student Code of Conduct, the Laptop Acceptable Use Policy, and the Technology Acceptable Use Policy. Students must acknowledge their understanding of an agreement to abide by these policies. Failure to adhere to these standards may result in suspension or revocation of the offender's laptop and/or suspension or revocation of network privileges, in addition to other disciplinary consequences.

School administration and teaching staff have the right to inspect any school technology device, application, or peripheral device associated with any or all technology devices. This includes but is not limited to monitoring student use of the school's network and Internet connection. This applies to a student's use of the school's network and Internet connection with a school-owned and school-issued technology device, or with the student's own laptop or technology device registered with the school for use at school, as required in this policy. Students and parents

acknowledge and agree that by registering their own laptop or technology device with the school for use at school, they provide consent to the search of their laptop or technology device registered with the school and any related hardware, including, but not limited to, any data stored on such device or accessible from such device. Searches conducted by school administration and teaching staff shall be in accordance with all applicable laws.

Students are prohibited from using their own technology devices to access the school's network or Internet connection without first registering that device with the school as required by this policy. Such prohibited use of a student's own technology device is punishable as a violation of this policy and may result in revocation of technology privileges or other disciplinary action.

Storage of Files

Laptops should not be used to store assignments; student should store all files on a thumb drive device or Google Drive. For regular maintenance, the school staff may wipe clean the drive of any school issued computer at any time. Therefore, students should develop the habit of backing up important school-related files both on a thumb drive or Google Drive. Malfunction or loss of data from a student owned computing device will not excuse the student from timely submission of work or assignments.

E-Mail and Instant Messaging

Email and all other forms of electronic communication are to be used in a responsible manner. Students may not use vulgar, derogatory, or obscene language. Students may not engage in personal attacks or harass others.

Use of the computer for anything other than a teacher-directed or approved activity is prohibited during instructional time. Students are prohibited from non-school related communication using email, instant message, Facebook, and all other social media aspects on the computer. Students found to engage in this behavior will be penalized and may lose computer or network privileges in addition to other consequences. Personal activities, including accessing personal Internet accounts (Facebook, email, YouTube, iTunes, etc.), are prohibited when using the school's technology resources.

Audio/Video

Technology devices may not be used to make audio/video recordings without the consent of all those who are being recorded. Sound must be turned off at all times, except when being used as a part of a class. Inappropriate use of school devices for listening to music needlessly slows the school's network and affords the opportunity for distributing/downloading illegal or unauthorized files. For this reason, school computers may not be used as media players. Downloading audio/video files using the school's computers, Internet connection, and/or network is forbidden unless authorized specifically by a teacher in advance. Students with unauthorized and/or illegal audio/video files on their device will face disciplinary consequences ranging from loss of privileges to suspension and/or expulsion from school.

Games

Students are prohibited from using school technology resources to play games at any time during school hours or during tutoring sessions, unless provided with specific permission of the teacher or administrator in advance.

Network Access

Students may not access information on any of the school's non-public servers without advance permission from the administration, nor may they use any other student's computer without

permission from that student. Also, no student may change school information or portray himself or herself as another person over the Internet. In addition, students may not monitor network activity or attempt to damage the network. This action is illegal, as well as unacceptable.

Off-Site Internet Access
When off school property, parents should understand that it is possible for students to have unrestricted and unfiltered access to the Internet. Students are expected to maintain a level of responsibility when using a school issued laptop at off-site locations. Students must avoid Internet sites which, if used while on school property would violate the school policies and procedures regarding technology or the Student Code of Conduct. Students found to engage in prohibited use of the school-issued laptop shall return the laptop to the Technology Advisor and be recommended to the principal for further discipline.

School Software Information
School issued laptops will be installed with all software necessary for a student to perform school assignments. Downloading of non-school related software is prohibited. Students should develop the habit of regularly backing up all work.

Students electing to use their own computing devices must ensure that either the device is loaded with appropriate software or software that is compatible with that used by the school. All students must be the owners of appropriate licensing to use said software and agree to hold the school harmless from any damages resulting from copyright violations resulting from inappropriately installed software.

Downloading
The school has a limited amount of information that it can transfer at any one time. This means that downloading or streaming large files over the Internet should be avoided. Users should not deny or interfere with service to other users by resource hogging or intentional sabotage. Behavior that may cause excessive network traffic or computing load is not permitted.

Distributing Files
No computer programs (executable), copyrighted MP3s, copyrighted material, pornography, or copyrighted material may be distributed over the network.

This rule prohibits sending files through e-mail, as well as setting up servers on a student's personal- or school issued laptop or by any other physical or electronic means. Students may not download any programs to their school issued computer unless they are directed to do so by a teacher. The use of malware programs or other intentionally harmful programs is prohibited and will be dealt with appropriately.

Internet Use / Inappropriate Use
The Technology Acceptable Use Policy, Laptop Acceptable Use Policy, Student Code of Conduct, and the Parent and Student Handbook shall govern use of all school technology resources, including school-issued laptops, whether such use occurs on or outside of school property.

The Internet is to be used for scholarly research and as a means of obtaining needed information. The Internet offers access to inappropriate sites such as those that are pornographic, militant/extremist, racist, and gambling-related. Students may not access any information of this kind.

Students may not access Web sites, newsgroups, or chat areas that contain material that is obscene or that promotes illegal activity. If a student does accidentally access this type of information, he or she should immediately notify a teacher.

Documentation
The Internet is to be used for research and as a means of obtaining academically relevant information. Material obtained through research on the Internet and then used in academic work is to be properly documented. Copyright laws must be respected. If you have any questions about what constitutes a copyright violation, please contact your teacher or a school administrator.

Disclosing Information
Students should be very cautious about disclosing any personal information over the Internet. Students may not disclose another student's or faculty member's personal information without his or her expressed consent. In addition, personal information of students, alumni, faculty, and staff may not be published without explicit consent, or as provided in the school's Notification of Rights Under FERPA.

Internet Forums and Chat Rooms
Students who access Internet forums or chat rooms must act responsibly and show respect for the rights and feelings of others. Such access must be for an educational purpose and approved by a teacher or administrator in advance. Gossip, insults, and libelous, demeaning, or derogatory pictures or comments about others, especially students, faculty, staff, and the school, are strictly prohibited. Threatening or harassing statements or pictures are also prohibited.

Other People's Laptops

No student may use another person's laptop without that person's consent. This prohibition especially includes sending out messages or pretending to be that person on the network.

Disciplinary Consequences

Students who are found to be in violation of any of these terms for acceptable use may face any and/or all of the following disciplinary actions:

1. When appropriate and possible, a warning will be given and explanation of consequences that will result from further violations.
2. The computer may be confiscated by any staff member, the hard drive will be wiped clean; laptop will be returned upon submitted signed acknowledgement form.
3. The privilege to participate in the school's laptop program may be revoked either temporarily or permanently.
4. Other disciplinary consequences determined by the principal including suspension or expulsion from school, in accordance with the Student Code of Conduct.

Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, laser pointers, recording devices and any other electronic devices are prohibited from use while on school grounds or at school-related events during academic hours and after school instructional/detention hours, unless specific permission is granted for an educational purpose by an administrator in advance. Harmful technology devices or technology devices that

cause a significant disruption to the educational environment are prohibited at all times on school grounds and at school-sponsored events. Cell phones are prohibited from use by students during the school day. A student-owned laptop or technology device, registered in advance with the school as required by the Laptop Acceptable Use Policy, shall not be used in a manner that disrupts the educational environment, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to confiscate and search the electronic device, in accordance with applicable laws.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee), will consider the age and sex of the student, as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical search of a student's person will only be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, we actively promote PBIS as a strategy to teach, model and reinforce positive social behavior as an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for meeting and exceeding them are important community-building strategies that shape the culture of our schools

Building-Wide Expectations

The PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations will be clearly posted in each of our schools, and students who **Prepare, Respect, Excel, and Prioritize** will be recognized regularly for their positive contribution to the school environment.

Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board. The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of School Principal, or the Principal's designee in the Principal's absence. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

The School will first consider implementing restorative practices to address behaviors involving interpersonal conflicts, bullying, cyberbullying, harassment, verbal and physical conflicts, theft, damage to property, and class disruption. Restorative practices are practices that emphasize repairing the harm to the victim and the school community caused by the pupil's misconduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

Students are expected to follow the Code of Conduct when:

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school.

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Bullying and harassment
- Coercion, extortion or blackmail
- Cyber-bullying as defined by the Technology Use and Internet Safety Policy
- Defacement/Damage of property or theft/possession of stolen property
- Disruption of school
- Excessive tardiness or absences as defined in the Attendance Policy
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Malicious or willful types of behavior that endanger the safety of others
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Persistent disobedience
- Possession of dangerous weapons or instruments not otherwise enumerated herein
- Possession of electronic device(s) as defined by school policy
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Use, possession, distribution, and/or sale of alcohol and/or illegal drugs, or being under the influence of drugs or alcohol, or attempted use, distribution and/or sale of alcohol and/or drugs including but not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances
- Verbal assault
- Violation of Technology Use and Internet Safety Policy
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

Permanent Expulsion

The following acts of misconduct at school, as defined by state law, are subject to permanent expulsion from all public schools in the State of Michigan:

- Possession of a dangerous weapon**
- Arson
- Criminal Sexual Conduct***

- Physical Assault at school, by a student grade 6 or above, against an employee, volunteer or contractor of the school

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

**Michigan law requires the Board to permanently expel a student for possession of a dangerous weapon at school unless there is clear and convincing evidence of one of the following:

- The student did not possess the object for use as a weapon or for delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.
- The student did not know or have reason to know that the object constituted a dangerous weapon.
- The student possessed the weapon at the suggestion, request or direction, or with express permission, of the school or police.

There is a rebuttable presumption that permanent expulsion is not justified for a dangerous weapon other than a firearm if both of the following are met:

- The Board determines in writing that at least 1 of the factors listed above has been established in a clear and convincing manner; and
- The student has no history of suspension or expulsion.

***Michigan law requires the Board to permanently expel a student if the student pleaded to, was convicted of, or was adjudicated for criminal sexual conduct against another student enrolled in the same school.

Disciplinary Procedures

A student may be disciplined at any level depending upon the facts, frequency and/or severity of the act of misconduct. The Board authorizes the School Principal, or the Principal's designee in the Principal's absence, to determine the level of discipline to be imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Teacher Empowerment to Remove a Student from Class

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, threatens the safety of another student, or openly defies the teacher's authority, the teacher may suspend that student from the class, subject, or activity for up to one full school day. Such removals are not subject to a prior hearing, provided the removal is for a period of less than one school day. The teacher will immediately report the suspension to the principal or dean and send the student to the principal or the principal's designee for appropriate action. After such a suspension, the teacher will ask the parent of the student to participate in a parent-teacher conference regarding the suspension.

Any student whose behavior disrupts class may be sent to the front office. There does not have to be a warning before this happens. From there, the student will be seated in the office for the

remainder of the period and will complete a Teacher Referral Form that will be shared with the parents, principal, and person who sent the student to the office.

These practices and procedures exist because we value classroom time and we will not allow it to be wasted by student misbehavior. Student misbehavior hurts the learning of the entire class, and we need that time if we are to successfully prepare each student for college readiness. Students who are not cooperative with office staff will be sent home. Students will receive detention and/or other consequences. Parents are informed of the incident and of the detention. Before the next class meeting, students must meet with the teacher who sent them out of class to ensure that the problem is resolved.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed directly with the student.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience, the school may impose consequences that include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the Schoolwide Behavior System. The School Principal, or the Principal's designee in the Principal's absence, may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 LONG TERM SUSPENSION, EXPULSION, OR PERMANENT EXPULSION: When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct, persistent disobedience, or is so extreme that it threatens the safety of others, the student may serve a long-term suspension or be expelled from the school. The parent and

student are notified in writing of the violation, and of the recommended disciplinary consequence. The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct. When the act of misconduct violates the provisions of Sections 1311(2) or 1311a of the Revised School Code, the student may be permanently expelled, depending on the circumstances. Permanent expulsion is subject to reinstatement as provided in the statute. Upon request, the school will provide parents with information about reinstatement.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Bullying and Harassment

The school prohibits any and all acts of harassment, bullying and intimidation (including cyber-bullying) of students at school. Bullying is equally prohibited without regard to its subject matter or motivating animus. The school also prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying. Bullying means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

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

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs on or off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school.

Bullying that does not occur "at school," as defined above, including bullying that occurs over the internet (cyber-bullying), that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with the Student Code of Conduct and applicable law.

<u>Procedures</u>:

1. Any school employee who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior shall report the incident to the principal. A student, volunteer, or visitor who has witnessed or has reliable information that a student has been subject to any act of bullying or harassing behavior are encouraged to report the incident to a teacher, other staff member or the principal.
2. A report of bullying or harassing behavior should be done in written form, providing as much information as possible. The report may be done anonymously.

3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal who will ensure that a prompt investigation is completed. The investigation is to be complete within three (3) school days after a report or complaint is made.
4. Within two (2) days of receiving a report of a prohibited act of bullying, the principal or his/her designee shall notify the parent of the alleged victim of bullying and the parent of the alleged perpetrator of bullying. Upon completion of the investigation report, the principal or his/her designee shall notify the parent of both the victim and perpetrator of the result of the investigation.
5. There will be no reprisal or retaliation against any person who reports an act of bullying or harassment. Such reprisal or retaliation by a student is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.
6. Any student who is found to have falsely accused another of bullying or harassment is subject to remedial action in accordance with the Student Code of Conduct. Bullying or harassing behavior is a violation of the Student Code of Conduct and will result in disciplinary action pursuant to the Student Code of Conduct.

These procedures are not applicable to Title IX Sexual Harassment.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from the school's regular educational program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less

The Board delegates to the principal the exclusive discretion to impose a suspension of ten (10) school days or less. As a general rule, prior to any suspension of the student, the school administration shall provide the student with the following due process:

1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the School Principal, or the Principal's designee in the Principal's absence, determines that the student has engaged in a prohibited act under this Student Code of Conduct, then the Principal or designee may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The student's parent shall be informed (in person or by phone) of the suspension and of the reasons and conditions of the suspension. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Restorative practices shall be considered as an alternative or in addition to suspension or expulsion of a student. “Restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct. The school will consider restorative practices to remediate acts of misconduct before imposing a suspension under this section.

B. Suspension for Eleven (11) or More School Days and Expulsion

The Board of Directors delegates to the school administration the exclusive discretion to determine if a student’s act of misconduct, whether it is a gross misdemeanor, persistent disobedience, or some other violation of the Code of Conduct or state law, merits long-term suspension or expulsion, and the authority to conduct all long-term suspension and expulsion due process hearings. It also delegates to the principal the authority to determine the hearing officer or the composition of the hearing panel for purposes of conducting the due process hearing.

If the student commits, or is suspected of committing, an act of misconduct that the school administration believes may or does warrant long-term suspension, expulsion, or permanent expulsion, the student may be immediately removed from the school for up to ten (10) school days pending the investigation and/or a hearing to consider the appropriate level of discipline, or to defuse a situation that could become worse without such removal. Such a removal shall not constitute disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

1. **Hearing for Long-Term Suspension, Expulsion, or Permanent Expulsion**
    a. **Written notice**. If a student is charged with a violation of the Student Code of Conduct carrying a consequence of long-term suspension or expulsion, the student and the student’s parent(s) shall be notified of such by registered mail, as well as the student’s rights of due process as set forth herein.

    The written notice of violation shall state the nature of the violation, the proposed consequence, and the student’s and parent’s right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension or expulsion.

    The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student’s behalf, the right to have the hearing held in a closed session, and the right to a written record of the result of the hearing.

    b. **Hearing Procedures**. At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the hearing officer or hearing panel.

Before suspending or expelling a student, the hearing officer will consider all of the following factors before rendering a decision:

i. The student's age;
ii. The student's disciplinary history;
iii. Whether the student has a disability;
iv. The seriousness of the violation or behavior;
v. Whether the violation or behavior threatened the safety of any pupil or staff member;
vi. Whether restorative practices will be used to address the violation or behavior; and
vii. Whether a lesser intervention would properly address the violation or behavior.

The factors identified above need not be considered in determining whether to permanently expel a student for possession of a firearm.

c. **Written Record**. Within a reasonable time following the hearing, the parent and student will receive a written determination of the decision. This document will inform the parent and student if there is any right to an appeal to the Board of Directors, as provided in the Due Process Procedures.

The parent shall be responsible for arranging for the child's educational needs during a long-term suspension or expulsion. For a permanent expulsion, the student may not enroll in any public school in the State of Michigan; the parent shall be responsible for making arrangements for alternative education for the child until he or she is reinstated in a public school. The school will follow the IDEA (Special Education) with regard to the educational needs of students eligible for special education.

2. Appeal of Long-Term Suspension, Expulsion, or Permanent Expulsion

A decision following a due process hearing to long-term suspend or expel a student as set forth in section 1, above, may be appealed in writing by the student and parent to the Board of Directors.

The appeal must be requested in writing within seven days of the date that the written determination of the discipline decision is sent to the parent. The written appeal must contain the reasons that the decision should be reviewed or reconsidered, must be signed by the student or his/her parent, and must be delivered to the Board of Directors by way of certified first-class mail. The Board of Directors or a committee of the Board of Directors shall review the decision for the erroneous application of the handbook's provisions based upon the grounds presented by the student and/or parent in his/her written request for appeal.

The request for appeal shall be presented at the next regular meeting of the Board of Directors or a scheduled meeting of the committee of the Board of Directors following receipt of the notice of appeal, at which time the Board of Directors or the committee of the Board of Directors shall review the written request for appeal.

If a student or parent/guardian requests that the appeal hearing be conducted in a closed session, the request shall be granted, although the ultimate decision on

the appeal must take place in an open session. Absent a request from the student or parent/guardian, the appeal shall be considered in open session. Any hearing shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the written request for appeal, the Board of Directors may, during the review, ask the administration to respond to the written request for appeal orally and may request information of the student or his/her parent/guardian. The Board of Directors shall notify the student and his parent/guardian of the result of the appeal in writing within five business days of the board meeting at which the appeal was heard.

All determinations of the Board of Directors after appeal are final.

3. **School Assignments**
   When practical in the judgment of the principal, a student may be permitted to maintain progress during a long-term suspension.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Miscellaneous Provisions

A. Voluntary Agreements

At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

The school may implement victim-offender conferences to provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. Such a conference will occur only if initiated by the victim and approved by the victim's parent/guardian. Possible attendees comprising the restorative practice team may include the victim, a victim advocate, the offender, members of the school community, supporters of the victim, and supporters of the offender. The team may require the student to do one or more of the following:

- Apologize
- Participate in community service, restoration or counseling
- Pay restitution

Selected consequences will be incorporated into an agreement that sets time limits for completion and is signed by all participants.

B. Suspended/Expelled Students on School Property or Attending School Activities

A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of the principal shall be deemed to be

trespassing. A suspended student is permitted on school property to attend the discipline hearing.

C. Maintaining Class Progress
When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

The School will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the School may elect to complete those proceedings.

Definition of Terms

Behavior Contract is a written document that outlines specific behavior expectations and disciplinary action for a student.

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student’s file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the Principal’s designee in the Principal’s absence, has the discretion to impose additional disciplinary measures or recommend the student for additional disciplinary measures up to and including expulsion.

Criminal Sexual Conduct as defined by state law.

Dangerous Weapon is defined by law as any of the following: Firearm, Dagger, Dirk, Stiletto, Knife with a blade over 3 inches in length, Pocket knife opened by a mechanical device, Iron bar, or Brass knuckles.

Detention is assigned as a disciplinary consequence beyond academic day mandatory attendance on campus.

Students serve detention in silence unless otherwise specified. They are expected to read and/or do schoolwork and/or do community service around the school, such as cleaning or other chores. Students must bring all work materials to detentions. No passes will be given. There are not laptops or any electrical devices used in detention.

Failure to observe any of the detention rules will result in additional or lengthened detention, parent conference, and/or suspension.

Skipping a detention is a serious matter equivalent to skipping school; additional detention time may be assigned and/or the student may be suspended from school.

Expulsion is defined as a decision to remove a student from the school for up to 180 school days for either persistent disobedience or a severe violation of the Student Code of Conduct when the interests of the school are served by such an expulsion.

Gross Misdemeanor is a severe act of misconduct in violation of the Student Code of Conduct or state law.

In-School Suspension refers to a decision by the teacher and/or other school official to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must always be supervised by an adult employee of the building.

Long-Term Suspension is defined as a decision to remove a student from school for a severe violation of the Student Code of Conduct, persistent disobedience, or extreme non-compliance with school rules or state law.

Out-of-School Suspension refers to a decision by either the Principal or grade level Dean to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Permanent Expulsion is defined as a decision to permanently remove the student from any public school if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or physically assaults school personnel in a school building or on school grounds.

Persistent Disobedience is repeated acts of misconduct.

Physical Assault is defined by law as intentionally causing or attempting to cause physical harm to another through force or violence.

Restorative Practices are defined by law as practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct.

Safe Schools Student Discipline Policy

The Board of Directors endeavors to ensure that the school is a safe place for teaching, learning, and working. The school will take swift and appropriate disciplinary action for the following infractions:

Weapons, Arson, and Criminal Sexual Assault
Any student who possesses a firearm while on school property or at a school-sponsored event shall be permanently expelled from the school, subject to reinstatement, according to state law. Any student who possesses a dangerous weapon (other than a firearm), commits arson, or commits a criminal sexual assault against another person while on school property or at a school-sponsored event may be permanently expelled from the school subject to reinstatement according to state law, or may otherwise be suspended or expelled, depending on the circumstances. Furthermore, the school will contact local law enforcement as required by law. All students are subject to the Student Code of Conduct that follows this section and its related disciplinary actions.

Physical Assaults against School Personnel
Any student who commits a physical assault against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be permanently expelled from the school subject to reinstatement according to state law, or may otherwise be suspended or expelled, depending on the circumstances. “Physical assault” is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Physical Assaults against Students
Any student who commits a physical assault against another student while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances. “Physical assault” is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Verbal and Written Verbal Assaults
Any student who commits a verbal assault, including written verbal assault, against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances, for up to one hundred eighty (180) school days. “Verbal assault” is defined as an intentional display of force or communication that gives the victim reason to fear or expect immediate bodily harm. A bomb threat (or similar threat) directed at a school building, other school property, or a school-related event is also viewed as verbal assault. For the purpose of this policy, the areas of assault listed above, when placed in writing, recorded on tape or CD, or transmitted by e-mail or any telecommunications device or internet account shall be viewed as written verbal assault.

Use, Possession, Distribution, Sale, Attempted Distribution or Sale, or Being Under the Influence of Illegal Drugs or Alcohol
Any student who uses, possesses, distributes, sells, attempts to use, distribute or sell, or is under the influence of illegal drugs or alcohol while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances. Illegal drugs include but are not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal

chemical substances. All students are subject to the Student Code of Conduct and its related disciplinary actions.

Gross Misdemeanor and Persistent Disobedience
Students guilty of a gross misdemeanor or persistent disobedience may be suspended or expelled, depending on the circumstances.

Application to Students with Disabilities, Child Find, or Student Due Process Rights
This policy shall be applied in a manner consistent with the rights secured under federal (IDEA 2004) and state law to students who are determined to be eligible for special education programs and services. A copy of the *Procedural Safeguards for Special Education Students* can be obtained from the school office.

Behavior Threat Assessment & Management (BTAM) Process
Recognizing that certain behaviors may be indicative of potential risk of safety to self or others, school officials will implement a threat assessment process.

The BTAM team will be a multi-disciplinary team made up of school officials. For purposes of assessment and intervention, school officials shall mean principals, deans, mental health counselors, social workers, teachers, law enforcement, NHA employees and outside consultants who have a legitimate educational interest in the behavior the student (34 CFR §99.36).

The following behaviors shall be reported for screening:

- Commits an act of violence upon a teacher, administrator or other school employee.
- Commits an act of violence against another student while on school property.
- Commits an act of violence against any person on school property.
- Possess or display a gun, knife, explosive or incendiary bomb, or other dangerous weapon on school property.
- Threatens to use any instrument that appears capable of causing physical injury or death while on school property.
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school employee or any person lawfully on school property.
- Knowing and intentionally damaging or destroying school property.
- Risky behaviors such as grievances with classmates, discipline problems, criminal activity, cruelty to animals, intolerance, prejudice or affiliation with gangs are paired with escalating behaviors or unexplained behavioral changes.
- Threats and/or communications that have context and meaning to support a legitimate safety concern.
- Persons on the receiving end of a concerning behavior fear for their safety.
- Concerning behavior or threat made through the state confidential tip line.

If the screening reveals that there is a need to conduct a full threat assessment the BTAM team shall meet to collect data and investigate the event.

At the conclusion of the BTAM assessment, school leadership shall complete the BTAM Intervention and Monitoring plan. Only the Intervention and Monitoring plan shall be maintained in the student’s educational record. The Intervention and Monitoring plan shall be reviewed and modified as determined by the BTAM team until it can be placed into an inactive status.

Communication

Effective communication between the school and home is vital to the academic success, and emotional and social well-being of students. The school will communicate often and by a variety of means in an effort to keep parents informed of the programs, events, and activities at school and the academic growth and achievement of students.

We strongly urge students to use daily planners as an organizational tool to record all of their daily assignments and weekly responsibilities. Advisory teachers are available to assist students in using their planner effectively.

Secure School Website

National Heritage Academies (NHA) is committed to student achievement and parental involvement. NHA maintains a secure website, the NHA Parent Portal, containing student information to link these two core values. This secure online tool can be accessed by visiting the school website and logging in through the Parent Portal link in the upper right corner of the homepage. Administrators and teachers daily update student records, analyze data, and communicate important information here.

NHA recognizes the value of informed and involved parents in the learning process. The NHA Parent Portal provides another way for parents to stay connected to the school. The online connection begins as soon as a student applies to attend an NHA school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own *free* online account. After following these instructions, parents can log on to the system from any computer or mobile device with Internet access and review their child's admissions information, attendance, and grades.

Through the NHA Parent Portal, parents can access NHA's school-to-parent communication tool to see school updates and engage with staff members, including sending direct messages. Questions related to the NHA Parent Portal should be directed to parentportalsupport@nhaschools.com.

Parent Satisfaction Survey

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide parent satisfaction, the school surveys parents twice a year. Parents are expected to complete one survey for each child enrolled at the school.

Parent-Teacher Conferences

Parent-teacher conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Attendance

Regular attendance establishes good work habits and self-discipline. Our school records student attendance each class period throughout the academic day, as well as after school electives and detention.

Arrival

All students are expected to be in their seat by the start of the first period; main entrance doors open at 7:40 a.m. After exiting their vehicles, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them immediately upon entering the building. Prompt arrival is essential; late arrivals make an orderly opening of class difficult.

Tardiness and Early Dismissal

Students are considered tardy if they arrive to any period of the day after it has begun. Early dismissals from school will also be considered tardies. Parents who dismiss their student early from school, for any reason, must sign their student out. It is requested that doctor's appointments are scheduled after the school day.

The tardy is considered unexcused unless a note, email, or a phone call is provided by the parent/guardian the day of the tardy and the tardy is excused under the reasons below. The note must contain the following information:

- Student's name
- Parent's name
- Date of tardy
- Reason for tardy
- Signature of parent/guardian (if physical note)

Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (which is approved by the principal)

Abuse of excused tardies is addressed by the principal and may result in unexcused tardies. Excessive unexcused tardies and absences may result in disciplinary consequences in accordance with the Student Code of Conduct, and/or in referral to the county Attendance Officer or social services.

Absences

All absences are to be verified by a call, email, or note from the parent/guardian to the school office within 24 hours of the absence.

If an absence is not verified by a call from the parent/guardian, the absence is considered an unexcused absence.

Excused Absences

Absences are excused for the reasons below. The call, email, or note must contain the following information:

- Student's name
- Parent's name
- Date of absence
- Reason for absence
- Signature of parent/guardian (if physical note)

If absences due to illness exceed five (5) consecutive days during a semester, a note from a physician is required. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Authorized absence (which is approved by the principal)

Chronic Absence

The school defines "chronically absent" as out of school for 10% of scheduled school days to-date. "Out of school" is defined as absent in any regularly scheduled class period, with the exception of school-related absences.

Abuse of excused absences is addressed by the principal.

Chronic absences are handled in the following manner:

- Each instance of an unexcused absence will result in a phone call to the parent.
- A parent meeting may occur once the threshold for Chronically Absent has been met. At the meeting, the student, parent(s), and school administration will draft and agree to a Corrective Action Plan.
- Continued instances of absences in violation of the Corrective Action Plan will result in the following:
    - Referral to the County Truancy Office
    - Negative impact on grade promotion
    - Potential suspension or expulsion

Per MCL 400.57b, for students designated "chronically absent" the Michigan Department of Health and Human Services (DHHS) may initiate cash assistance revocation proceedings. The school will comply with such proceedings.

Truancy

A student is considered truant if unexcused absences total ten (10) or more school days within a school year. The ten (10) unexcused absences do not have to be concurrent. If truant, the student will be referred to the ISD Office of Truancy which may lead to a referral to the local police or county prosecutor's office.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer shall investigate possible school attendance violations and take such other actions as may be necessary to enforce the compulsory education laws. Students chronically absent may be dropped from enrollment after 10 unexcused absences if there has been no

adequate response from the student's parent/guardian to the school's attempts to contact the parent/guardian.

Extended Family Vacations

Because of our rigorous academic expectations, extended vacations are highly discouraged by the school. Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for any missed assignments and to complete all assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Uncompleted assignments will receive no credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, please notify the office.

Illness during the School Day

If a student becomes ill during the school day, appropriate arrangements will be made with the office for the student's care and/or parent pick-up. Students with vomiting or fever must be symptom free for 24 hours before returning to school.

Voluntary Withdrawal

To withdraw a student, a parent must complete a Student Withdrawal form available from the main office and turn in all school-issued property, including but not limited to textbooks and the school-issued laptop and charger.

Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion and their decision is final.

Dress code guidelines prohibit student dress or grooming practices which present a health or safety risk to the student or others, disrupt the educational program, or limit a student from achieving educational goals because of blocked vision or restricted movement.

Uniform Preferred Vendor Information

The School's preferred uniform vendor is Image Builders. To purchase shirts and ties, you may contact Image Builders' toll-free customer service hotline at (855) 654-6243. For additional information, please visit the School's web site.

Uniform Requirements

Uniform Tops

- Grades 7-12: All shirts must be a short- or long- sleeve navy blue, gray, or white polo.
- Students may also wear solid white, gray, or navy blue sweaters and vests. Additionally, sweatshirts with Center Line logos may be worn over polo shirts.
- Center Line spirit wear t-shirts may be worn on Fridays only.
- Undershirts (t-shirts worn under uniform shirts) must be a uniform color top and must fit appropriately under the uniform shirts.
- Shirts must be tucked neatly into bottoms.

Uniform Bottoms

- Dress bottoms must be solid navy blue.
- Dress bottoms include pants, shorts, skirts, and capris in cotton twill chino material. Denim or joggers are not permitted.

Uniform Shoes

- Shoes must be loafer style, dress shoes, tennis shoes, or closed toed sandals.

Uniform Headwear & Accessories

- Belts, if worn, must be plain solid black, navy blue, or brown. Suspenders are not allowed.
- Tights, leggings, and hosiery worn underneath uniform bottoms are allowed but may not be fishnet or open weave.

Miscellaneous

- Uniforms must be worn throughout the entire academic day including after-school electives, tutoring, detention, and field trips.

General Expectations

Tops

- Shirts and tops must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.

- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants, capris, and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Skirts, shorts, skorts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example flip-flops or shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.
- Athletic shoes with non-marking soles are to be worn for P.E. class.

Headwear & Accessories

- Hats, hoods, and other headwear except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Ear piercings are permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Parents and guardians are responsible for the appropriate fitting of all clothing so that it is appropriately sized to the individual.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- Backpacks, oversized bags, and purses are not permitted in classrooms. Only small messenger bags or laptop sleeves that fit completely under a desk or chair are permitted in classrooms.
- School spirit-wear may be worn only with administration permission.
- Students should contact school administration if there are difficulties complying with the dress code policy for religious reasons.

Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

Building a Capacity for Parent and Family Engagement

Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];
e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];

f. Provide other reasonable support for parental involvement and involvement activities to ensure a sucessful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].
To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)]**.**

The following initiatives have been implemented at the school:

a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
f. The principal will be available upon request to help parents/guardians better understand the state assessments.
g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

a. School assemblies/ceremonies (parents invited)
b. Volunteer opportunities
c. Classroom observations (as requested)
d. Special event and reminder notices
e. Parent Room with community resources listed and computer access
f. Voice of Parent survey
g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

a. Annual Federal and State Programs (including Title I) Parent Meeting

b. Annual Parent and Family Continuous School Improvement Meeting
c. The Parent and Student Handbook
d. Regular school and classroom newsletters
e. The annual school calendar
f. Report Cards
g. Parent-Teacher conferences
h. Parent and Family Engagement events
i. The School-Parent Compact
j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school improvement planning process and plan
Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.
Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
b. The needs of parents and family members in assisting with the learning of the children;
c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and

strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

a. Providing professional development for school staff on parent and family engagement strategies;
b. Supporting parent, family, and community outreach programs;
c. Best practices for increasing parent and family engagement;
d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

Collaboration Statement

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

Visitor and Volunteer Guidelines

The following guidelines have been established to provide a safe, secure environment for parents, students, and staff. Visitors and volunteers are expected to review and honor these guidelines while on school grounds or volunteering for activities.

General

1. All parents, visitors, and volunteers must be processed through the visitor management system in the office. A state identification or driver's license is needed for this process.
2. All parents, visitors, and volunteers must sign in at the school office immediately upon entering the building. Prior to leaving the building, they must sign out at the office. Parents may not walk directly to a student's classroom unless given permission by the office staff.
3. Visitors must be escorted through the building by office personnel.
4. All parents, visitors, and volunteers must conduct themselves in a manner conducive to a school environment. Respect and patience will be observed.
5. Parents are expected to acknowledge and reinforce model character for our students.
6. All parents, visitors, and volunteers must wear a nametag or other form of identification provided by the school.
7. The distribution of literature, without prior approval from the classroom teacher or school principal, is not permitted.
8. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site can complete the Volunteer Authorization and Release form on the school's website as a community member.
9. Volunteers are representatives of the school. They must always put the health and safety of students first. They must abide by all staff instructions and directions and ask for clarification of responsibilities if necessary.
10. Under no circumstances is corporal punishment allowed. If a situation requires more than verbal intervention, the offending students should be brought to the office or to the teacher in charge. The Student Code of Conduct and disciplinary procedures included in this handbook are to be followed as an alternative to corporal punishment.
11. Because the school is a public school, it has a board policy of neutrality with respect to matters of religion. When acting as school volunteer representatives, it is important to show no preference for any one religion over any other religion. In addition, volunteers should not show a preference for religion over non-religion, or vice-versa. They must respect the students' right to express themselves on matters of religion, but volunteers must also respect the other students' right not to be harassed by such expression. Volunteers also must be aware that, when they are volunteering, it is inappropriate for them to share their personal religious views with students.
12. Appropriate dress is required at all times.

Classrooms

1. Classroom visitors and volunteers must remember that the teacher is ultimately responsible for the children and activities in his/her classroom. Visitors or volunteers shall be prohibited from the classroom if it is deemed by the teacher that their presence has created a disruption in the learning environment.

2. When volunteers arrive to begin their shift, they should be sensitive to the learning that is taking place in the classroom. They should enter the room quietly and wait until there is a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Visitors and volunteers must understand that classroom issues related to students are confidential matters. Children who need extra help are often sensitive as to how they are doing in school. Volunteers may not talk with other parents about the specific learning or disciplinary needs of any child other than their own. Test scores and other grades should be kept in strict confidence.
5. Drop-in conferences are not permitted during instructional time. Conferences must be prescheduled with the classroom teacher.
6. Classroom visitors are allowed in the classroom for a limited time. Permission to visit and observe a classroom must be approved by the principal.

Field Trips

1. Volunteer drivers must complete the appropriate forms demonstrating a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check. Forms are available at the office.
2. If driving to a school-sponsored event, volunteers should follow all instructions provided by the teacher or the school.
3. Smoking, tobacco, nicotine, e-cigarette, and alcohol use is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately following the activity. They must not take students on "side trips."
5. When traveling, it is preferred that volunteers leave the radio off and also avoid playing music. If they choose to play music, however, they should refrain from playing music or radio stations that some parents may find offensive.
6. The school expects all volunteers to behave in an appropriate manner while participating on field trips.

Whenever students travel away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed at the school. As in the classroom, the teacher judges behavior as acceptable or unacceptable. Signed permission slips must be on file with the teacher for each child for each field trip.

This Visitor/Volunteer Policy is designed to provide parents, visitors, and volunteers with the behavior expectations held by the school and the School Board. Violation of this policy endangers the safety and security of our students and their right to an education. Any person who does not abide by this policy may be barred from entering the building.

Field Trips are a privilege, not a right, and participation is determined by the teachers' and administrators' discretion.

General School Procedures

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. However, if it is necessary for a student to ride a bicycle to school, he/she is expected to park and lock the bicycle in the bike rack next to the building before school begins and to leave it untouched until school is dismissed. The school does not assume any responsibility for damage or theft of bicycles. The student must register his/her bike with the Police Department. He/she must also wear a bicycle helmet.

Cell Phones, Electronic Devices, and Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home.

While generally discouraged, students are allowed to have cell phones, smart watches, tablets, music players, video equipment, cameras, gaming devices, AI glasses, and other electronic devices. All electronic devices shall be completely turned off during academic hours and after school instructional/detention hours. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of the staff member until the parents retrieve them and may be subject to search. The school shall not be responsible for any lost or damaged item that was brought onto campus or to a school event which was in the possession of the school staff due to a violation of this policy.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Arrival and Dismissal Procedures

Students may enter through the assigned doors beginning at 7:45 a.m.; students are expected to be in their seats by the start of the first period (8:00 a.m.). Any students who arrive to class after the start of the first period are considered tardy and must enter through the main office for a tardy pass.

Classes dismiss at 3:00 p.m. After-School Elective and Tuesday/Thursday After-School Support activities dismiss at 3:50 p.m. In the interest of your child's safety and the teacher's preparation time, please pick up your student immediately after dismissal. Students will be required to leave the building no more than 10 minutes after dismissal.

State law requires all students to be in school for the mandated number of hours daily. By law we can't allow students to be "dismissed early" so that you can avoid traffic. Student pickup will not be permitted in the thirty (30) minutes prior to the end of the regularly scheduled dismissal time.

Emergency School Closing

In the case of severe weather (e.g., major snowstorm, ice storm, dangerous wind chills, heavy fog), the principal will notify local radio and TV stations regarding the decision to close school or delay its opening. A phone message will also be sent out to each family through our SchoolConnect calling system. In the event of closure, teachers will provide learning

opportunities through the use of digital tools or materials relevant to current learning targets to promote every day as a learning day.

Severe Thunderstorm Watch or Warning
If school is already in session when the watch or warning is issued, the school stays open. The staff takes safety precautions.

Tornado Watch
Students remain in school, and the staff takes safety precautions. Students are released to parents/guardians or other designated adults upon request.

Tornado Warning
All students and staff members remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students are released to parents/guardians or other designated adults upon request.

Fire and Tornado Drills
Fire drills are held at least eight times during the school year. Tornado drills are held at least two times during the school year. Safe areas inside and outside the building are designated for each classroom.

Posted Directions
All evacuation and shelter procedures are posted in every classroom.

Medical Information

To maintain a healthy learning environment, students are offered certain health services and need to provide evidence of required immunizations. Prior to entering school, all students entering Kindergarten are required to present proof of a hearing and vision screening by the health department or doctor.

Health Screenings
Students receive special health services through the Health Department, including vision screening for those in grades 1, 3, 5, and 7 and hearing screening for those in grades K, 2, and 4.

Grade 9 students receive vision screening through the Health Department.

Immunization Requirements
Michigan schools are required to report their immunization status to their jurisdictional local health department.

For a student to attend school, the Michigan Public Health Code requires parent(s)/legal guardian(s) have one of the following on file with the school:

1. A valid, current immunization record.
   [Note: Provisional Status Vaccines- In the event the student has received at least one dose of a required vaccine and the next dose is not yet due, the school is required to follow up to ensure the student has received required follow-up doses of the vaccine and are up to date for all other required vaccines.]

2. A medical doctor's (M.D./D.O.) signed State of Michigan Medical Contraindication Form,

which states the medical contraindication(s), the vaccines involved, and the time during which the child is not able to get the vaccines.

3. A current, certified State of Michigan Nonmedical Immunization Waiver Form required under Michigan Administrative Rules.
   [Note: When parent/legal guardian holds a religious or other objection that prevents a student from receiving vaccines, a Nonmedical Immunization Waiver Form is required to be completed, signed, and certified at the local health department. The local health department will provide education from a health professional on the benefits/potential risks of vaccination. Health professionals will address questions and concerns prior to signing the State of Michigan Nonmedical Immunization Waiver Form.]

Any student who fails to submit the required immunization information shall not be admitted into the school.

Please refer to the Michigan Department of Health & Human Services (MDHHS) website for the most current information regarding minimum required immunizations and important details regarding the vaccines.

The Revised School Code, Section 380.1177(a)

- The Revised School Code, Act 451 of 1976, requires the MDE, in cooperation with the Michigan Department of Health and Human Services (MDHHS), to develop information for Michigan schools to address notification of families with children enrolled in grades 6, 9, and 12, about the risk and prevention of Meningococcal Meningitis and Human Papillomavirus Diseases.

Information on adolescent/teen vaccines:

- An adolescent/teen vaccine information guide can be found at the Alliance for Immunization in Michigan's website.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed (written instructions from a licensed prescriber are required for all prescription medication administered to students) or over-the-counter medications, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication) or enter medication information in the Infinite Campus Online Registration process. The form must be renewed each school year or upon any change in medication or dosage.

A physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector.
- Any self-possession or self-administration of any medication.

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must specify the name of the student, name of the licensed

prescriber, name of the prescription drug, dosage, effective date, frequency of administration, and directions in a legible format. Over-the-counter medication must be in the original package with the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed. The individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying their student on a field trip, the parent will be required to administer the student's medication.

School Meals

A nutritious lunch, including milk, may be purchased at school, or students may bring a sack lunch from home. Breakfast is also offered prior to the start of school.

Your student's school is participating in Community Eligibility Provision (CEP), a Federal program which offers free meals to all enrolled students. Parents should complete a Household Information Survey as part of the program participation. These forms are available online or in the school's front office. The Household Information Survey determines the funding your student's school will receive to provide supplemental student support services. Incomplete forms may result in the elimination of these school services.

Grades 9-12: Ala Carte menu items may be available during the school year. Students must have money in their accounts to pay for ala carte items.

School Telephones

School telephones are reserved for staff and parent use only. Exceptions are made only in the case of emergencies. Important messages are given to students or staff members upon request.

Tobacco Use

The school is a non-smoking facility. Smoking and tobacco, nicotine, and e-cigarette use is prohibited within all indoor facilities and is prohibited anywhere on the school campus and in the presence of students.

Transportation and Parking

Because the school does not own a fleet of buses, parents are responsible for their child to get to and from school on time daily. For some parents that utilize carpools in order to minimize personal inconvenience, please contact our main office for carpool information.

With so many parents driving their cars to school, we have the potential for significant traffic congestion on a daily basis. Please be patient with your fellow parents when they may not be able to come and go as quickly as you would like. You should plan on some delays, particularly during snowy and icy days. By law we cannot allow your child to leave a few minutes early to avoid traffic delays.

Driving to School

Students who wish to drive to school will purchase a parking permit each year. Students who drive may NOT drive other students to any off-campus location without written parental permission on file in the main office. We have a closed campus; students may leave campus during school hours only if they have a doctor's appointment, funeral, or other urgent event and parental permission.

Driving to school and parking on campus is considered a privilege. Students who drive recklessly on or near school grounds will be subject to the following:

1. First violation: Detention, Parent notification
2. Second violation: $25 fine, suspension of driving privileges
3. Third violation: $50 fine, loss of driving privileges

PLEASE NOTE: Vehicles parked on school property are subject to searches for prohibited items when the principal or assistant principal has reasonable cause to suspect a student may be in possession of a prohibited item or substance. In the event of a search, the student will be called to the office and asked to open his/her vehicle so that administrators and/or law enforcement (if necessary) will be able to complete the search. If a prohibited item is found in a student vehicle, the student will be subject to disciplinary consequences which may include long-term suspension and/or expulsion.

Walkers

Students who walk to and from school are encouraged to go directly home following dismissal. Students who linger at the school or stop to visit friends on the way home cause undue worry for parents and staff.

Notifications

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- 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 should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- 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. NHA will not use students' personally identifiable information for any purpose other than providing contracted services to the school; nor will NHA sell or otherwise provide any personally identifiable information that is part of a student's educational record except when the information is necessary for standardized testing or the information is necessary for an individual to provide educational and educational support services to a student. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, and NHA personnel which have a legitimate educational interest
    2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions

8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
9. Appropriate parties, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

- When a parent or legal guardian makes a written request of the school to provide them with the list of personally identifiable information that is collected or created as part of the student's educational records, NHA shall provide the requested information in not less than 30 days, without cost to the parent or guardian. When a parent or legal guardian makes a written request of the school to inform them of the disclosure of any personally identifiable information about their child to any person or agency other than those identified by law as an exempt person or agency, NHA shall provide the parent/guardian with the following information in not less than 30 days, without cost to the parent or guardian: the specific data fields disclosed; name and contact information of each person or agency that received the information; and the reason for that disclosure.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue SW
  Washington, D.C. 20202-5920

Directory Information

In accordance with the Family Education Rights and Privacy Act ("FERPA") and Public Act 367 of 2016 (MCL 380.1136), not later than the 30th day of school each year, NHA will provide public notice, in writing or electronically, to students and their parents or legal guardians of the school's intent to make available, upon request, certain information known as "directory information". For new students to the school, this disclosure is provided in the Enrollment Packet or Online Registration Process.

The school designates as "directory information" the following information about students:

- Name
- Participation in officially recognized activities and sports
- Height, if member of an athletic team
- Weight, if a member of an athletic team which requires disclosure to participate
- Grade level, and date of actual or expected graduation
- Awards or honors received
- Photographs
- Videos of students participating in school activities, events, or programs

The school will develop a list of uses for which a student's directory information would be disclosed.

The following information about students is not considered "directory information", and shall thus not be disclosed unless otherwise permitted by FERPA:

- Residence address
- Email address
- Telephone numbers

- Date and place of birth
- Major field of study
- Dates of attendance
- Most recent previous educational agency or institution
- Social Security number

The annual notice from the school will inform parents, legal guardians, and eligible students that they may refuse to allow the school to disclose such "directory information" upon written or electronic notification to the school using the "opt out" form provided with the notice. If a parent or legal guardian of a student or an eligible student elects to "opt out" of the disclosure of any specific type of directory information, the school will elect not to disclose any directory information for that student.

The school will provide a copy of the notice and "opt out" form to a parent or legal guardian at any time upon request..

Right to Know under the Every Student Succeeds Act of 2015

Parents of students have the right to know the professional qualifications of the school's classroom teachers. The Every Student Succeeds Act of 2015 governs elementary and secondary education, allows parents to ask for certain information about their child's classroom teachers, and requires the school to give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or the student's family
    3. Sexual behavior or attitudes
    4. Anti-social, demeaning, illegal, or self-incriminating behavior
    5. Critical appraisals of others with whom respondents have close familial relationships
    6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
    7. Religious affiliations, beliefs, or practices of the student or parent
    8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
    3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others

- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights under the PPRA have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Scouting America

The school does not discriminate against any group officially affiliated with either Scouting America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. The school does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of Scouting America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Gender Equity Policy (Title IX)

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to the school principal (Academy or designee) of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy or designee with the assistance of NHA legal counsel as necessary and appropriate.

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.
The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Veronica Kisor
8155 Ritter Street
Center Line, MI 48015
Phone: (586) 690-4290
113.vkisor@nhaschools.com

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure." *34 CFR 106*

The language above will be posted on the School's website within two clicks of the home page; in other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.).

For the complete policy and information related to sexual harassment, please visit the school's website.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a "persistently dangerous school" or a student who is a "victim of a violent criminal offense" on school property, as defined by law, has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the school and is on file in the school office. Parents may schedule an appointment with the principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents 48 hours in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified in this manner.

For any information regarding pesticide application procedures or to review the school's integrated pest management program or records, please contact the school principal:

Veronica Kisor
Phone: (586) 690-4290
113.vkisor@nhaschools.com

English Learner Parent Complaint Process

English Learner parents are advised to follow the process below to address concerns regarding the district's English Learner program:

1. Parent, school administration and student's teacher will meet to resolve concern. Interpretation and/or translation services will be made available.
2. If resolution is not reached, Parent may contact Parent Relations through phone or email to mediate and resolve concern. Interpretation and/or translation services will be made available.
3. If resolution is reached, then the Parent Relation Specialist will send a resolution in English and in the home language to the parent within 10 business days.

Parent Relations Contact Information:
Phone: (877) 642-7471 (Monday–Friday; 8:00 a.m.–4:30 p.m.)
Email: ParentRelations@nhaschools.com

Policies

Board policies can be found under the school website or are available from the school office.

School-Parent Compact

Center Line Preparatory Academy and the parents of enrolled students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-2026.

School Responsibilities: Center Line Preparatory Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows: employing state qualified teaching staff and providing intervention support to the most academically at-risk students at the school.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at least twice per year, with adequate advance notice to parents of conference scheduling.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the distribution of progress reports and report cards on a regular basis along with updates given during parent-teacher conferences and informal meetings with parents and teachers.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during parent-teacher conferences, via regular email and phone communication with parents, through SchoolConnect and during more informal consultations on an as-needed basis.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: notices regarding volunteer opportunities will be posted in the hallways of the school and communication will also be sent out via the school newsletters and SchoolConnect.

Parent/Guardian Commitment: I fully commit to my child's education in the following ways:

- I understand that my child is enrolled in this school, so he/she has opportunities to achieve.
- I realize that the expectations and standards at this school are high and agree to support them.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
- I acknowledge and understand that serious consequences (including a long-term out of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
- I will monitor my child's attendance, homework completion, and read school correspondence.
- I will participate in parent-teacher conferences and volunteer for school activities when possible.

- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

Please add any other commitment statements you would like to note:

_____

_____

_____ _____
Parent/Guardian Signature Date

_____ _____
Parent/Guardian Signature Date

Student's Commitment: I fully commit to this school in the following ways:

- I am enrolling in this school because I want to achieve. I will put forth my best effort every single day.
- I agree with my school's expectations, standards, and requirements because I have high expectations for myself.
- I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
- I acknowledge and understand that serious consequences (including a long-term out of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
- I will attend school all day, every day, unless I have an excused absence.
- I will complete my homework, submit it on time, and contact my teacher about any questions.
- I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade
Student Signature	Student Printed Name	Date	Grade

Teacher's Commitment: I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via personal contact, weekly newsletters, SchoolConnect or progress reports and will make myself available to students and parents for any concerns they may have.

- I will display integrity and respect to students, parents, and staff members through my words and actions.
- I will protect the safety, interests, and rights of all individuals in the classroom.

_____	_____	_____
Teacher Signature	Teacher Printed Name	Date