CHANDLER WOODS CHARTER ACADEMY

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Parent and Student Handbook 2025-2026

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

Parent and Student Handbook
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Board of Directors

Jamie Crosby, President
Leonard Netti, Vice President
Jared Bollaert, Treasurer
Anthony Jackson, Secretary

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

Student Creed
I am a Chandler Woods student.
I strive to achieve academic excellence.
I exemplify high moral character.
I strive to realize my potential.
I work diligently to prepare for the future.
I value learning.
I will be respectful, responsible, and accountable for my actions.

School Mission
Developing the full potential of each child to prepare for life-long learning.

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. Watch D.O.G.S. (Dads of Great Students) is a parental partnership program at Chandler Woods that encourages fathers and father-figures to participate in student learning. 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 8th 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.

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.

Third Grade Retention

Michigan law requires that third-grade students not scoring proficient on the third-grade state summative assessment be retained. To that end, the school will identify and support all K-3 students with a reading deficiency in order to ensure success on the third-grade state summative assessment. The school has a web-based system for managing the individual reading improvement plans (IRIPs) for K-3 students with a reading deficiency. The school has many resources to assist parents whose children have a reading deficiency.

If a 3rd grade student does not pass the state English language arts assessment, the school will notify the student's parents that the child may not enroll in 4th grade until certain criterion are met. The notification will inform the parent of the right to request a good cause exemption and the right to request a meeting with school officials to discuss retention/exemption.

It is the parent's responsibility to request the good cause exemption within 30 days after receiving notification. If the parent does not apply for a good cause exemption, the school must provide the student a reading intervention program and notify the parent of the proposed placement before placing the child in grade 4 during the school year.

Grounds for Good Cause Exemption. The school administration will meet with a parent requesting a good cause exemption. There are 5 grounds for granting a good cause exemption:

- the student has an IEP (Individual Education Plan) or 504 plan
- the student is a limited English proficient student with less than 3 years' instruction in an ELL program
- the student has received intensive reading intervention for 2 or more years and was previously retained in a lower grade.
- The student has been continuously enrolled in the Academy for less than 2 years and there is evidence that the student did not receive an appropriate IRIP (individual reading improvement plan) at the previous school.
- The student's parent/guardian has requested the exemption within 30 days and the principal determines that the exemption is in the best interest of the student. The law does not include any guidance on what is to be considered when determining the "best interest" of the student.

Principal's Decision. The principal has the discretion whether to grant the exemption after receiving a recommendation for a good cause exemption from the student's 3rd grade teacher. The principals' decision is final and will be communicated in writing to the parent at least 30 days before the first day of school.

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. A copy of the school's seclusion and restraint policy is available on the school's website.

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 authorizes the principal or his/her designee to search lockers and locker contents at any time, without notice, and without parent/guardian or pupil consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting searches. Searches may include the use of law enforcement canine units on a random basis or as necessary. 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, Tablets/ iPads, and personal computers. Cell phones, tablets/iPads and personal computers are permitted at school but must remain powered off during all instructional time unless the classroom teacher instructs the student(s) to use such devices. Students are not

permitted to use these devices for non-instructional purposes. If the teacher 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.

All other electronic devices. All other electronic devices, including but not limited to PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording 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. All physical contact searches will be conducted in the presence of a third-party witness.

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.

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[1]:

- 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, may be subject to permanent expulsion from all public schools in the State of Michigan:

[1] Acts of misconduct that are deemed gross misdemeanors subject to long-term suspension or expulsion are bolded.

- Possession of a dangerous weapon**:
- Arson
- Plea, conviction or adjudication of criminal sexual conduct (regardless of where it occurred) against another student enrolled at the School;
- Criminal Sexual Conduct at school
- 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 does not require the Board to permanently expel a student for possession of a dangerous weapon at school if 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.

In addition to the above, the Board will consider the following factors before making a decision to permanently expel a student:

1. the student's age;
2. the student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the violation or behavior;
5. Whether the violation or behavior threatened the safety of any pupil or staff member;
6. Whether restorative practices will be used to address the violation or behavior;
7. Whether a lesser intervention would properly address the violation or behavior.

Disciplinary Procedures

Disciplinary Levels

The School utilizes levels 1-6 to categorize student conduct and determine the best approach to addressing the behavior. 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. 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.

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, email, a phone call 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 to the Board 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 School-wide 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, including the petition form.

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.

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 either 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 all of that time if we are to successfully prepare each student for college success.

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.

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.

Procedures:

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 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.

The School will consider restorative practices to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying before imposing a suspension under this section. The use of restorative practices does not preclude use of a suspension as an additional disciplinary measure.

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

The School Principal has the discretion to determine if a student's act of misconduct, whether it is a gross misdemeanor or persistent disobedience, merits recommendation of a long-term suspension or expulsion to the School's Board of Directors. The Board of Directors has the exclusive authority over all long-term suspension and expulsion due process hearings.

If the student commits an act of misconduct that the principal believes warrants long-term suspension or expulsion, the student will be immediately placed on suspension for up to ten (10) school days pending the hearing.

1. Hearing for Long-Term Suspension or 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 school will also attempt to contact the parent or guardian by email and/or telephone to inform them of the hearing.

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 Board of Directors. Minutes shall be kept of the hearing.

At the hearing, the Board 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.[2]

c. **Written Record**. Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal to the Board of Directors.

The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion.

2. Appeal of Long-Term Suspension or Expulsion
All discipline decisions made by the Board of Directors 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.

C. Permanent Expulsion
Prior to expelling a student permanently, the School Board shall provide the student with the following due process:

1. **Written notice**. If a student is charged with a violation of the Student Code of Conduct carrying the potential consequence of a permanent expulsion, the student and his parent shall be notified of such by registered mail, as well as the student's due process rights. The school will also attempt to contact the parent or guardian by email and/or telephone to inform them of the hearing.

2. 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, (ii) whether an exception applies to preclude the permanent expulsion, or (iii) whether consideration of the following specific factors weigh against permanent expulsion:
    a. the student's age;
    b. the student's disciplinary history;
    c. Whether the student has a disability;
    d. The seriousness of the violation or behavior;

[2] NOTE: If the student brought a firearm to school, these factors do not apply.

e. Whether the violation or behavior threatened the safety of any pupil or staff member;
f. Whether restorative practices will be used to address the violation or behavior;
g. Whether a lesser intervention would properly address the violation or behavior.[3]

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.

3. **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 Board of Directors. The student, parent or legal guardian and any advocates or witnesses will have the opportunity to present evidence to the Board of Directors. Minutes shall be kept of the hearing.

4. **Written Record**. Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal. If the student is permanently expelled from the school, the written record shall inform the parent of the minimum length of the expulsion and the date upon which the parent may petition for reinstatement. Upon the parent's request, the school shall provide the parent with the petition for reinstatement form.

5. **Alternative Education**. Permanent expulsion means that 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 s/he is reinstated in a public school.

6. **Appeal of Permanent Expulsion.** All discipline decisions made by the Board of Directors are final.

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).

[3] NOTE: If the student brought a firearm to school, these factors do not apply.

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 during Suspension
If a student on long-term suspension does not withdraw from the school, the student is 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

Arson is defined by law as a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL 750.71 to MCL 750.80].

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.

Criminal Sexual Conduct is defined by law as a violation as set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g]

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

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 be supervised by an adult employee of the building at all times.

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. The minimum length of the permanent expulsion depends upon the student's grade level and the severity of the infraction.

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.

Reinstatement is defined as the discretionary authority of the school to determine if the student can return to the school after an expulsion or permanent expulsion.

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

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.

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:

Dangerous 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 or who pleads, is convicted or adjudicated for criminal sexual conduct (regardless of where it occurred) against another student enrolled at the School, may 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 may 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.

Sometimes school personnel are injured when they try to prevent or stop students from physically assaulting one another. While the student may not have intended for the staff member to be injured, they did have "general intent" to cause another harm. It is enough to show that the student intended the actions which make up an assault. So, if a student acts in a way that is considered dangerous to other people that can be enough to establish physical assault, even if they didn't intend a particular harm to a particular individual.

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. 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.

Illegal Drug/Alcohol Possession
Any student who possesses 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, 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 each middle school class period. Michigan law places responsibility on each student to attend school on a daily basis, and on each parent or guardian to send their child to school on a daily basis. More important, however, is the effect of regular and punctual attendance on the student's scholastic achievement. Not only is each day's lesson important to the individual student, the student's participation in class contributes to the education of others. Frequent absences and tardiness, for any reason, are certain to adversely affect the student's schoolwork. Each student is expected to be in school every day except when illness, injury, or some providential condition beyond the student's control prevents attendance.

Arrival

Generally, students should arrive at school between 7:40 a.m. and 8:00 a.m. Breakfast beings at 7:40 a.m. and ends at 8:00 a.m. All other students will wait outside until 7:45 a.m. when staff will open the doors and greet students for the day. After exiting their vehicle, students should proceed directly into the building. All students wearing hats should remove them upon entering the building. Prompt arrival is essential for an orderly opening assembly. Teachers will greet students at their classroom door from 7:40 a.m. until 7:55 a.m. Classes/Assemblies will begin promptly at 8:00 a.m.

Dismissal

School dismisses at 3:00 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 3:15 p.m. Please refrain from picking children up early from the classroom as this disrupts the educational process at the end of the school day.

At the conclusion of Go Time, students are taken back into the building, and their parents must park and come inside to pick them up from the office.

Please see the sections titled "Traffic Concerns" and "Parking Lot Flow Plan" for additional information and guidelines.

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 excessive 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 Kent ISD Office of Truancy, which may lead to a referral to the Kent 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.

Head Lice

Head lice come from close contact with a person whose head has become a haven for lice. Lice can also be transmitted by sharing hats, combs or brushes. Students found to have lice will be sent home. After treatment, the student may return to school for examination by school personnel to determine if there is any evidence of lice. The school maintains a “no nit” policy.

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.

Traffic Concerns

In order to provide a safe arrival time, please adhere to these suggestions.

- When dropping off in the morning, please park and use crosswalks with your children or drop off at the curb.
- Students should not be unaccompanied in the parking lot.
- Please note that no students should be dropped off in between the rows of cars. With the number of students and parents that are walking in from parking spots, any additional cars simply driving through the parking area to drop off causes potentially dangerous situations.
- Have your children ready to exit the vehicle when you are pulling up to drop off. Backpacks, lunches, coats, class projects, and daily directions should be ready by the time you pull up. Being prepared speeds up the drop-off process.
- Students should not exit vehicles on the driver's side unless a staff member is there to assist.
- Utilize signals to merge left and right. This helps alert other drivers that you want to move.
- Watch for signals and be patient and be considerate to other drivers.
- Please limit distractions while in the parking lot. The biggest offender of this is phones. Please stay off your phone while in the parking lot during drop off.
- When it gets close to school start up (7:57 am), please use the curb only for drop off, our crossing guards will be heading in at that time to allow them to attend assembly and prepare for their day.
- If you must send someone to drop off your children that has not been in our parking lot before, please go over our procedures and tell them that if they are in doubt at all they can always ask a staff member for help.

Please understand that our number one priority during arrival and dismissal is safety. The policies and procedures that we have created for these two times focus on that number one priority above other priorities, including speed, convenience, and personal preferences. When drivers decide to do their own thing it can, unknowingly, create a situation that undermines our goal of safety. We need parents' help and cooperation to keep our parking lot safe.

Please see the Parking Lot Flow Maps on the next page.

Go Time Procedures

In an effort to make our dismissal process safe for students, we utilize a procedure called Go Time.

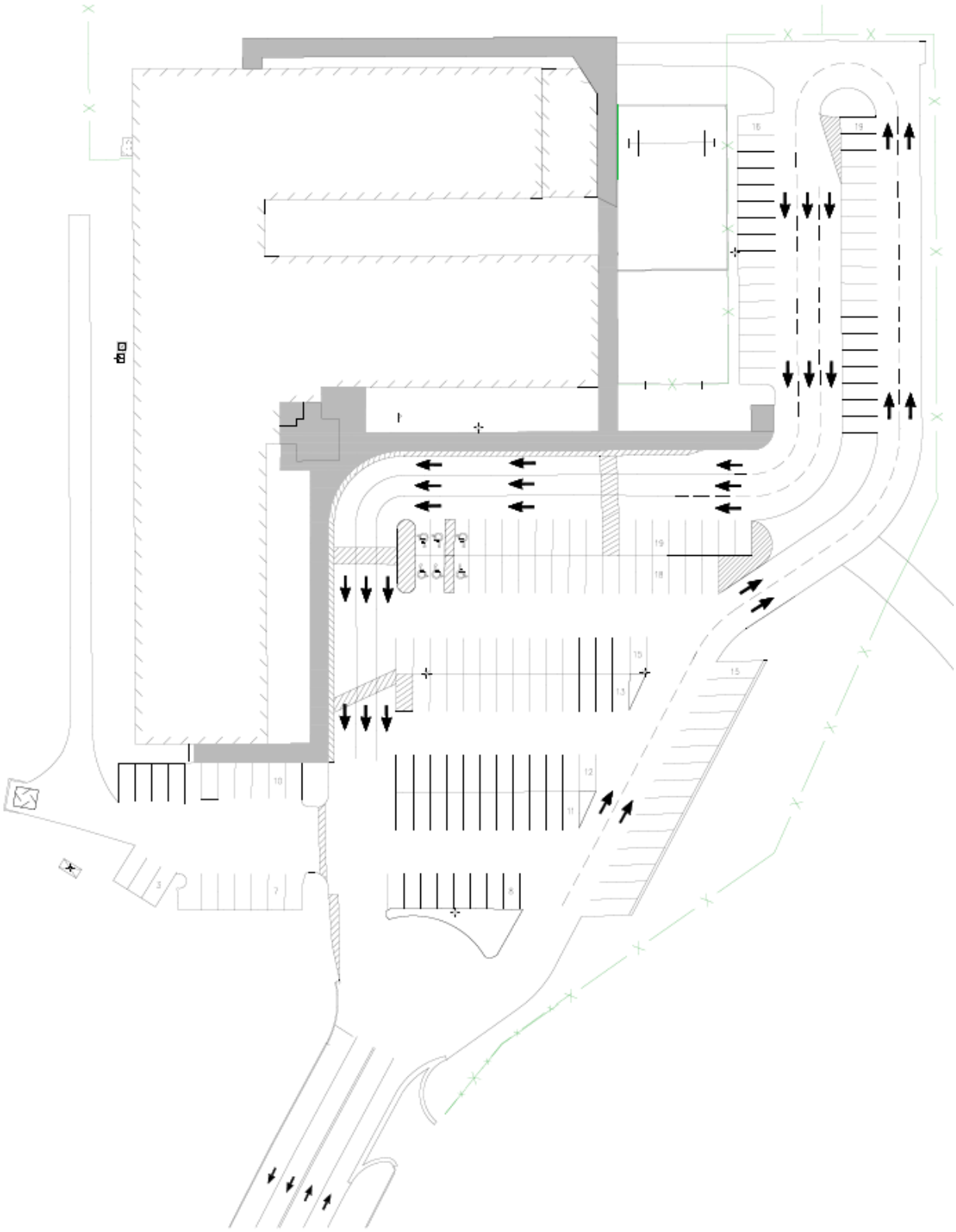
We use a digital system that allows students to remain in their classroom until their driver enters the parking lot. Here is what you need to know:

- We utilize two dismissal times, at 3:00 p.m. (Young 5's-4th) and 3:20 p.m. (5th-8th). Please be sure that you arrive during your oldest child's dismissal time.

- Each family will be assigned a number to display in their vehicle and given 2 colored tags that hang on the rearview mirror that indicate to staff the dismissal time and specific students being picked up. Orange tags will be for the families during the first dismissal. Blue tags will indicate that you are a second dismissal vehicle. These will be vital in assuring that your student is able to come out in a timely fashion. If you need tags for additional drivers, please stop in the office.
- Upon entering the parking lot, a staff member will enter your number into the app. This will signal the classroom teachers to send your children outside.
- Any cars that do not display a school issued tag will park in the lot and go to the office and ask the staff to enter the family number.

We utilize the trap method of loading vehicles. Here is how that works:

- All three lanes of the parking lot will be filled with cars up to the second crosswalk. Once cars are stopped, all the children from those vehicles will walk to their car and get in.
- No vehicles will be allowed to move until all children are loaded. Once the all clear is given and there are no more children loading into vehicles, lanes one and two (curbside and middle) will be dismissed to leave the parking lot. After those two lanes exit, the third lane will leave.
- At this point, a new set of cars will fill all three lanes and the process will repeat.
- Please see the map on the adjoining page.
- It is important to note that if you exit the parking lot by turning right or going straight through the light, you will want to be in lanes one or three. If you exit the parking lot by turning left, you will want to be in lane two. Doing this will make for a smoother exit.
- As always, parents are welcome to find a parking spot and walk to the front door to wait for your children. The office staff will ask you for your family number and your children will meet you in the office.



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.

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 or refer to the section titled “Traffic Concerns” for more information and guidelines.

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

Students in grades K-8 have a 40-minute lunch and recess period. A nutritious lunch, including milk, may be purchased at school, or students may bring a sack lunch from home. 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.

All students go outside for recess unless they have a signed doctor's note, it is raining, there is a weather advisory of any kind, or the wind chill is 0 degrees Fahrenheit or below.

Holiday Celebrations

Birthdays
Birthdays are celebrated in the classrooms.

Halloween
Halloween is not celebrated at the school. Consequently, costumes are not worn to school.

Christmas/Winter Holiday
Classes may have a small party at the end of the last day before the Christmas/winter holiday.

St. Valentine's Day
Students in grades Y5-5th are encouraged to celebrate by making homemade valentines for their classmates. A class list will be supplied by the teacher for parents' convenience. Students who bring valentines must give one to each of their classmates.

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.

Animals

Animals, including pets, are not permitted at the school with the exception of approved service and/or assistance animals. Some animals are in the building as part of the science curriculum.

Lost and Found

The lost and found is located in the middle school entrance. Unclaimed items are donated to charity periodically.

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.

Any phone calls that students need to make during the school day should be made from the office and pertain to school-related issues only.

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/E Cigarette Use

The school is a non-smoking, tobacco-free facility. Any form of smoking, vaping or tobacco use is 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 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.

David Hardenburgh
6895 Samrick Avenue Private
Belmont, MI 49306-8844
Phone: (616) 866-6000
22.dhardenburgh@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:

David Hardenburgh
616-866-6000
22.dhardenburgh@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

Chandler Woods Charter 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: Chandler Woods Charter 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