



A R B O R

PREPARATORY HIGH SCHOOL

Parent and Student Handbook 2015-2016

**6800 Hitchingham Road
Ypsilanti, MI 48197**

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A public school academy managed by:



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Parent Welcome

Dear Parents,

Welcome to the 2015-2016 school year! Arbor Prep will be entering its fifth year of service to families seeking a high quality college prep education. We are excited and honored that you have chosen Arbor Prep for your son or daughter's high school education.

Our mission remains "Preparing for college success." We are excited about and dedicated to the role we will each play in accomplishing this mission. To that end, and in the spirit of continuous improvement, the administration, faculty and staff have worked hard throughout the summer to update facilities, refine our curriculum and instructional practices, and enhance our resources to support all students.

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

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

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

Again, welcome to Arbor Prep and the 2015-2016 school year!



Dave Angerer
Director of Educational Services

Board of Directors

William Kennelly, President
Montgomery Brown, Vice President
Keith Boruta, Secretary-Treasurer

Board meetings are open to the public. The Board meetings calendar for the 2015-16 school year is provided below. Revisions to this calendar will be posted at the school.

The Board shall meet at 12:00 pm
At Arbor Preparatory High School
6800 Hitchingham Road
Ypsilanti, MI 48197

On the following dates:
Thursday, July 9, 2015
Thursday, September 10, 2015
Thursday, October 1, 2015
Thursday, November 5, 2015
Thursday, December 3, 2015
Thursday, January 7, 2016
Thursday, February 4, 2016
Thursday, March 31, 2016
Thursday, May 5, 2016**
Thursday, June 2, 2016

*** Note: Budget Hearing and Annual Meeting, including discussion and approval of School Budget*

PrepNet

PrepNet, LLC is an educational service provider located in Grand Rapids, Michigan. PrepNet is designed to promote academic excellence that directly leads to college entrance and success. Combining a team of highly trained teachers and staff with a rigorous, accelerated college-preparatory curriculum and an emphasis on moral character, PrepNet works to build the bridge that ultimately leads to college success and a life of virtue. Questions concerning PrepNet may be directed to 616.726.8900.

PrepNet, LLC
3755 - 36th Street, Suite 250
Grand Rapids, MI 49512
616-726-8900
www.prepnetschools.com

School Calendar



2015-2016 SCHOOL CALENDAR

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24th – 28th PD: New Teachers
31st – 3rd PD: All Teachers

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8th First Day of School

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

30th No School: Teacher In-Service

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5th Half Day: Parent-Teacher Conf.
6th No School: Parent-Teacher Conf.
25th – 27th Thanksgiving Break

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21st – 31st Winter Break

1st Winter Break (cont'd)
18th Martin Luther King, Jr. Day
19th – 21st Half Day: Exams
22nd No School: Teacher In-Service

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15th No School: Teacher In-Service

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

25th No School: Teacher In-Service
31st Half Day: Parent-Teacher Conf.

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st No School: Parent-Teacher Conf.
4th – 8th Spring Break

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

30th Memorial Day

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

14th – 16th Half Day: Exams
16th Last Day of School
17th No School: Teacher In-Service

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Regular School Day
- Half Day
- No School

Minimum Number of Instructional Days: 175
Minimum Number of Instructional Hours: 1,098
Total Number of Instructional Days: 177
Total Number of Instructional Hours: 1,138

2015-2016 Summer Academy: June 27th, 2016 – August 5th, 2016

Mission Statement

Our mission is to prepare each student for college success.

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

Core Values

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

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

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

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

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

- Successfully completes a minimum of two Advanced Placement courses
- Makes successful application to a four-year college or university
- Completes 60 hours of community service
- Successfully completes an individualized senior project

Curriculum

Admissions

As a public school of choice, the school seeks students who have a serious desire to learn and work diligently to prepare for higher education. The school is a college preparatory academy chartered by Bay Mills Community College. The school, during open enrollment periods, is open for any 9th, 10th, 11th, or 12th grade student in Michigan, although participating feeder school students and siblings of existing students have priority. Because space is limited, students are encouraged to enroll before the end of the open enrollment period (last business day in February at 5:00 p.m.) preceding the new school year.

Registration Procedures

1. Read the course descriptions in the Program of Study very carefully and thoroughly before you begin planning your schedule. Ask your parents to read the booklet and discuss it with them. It is important to view all possibilities before beginning to choose your courses for the next year. Be sure to note required courses and credits, as well as prerequisites, grade requirements, and teacher approval.
2. Plan your program not only in light of your special interests and activities, but also with the intention of broadening your interests and enriching your background.
3. Before you reach a final decision on courses, discuss your choices with your parents and teachers. Students and parents are encouraged to meet with the school Registrar or administration to discuss options in scheduling.
4. Each student must turn in a registration sheet by the end of February to assure priority in scheduling and to assure his or her enrollment status for the next school year.

High School Graduation Requirements

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

Department	Credits	Department	Credits
English	4.0	Math	4.0
Science	3.0*	History	3.0**
World Language	2.0***	Physical Education	1.0****
Fine Arts	2.0	Electives	3.0
Credits Total = 22.0			

**After taking biology and chemistry, the third science credit may be satisfied by completing any science course.*

***Required: World History and US History (1 year each), and Civics and Economics (1 semester each) or AP Government (1 year)*

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

*****An approved Physical Education test out procedure is available. Interested students should contact a school administrator for details.*

In addition to the above, all students must complete 60 hours of community service, successfully complete 2 Advanced Placement classes, complete an application and acceptance into a 4-year college or university, and complete a Senior Project.

The school's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from the school.

Personal Curriculum: The school will develop a personal curriculum upon request, per MCL 380.1278b. The personal curriculum shall be developed by a group that includes the student, the student's parent/guardian, a teacher, and the school counselor. Modifications to the Michigan Merit Curriculum under this program shall be determined based on the best interest of each individual student who requests a personal curriculum. Please contact the College Counselor for more information.

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

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

College Admission Requirements

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

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

- 4 years of English
- 4 years of history
- 4 year of mathematics
- 4 years of science
- 4 years of world language

Senior Project

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

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

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

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

The project includes four main components, each of which will count for 25% of the overall project grade:

1. *Research* : Students will select a topic, gather information and keep a portfolio of

- project activities
2. *Project or Skill Product*: Students will produce a paper, product, or that applies or explains some aspect of your research
 3. *Presentation*: Students will present their project and findings to a panel of faculty, staff, and their mentor
 4. *Reflection Paper*: Following the Senior Project, students will complete a reflection paper describing the experience, including student learning and growth

Sample College Preparatory - Grade Level Schedules

9TH Grade Example Schedule

English 9
 World History 9 or AP World History
 Biology
 Algebra I, Geometry, or Algebra 2
 World Language 1
 Visual or Performing Art
 Monday Elective

10th Grade Example Schedule

English 10
 Civics/Economics or AP Government
 Chemistry
 Geometry, Algebra 2 or Pre-calculus
 World Language 2 or AP Biology
 Visual or Performing Art
 Monday Elective

11th Grade Example Schedule

English 11 or AP English Language
 US History or AP US History
 AP Science (AP Biology, AP Chemistry, AP Physics, AP Environmental Science)
 Algebra 2, Pre-calculus, or AP Calculus AB
 World Language 3 or Elective
 Visual or Performing Art or Elective
 Monday Elective

12th Grade Example Schedule

English 12 or AP English Literature
 World Geography or Elective
 AP Science or Elective
 Pre-calculus, AP Calculus AB, or AP Statistics
 World Language 4 or AP World Language, or Elective
 Visual or Performing Art or Elective
 Monday Elective

Community Service

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

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

College Entrance Exams

Juniors are encouraged to take the ACT and SAT in the spring of their junior year. Students may repeat these tests as often as desired. Those wishing to take these assessments must register in advance through one of several local high school test centers.

Advanced Placement Courses

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

All students are required to successfully complete at least 2 AP courses prior to graduation. Course completion is not contingent on students taking the associated AP examination for college credit. To determine which Advanced Placement courses are the right options for you, please see course instructors.

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

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

Advisory Program

Each student will participate in Advisory twice per week. Students will be assigned an advisory teacher, whom they will stay with for all four years of their high school program. The advisory program will provide moral guidance and character development for students in grades 9-12. In addition, advisory time will be used to explore college and career options as well as teach tools to be successful as a life-long learner. The course will help students discover for themselves the power of a college education and develop a mature vision for themselves of "a life well lived."

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

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

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

Grades

Students receive letter grades via Infinite Campus postings four times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. At mid-semester, the letter grade is an indication of the student's progress and performance at that time, and such grades do not figure into grades-of-record. Between each grading period a student's progress will be posted to Infinite Campus for parents and students to access on a

weekly basis. Parents who are unable to access the internet from home or their community public library are encouraged to visit the school and access the system from the school. Parents and students are encouraged to regularly access online grades and attendance via the Infinite Campus online portal.

Infinite Campus Parent Portal

This is the primary tool for the school to communicate with parents regarding academic performance. Parents and students are eligible to use the Infinite Campus student/parent on-line portal. This service allows a parent and/or their student(s) to use the internet to log on to a secure website to view grades, assignments, attendance and other data that has been posted by the school. To gain access to the portal, parents must sign an access form and return it to the registrar. Only parents/ guardians and students may receive access. A link to the online school portal is available on the school's website.

Grading Scale

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

Grade	Grade Points for Normal Classes	Grade Points for AP Classes*	Interpretation
A+	4.0	5.0	Highest Distinction
A	4.0	5.0	High Distinction
A-	3.7	4.7	High Distinction
B+	3.3	4.3	Distinction
B	3.0	4.0	Laudable
B-	2.7	3.7	Commendable
C+	2.3	3.3	Satisfactory
C	2.0	3.0	
C-	1.7	2.7	Unsatisfactory
D+	1.3	1.3	Poor, not passing
D	1.0	1.0	
D-	0.7	0.7	
F	0.0	0.0	Failing and unacceptable

**To pass an AP course, a student needs to meet at least one of the following criteria:*

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

Monday electives will also receive letter grades. However, these courses will not be computed in a student's GPA.

Incomplete Grades

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

Schedule Changes

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

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

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

Withdraw Grades

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

Policy on Academic Probation

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

Credit Recovery Programs

Students must earn a “C-” (70) or higher for each final grade to be promoted to the next course. Students who fail the course will need to retake the course during the next school year, or during one of two credit recovery programs: a 6-week Recapture Academy (offered in the spring) or 6-week Summer Academy session (when available). Credit recovery program course offerings vary by academic year based upon student need.

Since these programs are only 6 weeks, the courses are naturally very rigorous and require students to work effectively independently, utilize online options, and attend class regularly. Like a typical semester, students are required to earn a “C-” (70) or higher by completing all course work, taking unit assessments, and the cumulative final exam in order for a failing grade to be replaced by credit recovery program credit. Students who are not successful for the second time during a credit recovery program will be required to retake the course during the next school year.

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

Athletic Eligibility

In accordance with MHSAA policy, the school’s students need to maintain a minimum 2.0 cumulative GPA and be passing all of their classes to be eligible for interschool athletics. Eligibility checks are conducted weekly beginning in the third week of each semester. Students interested in pursuing Division 1 or Division 2 collegiate athletics after graduation are encouraged to contact the College Counselor to discuss additional NCAA eligibility requirements.

Related Activities

Field Trips

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

Monday Electives

Monday electives are voluntary courses held each Monday from 2:50 p.m. to 3:45 p.m. Monday Electives provide an opportunity for students to extend their learning beyond the regular academic day. Course offerings are announced at the beginning of each semester and are dependent on student interest and teacher availability.

After-School Support

The school offers structured After-School Support for all students every Tuesday and Thursday from 2:50 p.m. to 3:45 p.m. throughout the school year. All teaching staff, support staff, and college tutors (when necessary) are available to assist students during this time. Students who have not earned a passing grade are referred for tutoring during Monday Advisory when grade checks are completed. Yet, all students are encouraged to take advantage of tutoring available throughout the week! In addition to After-School Support, Saturday School is also available during the school year hosted by teachers and college tutors. For students needing additional assistance with homework completion, to work on a group project, or receive remedial instruction.

Honor Roll

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

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

Holiday Celebrations

Parties are not held at the school for birthdays or holidays. Parents are asked to refrain from making deliveries of flowers, balloons, etc. to their children at school as these become distractions to the learning environment.

Standardized Testing

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

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

Promotion and Retention

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

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

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

Promotion from Freshman to Sophomore - 4 credits

Promotion from Sophomore to Junior - 10 credits

Promotion from Junior to Senior - 15.5 credits

Graduation/Diploma - 22 credits

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

Special Education Students

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

Student Support Services and Special Education

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

It is the school's obligation to provide appropriate educational opportunity 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.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation 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 and behavioral 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 aides 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 specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s).

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

Educational Placement of Students with Disabilities

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

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

Transfer Students:

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

develops, adopts, and implements a new IEP that is consistent with federal and state laws.

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

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

Parent Participation

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

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

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide 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.

Homework

Philosophy

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

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

Guidelines

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

Make-Up Work Due to Illness

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

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

Technology Use and Internet Safety Policy

Introduction

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

Internet Use

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

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

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

The school has complied with the Children's Internet Protection Act by deploying a Web content filtering product called Watchguard. The school relies on Watchguard to categorize Internet sites to allow blocking of certain content. At the request of staff as determined appropriate for educational purposes, the Technology department changes the categorization of web sites.

Children's Internet Protection Act (CIPA)

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

What is required for CIPA compliance?

- Under CIPA, schools and libraries subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools and libraries) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors using computers.
- Schools subject to CIPA are required to adopt a policy to monitor online activities of minors.
- Schools and libraries subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and the World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking" and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restriction of minors' access to harmful materials. CIPA does not require tracking minors' or adults' Internet use.
- As required by the Protecting Children in the 21st Century Act, schools must provide for educating minors about appropriate online behavior, including interacting with other

individuals on social networking web sites and in chat rooms, and cyber-bullying awareness and response. (Source: www.fcc.gov)

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

How does Watchguard help schools and libraries comply with CIPA?

- **Obscenity and Pornography Filtering:** Watchguard allows schools and libraries to manage Internet access to over 90 URL categories including racism and hate, adult material, hacking, and other topics pertinent to CIPA.
- **Accurate Web Filtering:** Watchguard offers the best-of-breed filtering database with over 13 million URLs.
- **Search Engine Images Filtering:** Watchguard filters inappropriate images that can be found in search engine query results.
- **Monitoring:** Watchguard reporting tools, Explorer, Reporter, and Real-Time Analyzer offer many different ways to monitor and report on minors' online activities.
- **Policy Managing on a Per User or Per Group Basis:** Watchguard allows Internet policy customization based on a user or group. Therefore, appropriate policies based on age or needs, can be set.

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

Responsibilities and Expectations

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

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

General Rules of the Network

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

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

2. **Storage Capacity:** Users are expected to respect disk space and to delete files or other materials that take up excessive storage space and that are no longer being accessed.
3. **Printing Resources:** Users are expected to use good judgment when printing on the school's network printers. Paper, toner, and color ink can be costly, and excessive use of these resources is wasteful. Please proofread documents carefully before printing. Only print the necessary part(s) of documents. As with the use of all technology resources, printing of inappropriate materials or language is prohibited.
4. **Software:** Users shall not download or install any software onto school-provided student computers. This includes but is not limited to media files (music, movies, etc.), commercial software requiring a license, games, pirated software, or software intended to circumvent network protections (e.g. Internet filtering).
5. **Illegal Copying:** Users shall not copy other people's work or attempt to intrude into other people's files. All copyright laws must be respected. A copy of the copyright laws pertaining to digital property can be obtained from the Technology Department. These laws also apply to music and movie files.
6. **Inappropriate Materials or Language:** Accessing, viewing, creating, printing, sending, sharing, or otherwise using impolite, pornographic, and/or profane language or materials is not permitted when using the school's technology resources. Accessing materials not in line with the rules of school behavior is prohibited. Users should never access, send, or view materials they would not want instructors or parents to see. If students encounter any inappropriate material by accident, he/she should report it to his/her instructor immediately.
7. **Virus Protection:** All data from outside sources is scanned for viruses before use on any technology device within the school's network. Downloading/saving of non-work-related attachments or files on any technology device within the school's network is not allowed unless proper authorization is obtained from an instructor in advance.
8. **Inappropriate Technology:** Only school-purchased or specifically approved hardware, software, or other technology and technology devices may be used in the school building and on the network. Non-school standard equipment exposes significant licensing, security, and virus risks. Any technology that has not been purchased and/or approved by the school is prohibited. Connecting cell phones to the network via WiFi is prohibited unless directed by an instructor for educational purposes.
9. **Cyber-bullying:** The school prohibits acts of cyber-bullying, which is a sub-set of bullying and involves the use of information and communication technologies. It is an individual's or a group's deliberate or repeated hostile behavior through the use of technology that is intended to harm, intimidate, or harass others. Types of use include but are not limited to blogs; cell phone and pager text messages; defamatory personal Web sites and polling Websites; e-mails; instant messages; and on-line social directories and communities. Cyber-bullying is prohibited on school time and school premises or off school time and school premises if such acts causes a substantial disruption to the school environment.
10. **Bring-your-own-device:** We will do our best to ensure compatibility of student devices with the school's network and systems.. Users are encouraged to check with the school for common applications with which a student's device should be compatible.

Protection of Data

1. Students are responsible for the integrity of their data.
2. The school is not responsible for any damage to users' data. This includes a loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's computer network, outside networks, and/or user errors or omissions.
3. Use of any information obtained via the Internet is at users' own risks. The school is not responsible for the accuracy or quality of information obtained through the Internet or the school's computer network.

4. Vandalism - defined as any attempt to alter, harm, modify, and/or to destroy any files and/or school hardware or software, either deliberately or through negligence - may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.
5. Failure to abide by this policy, and other school policies and procedures regarding technology, may result in disciplinary action including (but not limited to) loss of computer and/or network privileges, probationary use of computer and/or network, financial restitution, or student suspension.

Installing Software

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

Publishing of Student Work and Photographs

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

Additional Information

1. Users are expected to be courteous, responsible, and thoughtful when using the school's technology resources. Common sense should prevail. The use of the school's technology resources must be both in support of education and research and consistent with the educational objectives of the school.
2. Teachers are expected to monitor student use of school technology resources to the extent practicable.
3. Use of technology resources, including the school's Internet connection and network, is intended for school-related activities. Personal activities, including accessing personal internet accounts (Facebook, email, etc.), are prohibited when using the school's technology resources, including the school's Internet connection and network, whether such use or access occurs through use of a school-owned and issued technology device, or a student's own registered technology device.
4. Internet and technology usage is intended for school-related activities and may not be used for any other purpose without advance permission from an instructor or administrator.
5. Transmission of any material in violation of any federal or state law is prohibited. Such material includes but is not limited to copyright material, threatening or obscene material, and unlawful material.

Laptop Acceptable Use Policy

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

Laptop Use

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

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

- 1) Accept the use of a school-issued laptop and opt to purchase accidental damage and replacement insurance for a one-time \$30 fee, which covers the student for the school year:* or
- 2) Accept the use of a school-issued laptop and decline to purchase the accidental damage and replacement insurance (acknowledging responsibility for all costs associated with both accidental and intentional damage, loss, and/or replacement beyond normal wear and tear); or
- 3) Decline the use of a school-issued laptop (provide own device).

* If a school-provided laptop is determined by school administration to be *intentionally* damaged, or if it is lost or stolen, the following will occur:

- A fee will be charged based on the extent of the damage (or up to full replacement cost for a lost device);
- In the case of a lost or stolen device, a police report must be filed;
- Possible disciplinary action may be followed per school policy.

Lost power adaptors, batteries, and any other accessory issued to the student are not covered under the optional insurance. Students shall be responsible for the cost of replacing these items if lost, damaged, or stolen.

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

Bring-Your-Own-Device

Students are invited to use their own technology device. Students wishing to use their own computers must register the device in advance of use, by serial number, with the central office and must agree to adhere to all policies and procedures regarding technology and laptop use contained herein and in the Technology Acceptable Use Policy, including when using their own technology device. The school is not responsible for securing student laptops or computing devices and is further not responsible servicing of, damage to, or loss of functionality of such devices. However, the school will make every effort to ensure compatibility of non-school-issued student devices with school network or academic curriculum.

Laptop Daily Care

Students are expected to have their laptops with them each day and to ensure the devices are fully-charged prior to arriving at school. Students are expected to care for the equipment in working order at all times. Example of poor care of laptops include:

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

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

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

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

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

Students are not to remove, deface, or alter the identifying stickers, labels, or barcodes on school issued computers in any way, shape or form.

Security

General Computer Use

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

School administration and teaching staff have the right to inspect any school technology device, application, or peripheral device associated with any or all technology devices. This includes but is not limited to monitoring student use of the school's network and Internet connection. This applies to a student's use of the school's network and Internet connection with a school-owned and school-issued technology device, or with the student's own laptop or technology device registered with the school for use at school, as required in this policy. Students and parents acknowledge and agree that by registering their own laptop or technology device with the school for use at school, they provide consent to the search of their laptop or technology device registered with the school and any related hardware, including, but not limited to, any data stored on such device or accessible from such device. Searches conducted by school administration and teaching staff shall be in accordance with all applicable laws.

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

Storage of Files

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

E-Mail and Instant Messaging

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

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

Audio/Video

Technology devices may not be used to make audio/video recordings without the consent of all those who are being recorded. Sound must be turned off at all times, except when being used as a part of a class. Inappropriate use of school devices for listening to music needlessly slows the school's network and affords the opportunity for distributing/downloading illegal or unauthorized files. For this reason, school computers may not be used as MP3 players. Downloading audio/video files using the school's computers, Internet connection, and/or network is forbidden unless authorized specifically by a teacher in advance. Students with unauthorized and/or illegal audio/video files on their device will face disciplinary consequences ranging from loss of privileges to suspension and/or expulsion from school.

Games

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

Network Access

Students may not access information on any of the School's non-public servers without advance permission from the administration, nor may they use any other student's computer without permission from that student. Also, no student may change school information or portray himself or herself as another person over the Internet. In addition, students may not monitor network activity or attempt to damage the network. This action is illegal, as well as unacceptable.

Off-Site Internet Access

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

School Software Information

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

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

Downloading

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

Printing

All computer-users should print only essential material. Paper is a valuable resource and should not be wasted in printing every e-mail received or every website visited. Print responsibly. Also, limitations may be placed on students' permission to print if they abuse this privilege. Students should retrieve their printed material immediately, as the pages are thrown away within a certain amount of time. Students must put their names at the top of all pages printed.

Distributing Files

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

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

Internet Use / Inappropriate Use

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

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

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

Documentation

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

Disclosing Information

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

Internet Forums and Chat Rooms

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

Other People's Laptops

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

Disciplinary Consequences

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

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

Search and Seizure Practices and Procedures

Lockers are School Property

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

Legitimate Use of School Lockers

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

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her

designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

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

Seizure

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

Search and Seizure of Electronic Devices

PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and any other electronic devices are prohibited from use while on school grounds or at school-related events, unless specific permission is granted for an educational purpose by an administrator in advance. Harmful technology devices or technology devices that cause a significant disruption to the educational environment are prohibited at all times on school grounds and at school-sponsored events. Cell phones are prohibited from use by students during the school day. A student-owned laptop or technology device, registered in advance with the school as required by the Laptop Acceptable Use Policy, shall not be used in a manner that disrupts the educational environment, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to confiscate and search the electronic device, in accordance with applicable laws.

Search and Seizure of Person and/or Personal Property

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

Positive Behavior Intervention Support

The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm. While the Student Code of Conduct necessarily focuses on misconduct and the resulting consequences, PrepNet schools actively

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

Student Code of Conduct

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the school campus 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 staff and administration, which the Board of Directors has given the authority and responsibility for discipline problems arising within the school. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

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 of Directors 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.

The Student Code of Conduct applies to students 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 causes a substantial disruption to the educational environment.

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

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language

- Disruption of school
- Bullying and harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Policy
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco, nicotine, and/or e-cigarette or paraphernalia possession or use
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Use of electronic device(s) in violation of school practices and procedures
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- 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
- Possession of drug-related paraphernalia
- Possession of look-a-like weapons
- Possession of weapons or dangerous instruments
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Policy, Laptop Acceptable Use Policy
- Misconduct prior to enrollment
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Excessive tardiness or absences as defined in the Attendance Policy

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

- Possession of a dangerous weapon**
- Arson
- Criminal Sexual Conduct
- Physical Assault at school by a student grade 6 or above against an employee, volunteer or contractor of the school

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

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

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

Disciplinary Procedures

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. The Board of Directors authorizes the school administration to make a determination of the level of discipline to be imposed when the act of misconduct exceeds Level 3 as defined below. A behavior referral will be completed for each violation of the Code of Conduct, regardless of the level of the violation, and recorded electronically in the school's Student Information System, to which parents have access. Discipline records for violations of the Student Code of Conduct which result in a long-term suspension or expulsion will be a part of the student's permanent education record and included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Teacher Empowerment to Remove a Student from Class

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

Any student whose behavior disrupts class may be sent to the front office. There does not have to be a warning before this happens. From there, the student will be seated in the office for the remainder of the period and may be asked to write a statement regarding the incident that may be used and shared for any purpose related to enforcing the Student Code of Conduct and school policies.

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 disruptive and/or not cooperative with office staff or who otherwise disrupt the educational environment as determined by administration will be sent home. Students will receive detention and/or other consequences. Parents are provided notice of the incident and of the detention and/or other consequences. Before the next class meeting, students must meet with the teacher who sent them out of class to ensure that the problem is resolved.

Levels of Discipline

The level of discipline is determined by the administration in accordance with due process procedures and applicable law.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct and/or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior is addressed with the student. A behavior referral is completed and recorded electronically in the school's Student Information System to which parents have access.

Level 2 PARENT CONTACT: A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.

Level 3 CORRECTIVE ACTION PLAN (CAP): When the behavior(s) has reached a level of persistent disobedience, the teacher and/or administrator shall schedule a meeting with the parents in order to implement a Corrective Action Plan ("CAP"). A CAP will take into consideration the

cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The CAP shall be signed by all parties and copies are made for the parent and kept in the student's file.

Level 4 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 disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration 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 shall be signed by all parties and 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 Student Code of Conduct.

Level 5 LONG TERM SUSPENSION OR 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 shall be permanently expelled, subject to reinstatement as provided in the statutes. Upon request, the school will provide parents with information about reinstatement.

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

Bullying and Harassment

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

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

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

under the control of the school.

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

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. Student confidentiality will be maintained at all times.
3. Any staff member who receives a report of bullying or harassing behavior shall immediately forward the report to the principal or assistant 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) school 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.

Due Process Procedures

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

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

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 administration determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she 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.

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

The Board of Directors delegates to the school administration the authority to conduct all long-term suspension and expulsion due process hearings. It also delegates to the principal the authority to determine the hearing officer or the composition of the hearing panel for purposes of conducting the due process hearing.

If the student commits an act of misconduct that the school administration 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

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 his parent shall be notified of such in writing. The written notification will include notification of the student's rights of due process as set forth herein.

The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's 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 student and parent shall have the right to an advocate of their choice and at their expense to participate in the hearing, the right to hear and/or see the evidence offered against him or her during the hearing, the right 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 determination of the result of the hearing.

At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the hearing officer or hearing panel. Within a reasonable time following the hearing, the parent and student will receive a written determination of the decision by certified and US Mail. This document will inform the parent and student if there is any right to an appeal to the Board of Directors, as provided in the Due Process Procedures.

The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion. The school will follow the IDEA (Special Education) with regard to the educational needs of students eligible for special education.

2. Appeal of Long-Term Suspension or Expulsion

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

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

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

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

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

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).

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.

Definition of Terms

Behavior Referral is a 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. The report is recorded in the school's student information system, to which parents have access.

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

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

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

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

Corrective Action Plan is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a student overcome inappropriate behavior. It is signed by the parents, student, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a student. It is signed by the parents, student, and staff member.

Criminal Sexual Conduct is defined by state law.

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

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

Short-Term Suspension refers to a decision by the school administration to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days for a violation of the Student Code of Conduct.

Long Term Suspension is defined as a decision to remove a student from school for 11 to 179 days for a violation of the Student Code of Conduct.

Expulsion is defined as a decision to remove a student from the school for 180 school days for a violation of the Student Code of Conduct.

Permanent Expulsion is defined as a decision to remove a student from any public school permanently, if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or, for a student in grade 6 or above, physically assaults school personnel in a school building or on school grounds, as provided under Michigan law, Sections 1311 and 1311a of the Revised School Code, MCL 380.1311 and 1311a. Permanent expulsion is subject to possible reinstatement as provided in those statutes. Upon request, the school will provide parents with information about reinstatement.

Persistent Disobedience is repeated acts of misconduct in violation of the Student Code of Conduct.

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

Safe Schools Student Discipline Policy

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

Weapons, Arson, and Criminal Sexual Assault

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

Physical Assaults against School Personnel

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

Physical Assaults against Students

Any student who commits a physical assault against another student while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event 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.

Verbal and Written Verbal Assaults

Any student who commits a verbal assault, including written verbal assault, against a school employee or a person engaged as a volunteer or contractor for the school while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event 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 or any telecommunications device or internet account shall be viewed as written verbal assault.

Use, Possession, Distribution, Sale, Attempted Distribution or Sale, or Being Under the Influence of Illegal Drugs or Alcohol

Any student who uses, possesses, distributes, sells, attempts to use, distribute or sell, or is under the influence of illegal drugs or alcohol while on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event may be suspended or expelled, depending on the circumstances. Illegal drugs include but are not limited to, controlled substances as defined by law, marijuana, look-a-like or imitation drug substances and illegal chemical substances. All students are subject to the Student Code of Conduct and its related disciplinary actions.

Gross Misdemeanor and Persistent Disobedience

Students guilty of a gross misdemeanor or persistent disobedience may be suspended or expelled.

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.

Communication

Effective communication between the school and home is vital to the successful academic, 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 happenings at school and the growth of students.

Student planners will be distributed to each student in their Advisory class at the beginning of the school year. We strongly urge students to use that organizational tool to record all of their daily assignments and weekly responsibilities. Advisory teachers are available to assist students who may not know how to use their planner effectively.

Infinite Campus

At the school, we are committed to student achievement and parental involvement. The school uses a web-based student information system called Infinite Campus as a means to maintain effective communication around the clock.

Infinite Campus (IC) is a core component of the school's information management strategy. Administrators and teachers use IC daily to record student records, analyze data, and communicate important information. Access to IC is achieved exclusively through a Web browser interface, while the data is stored securely in an enterprise-class database that facilitates real-time access to information.

The school recognizes the value of informed and involved parents in the learning process. IC provides another way for parents to stay "connected" to their child(ren)'s classroom, teachers, and school. The Infinite Campus connection begins as soon as a student applies to attend the school. The parent(s) of the applicant are sent a letter with detailed instructions for accessing their own free IC account. After following these instructions, parents can log on to the system from any computer on the Internet and review their child(ren)'s admissions information, attendance, and grades. Using the IC system, parents can also e-mail staff members, review important publications, check calendars, and subscribe to automated e-mail updates about their child.

Parent Satisfaction Survey

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

Parent-Teacher Conferences

Parent-Teacher Conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the Parent-Teacher Conferences serve as a review with very few surprises. During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged

to ask questions in order to learn as much as possible about their child's performance. We aim to make Parent-Teacher Conferences a positive experience for everyone involved.

Attendance

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

Arrival

All students are expected to be in their seat by the start of the first period; main entrance doors open at 7:30 a.m. After exiting their vehicles, students should proceed directly into the building. They may not run, shout, or otherwise act in a disorderly manner. All students wearing hats should remove them immediately upon entering the building. Prompt arrival is essential; late arrivals make an orderly opening of class difficult.

Tardiness and Early Dismissal

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

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

- Student's name
- Teacher and class period for which student is tardy
- Date of tardy
- Reason for tardy
- Phone number
- Signature of parent/guardian

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

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

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

Absences

All absences are to be verified by a call from the parent/guardian to the school office no later than the start of the school day. The answering machine is available before and after school hours for anyone who would like to leave a message.

If an absence is not verified by a call from the parent/guardian, the absence is considered an unexcused absence unless a note is provided by the parent/guardian the day following the absence and the absence is excused under the reasons below. The note must contain the following information:

- Student’s name
- Teacher’s name
- Date of absence
- Reason for absence
- Phone number
- Signature of parent/guardian

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

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

Abuse of excused absences is addressed by the principal and may result in unexcused absences. Unexcused absences are handled in the following manner:

Absences and Level of Consequences

Number of Unexcused Absences	Consequence
1-2	Phone Call to Parent
3-4	Parent Notification
5	Meeting with Parent
6	Corrective Action Plan; Potential Home Visit by Social Worker
10+	Referral to the County Prosecutor’s Office with registered letter to parent Potential Suspension or Expulsion Factor considered in Grade Promotion
15 Consecutive Days	Potential Withdrawal

Truancy

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student will be referred to the ISD Office of Truancy which may lead to a referral to the county prosecutor’s office.

The principal may act as the school’s attendance officer or delegate that duty. The school’s attendance officer shall investigate possible school attendance violations and take such other actions as may be necessary to enforce the compulsory education laws.

Extended Family Vacations

Because of our rigorous academic expectations, extended vacations are highly discouraged by the school. Parents planning to take their child on a trip must notify the principal or secretary at least two weeks before departure. The student’s absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student’s responsibility, with the help of the parents, to make arrangements with each teacher for any missed assignments and to complete all assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the

length of the vacation. Uncompleted assignments will receive no credit. Students who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation.

Family Death or Terminal Illness

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

Illness during the School Day

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

Voluntary Withdrawal

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

Dress Code

Personal Hygiene

The personal grooming of each student should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school.

All Students

Uniforms will help us ensure mutual respect for all while providing a focused, comfortable, disciplined learning environment. Parents and guardians are responsible for the appropriate fitting of all clothing so that it is appropriately sized to the individual. Uniforms must be worn throughout the entire academic day including Monday electives, tutoring, detention, and field trips. Our high school uniform colors are white, forest green, light blue or navy blue for shirts/sweaters and navy blue or khaki for pants/shorts/skirts. School uniform colors do not include variations such as turquoise, purple, brown, gold or black. Sample colors are available in the school office. These must be solid colors and students may not wear clothing with logos or symbols or with any pattern. School apparel is permitted. A sweater or fleece may be worn only over a uniform shirt. Skirts and shorts must be no shorter than 2 inches above the knee. Gentlemen must keep shirts neatly tucked.

Students may choose from the following school uniforms:

Item	Style	Solid Color
Short or long sleeve shirt	Collared polo or oxford button-down	White, forest green, light blue, or navy blue
Sweater or fleece	Cardigan or V-neck pullover, zipper, or button-down <i>No hoods</i>	White, forest green, light blue, black, or navy blue
Undershirt (worn under a dress code shirt)	T-shirt or tank top	White, forest green, light blue, or navy blue
Pants	Dress slacks of cotton twill chino	Navy blue or khaki

Item	Style	Solid Color
	material	
Shorts, Skirts, Capris	Cotton twill chino material	Navy blue or khaki
Belts	Free from spikes, jewels, or other objects <i>Suspenders are not allowed</i>	White, forest green, light blue, navy blue, brown, black, or khaki
Shoes	Closed-toe matching dress or athletic (may be multi-dress code colored)	White, forest green, light blue, navy blue, grey, brown, or black
Socks (athletic, dress, knee high), tights, leggings and hosiery	Cotton, wool, lycra, closed-knit (not fishnet or open weave) <i>Worn under dress code</i>	Any color
Neck scarves or ties	Solid or patterned fabric	White, forest green, light blue, navy blue, grey, or khaki

Please note that the following are not permitted:

- Backpacks, oversized bags, and purses are not permitted in classrooms. Only small messenger bags or laptop sleeves that fit completely under a desk or chair are permitted in classrooms.
- Hats, bandannas, or head coverings of any kind. Students must remove all head coverings immediately upon entering the building and may not put them back on until they leave the building.
- Outerwear boots.
- Extreme hairstyles and body piercings. Hair color for boys and girls must be of natural tones.
- Wearing, carrying or displaying gang paraphernalia, names, signs or symbols of gang membership.
- Exposed undergarments.
- Jewelry or accessories with spikes, inappropriate lettering, decorations, or advertisements.

Students who are in violation of the dress code will be sent to the office where they will be required to dress appropriately prior to returning to class or be sent home. Chronic violation of the dress code may result in suspension and other disciplinary consequences.

Students should contact school administration if there are difficulties complying with the dress code policy for religious reasons.

Title I Parent Involvement Policy

The school has adopted a policy addressing the importance of parent involvement. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Parents of students are vital contributors in the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs, for it is through mutual understanding and close cooperation between the school and home that a student's academic success improves. 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 the on-going commitment and active participation by both home and school.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community that will improve student academic achievement, the school shall:

1. Provide assistance to parents in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, and monitoring students' progress and work with educators;
2. Educate principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent programs, and ways to build ties between parents and the school;
3. Coordinate and integrate, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs;
4. Conduct activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
5. Ensure that curriculum, textbooks, and teaching materials of the school are available for review by the parent.

This Parent Involvement Policy is fulfilled as follows:

1. Parents are notified in writing regarding their child's participation in Title I programs. The written materials include a copy of this Parent Involvement Policy, the Commitment to Excellence contract, and a summary overview of Title I programs that are offered during the school year.
2. The Commitment to Excellence Contract was developed with input from parents. This contract describes how the parents, school staff, and students share the responsibility for improving student achievement. It is given to all parents prior to school opening and is presented to parents annually for further development. Parent input is collected through parent meetings and parent surveys.
3. Early in the school year, parents are invited to meet the staff, learn more about available Title I programs, ask questions, and give suggestions. They learn how progress is measured and how they receive feedback about their child's progress. Parents are also invited to attend parent-teacher conferences.
4. Efforts are made to assist parents in understanding federal and state academic expectations, state content standards, student performance standards, the school

curriculum, and school expectations and assessment results. This is accomplished by scheduling regular parent meetings throughout the school year.

5. Parents are encouraged to visit the school for volunteer training and information, visit their child's classes, actively volunteer in the life of the school, and attend other meetings and events. In addition, the school encourages parents to offer their ideas and suggestions to the school staff.
6. The school seeks ideas and suggestions from community-based organizations and coordinates parent involvement opportunities with such programs.
7. A school newsletter or similar communication is sent to all families. This communication provides for home reinforcement of skills and concepts taught at the school.
8. Efforts are made to accommodate parents with disabilities and with varying work schedules. Efforts are also made to provide information to parents in the language used at home (i.e. home language).
9. Through a Parent Satisfaction Survey each year, parents can share concerns and offer suggestions for the continued improvement of the school's Title I program. Parents of students participating in the Title I program are encouraged to help organize, plan, and review the Title I programs in subsequent years.
10. Parent involvement activities are fully integrated into the School Improvement Plan process for academic accountability. At least one parent representative participates on the School Improvement Planning Committee and is included in the school's comprehensive needs assessment and annual Title I program planning. Also, it is through this committee that the school plans the coordination and integration of Title I parent involvement strategies with other programs, e.g., Even Start, Headstart, Reading First. Elements of this plan include:

A. **Regular Communication with Parents:** In order to build consistent and effective communication between the home and the school, communication includes:

- i. The Parent and Student Handbook
- ii. Regular school and classroom newsletters
- iii. The annual school calendar
- iv. Special event and reminder notices
- v. Report cards
- vi. Parent-Teacher Conferences
- vii. Parent Nights
- viii. School assemblies/ceremonies (parents invited)
- ix. The Commitment to Excellence Contract

B. **Parent Trainings:** These are opportunities to help parents develop and use at-home skills that support their children's academic efforts and social development. Parents are given techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted at the first Parent Night.

C. **Ongoing Assessment and Evaluation of Parent Involvement Initiatives:** At least annually, the school and parents convene to evaluate the Parent Involvement Policy. This assessment includes metrics so the school can evaluate the effectiveness of parent involvement initiatives and the level of responsiveness to parent concerns. This assessment initiative helps the school identify barriers to greater parent participation. The school uses the findings of this assessment initiative to design strategies for more effective parent involvement and to revise, if necessary, this Parental Involvement Policy. Further, these metrics may be used as a measure in the performance evaluations of the school principals and staff. Examples of metrics include, but are not limited to:

- i. Responses to and the results of the annual Parent Satisfaction Survey
- ii. Increase or decrease in the number of parents involved in school activities
- iii. Percent of signed Commitment to Excellence Contracts
- iv. Attendance at Parent-Teacher Conferences
- v. Workshops and learning experiences offered for parents
- vi. Professional development for staff regarding how to work with parents and how to develop parent involvement strategies

Visitor and Volunteer Guidelines

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

General

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

Classrooms

- Classroom visitors and volunteers must remember that the teacher is ultimately responsible for the children and activities in his/her classroom. Visitors or volunteers shall be prohibited

from the classroom if it is deemed by the teacher that their presence has created a disruption in the learning environment.

- When volunteers arrive to begin their shift, they should be sensitive to the learning that is taking place in the classroom. They should enter the room quietly and wait until there is a break in the activity before communicating with the teacher and students.
- Student infractions must be addressed by the classroom teacher.
- Visitors and volunteers must understand that classroom issues related to students are confidential matters. Children who need extra help are often sensitive as to how they are doing in school. Volunteers may not talk with other parents about the specific learning or disciplinary needs of any child other than their own. Test scores and other grades should be kept in strict confidence.
- Drop-in conferences are not permitted during instructional time. Conferences must be prescheduled with the classroom teacher.
- Classroom visitors are allowed in the classroom for a limited time. Permission to visit and observe a classroom must be approved by the principal.

Field Trips

- Volunteer drivers must complete the appropriate forms demonstrating a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check. Forms are available at the office.
- If driving to a school-sponsored event, volunteers should follow all instructions provided by the teacher or the school.
- Smoking, tobacco, nicotine, e-cigarette, and alcohol use is prohibited in the presence of students.
- Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately following the activity. They must not take students on "side trips."
- When traveling, it is preferred that volunteers leave the radio off and also avoid playing music. If they choose to play music, however, they should refrain from playing music or radio stations that some parents may find offensive.
- The school expects all volunteers to behave in an appropriate manner while participating on field trips.

Whenever students travel away from school, they are subject to the same rules, regulations, and appropriate politeness and civility observed at the school. As in the classroom, the teacher judges behavior as acceptable or unacceptable. Signed permission slips must be on file with the teacher for each child for each field trip.

This Visitor/Volunteer Policy is designed to provide parents, visitors, and volunteers with the behavior expectations held by the school and the School Board. Violation of this policy endangers the safety and security of our students and their right to an education. Any person who does not abide by this policy may be barred from entering the building.

Field Trips are a privilege, not a right, and participation is determined by the teachers' and administrators' discretion.

General School Procedures

Bicycles

Riding bicycles to and from school is strongly discouraged due to safety reasons. However, if it is necessary for a student to ride a bicycle to school, he/she is expected to park and lock the bicycle in the bike rack next to the building before school begins and to leave it untouched until school is dismissed. The school does not assume any responsibility for damage or theft of bicycles. The student must register his/her bike with the Police Department. He/she must also wear a bicycle helmet.

Cell Phones, PDAs, iPods, Electronic Devices, and Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home.

While generally discouraged, students are allowed to have cell phones, PDAs, iPods, and other electronic devices. All electronic devices shall be completely turned off during academic hours and after school instructional/detention hours. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of the staff member until the parents retrieve them, and may be subject to search. The school shall not be responsible for any lost or damaged item that was brought onto campus or to a school event which was in the possession of the school staff due to a violation of this policy.

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

Arrival and Dismissal Procedures

Students may enter through the main entrance doors beginning at 7:30 a.m.; students are expected to be in their seats by the start of the first period. Any students who arrive to class after the start of the first period are considered tardy and must enter through the main office for a tardy pass.

Classes dismiss at 2:50 p.m. Monday Elective and Tuesday/Thursday After-School Support activities dismiss at 3:45 p.m. In the interest of your child's safety and the teacher's preparation time, please pick up your student immediately after dismissal. Students will be required to leave the building no more than 10 minutes after dismissal.

State law requires all students to be in school for the mandated number of hours daily. By law we can't allow students to be "dismissed early" so that you can avoid traffic. Student pickup will not be permitted in the thirty (30) minutes prior to the end of the regularly scheduled dismissal time.

Emergency School Closing

In case of severe weather (major snowstorm, ice storm, dangerous wind chills, heavy fog, etc.), the principal or designee will notify local radio and TV stations regarding the decision to close school or delay its opening. Tune in to local television and radio stations for an announcement of school cancellations. **Note that the listing will be under the school name.**

Severe Thunderstorm Watch or Warning

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

Tornado Watch

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

Tornado Warning

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

Fire and Tornado Drills

Fire drills are held at least eight times during the school year. Tornado drills are held at least two times during the school year. Safe areas inside and outside the building are designated for each classroom.

Posted Directions

All evacuation and shelter procedures are posted in every classroom.

Medical Information

No student shall be permitted to remain in school for more than thirty (30) days unless the student presents written evidence that he/she has been immunized by a method of immunization approved by the Department of Health or is in the process of being immunized. Parents may request in writing a medical or religious exemption from immunization requirements (form available in the office).

The minimum complete immunizations are:

Dose	Vaccine	Important Notes
4	DTP or DTaP	One (1) dose must be after four (4) years of age One (1) dose of Tdap for children eleven (11) through eighteen (18) year of age IF five (5) years since the last dose of tetanus/diphtheria containing vaccine
1	Hib	One (1) dose given after fifteen (15) months or completed series earlier (upon entry into Preschool only)
3	Polio	One (1) dose must be after four (4) years of age
2	Measles	Two (2) doses after twelve (12) months of age (laboratory evidence of immunity is acceptable)
2	Mumps	Two (2) doses after twelve (12) months of age (laboratory evidence of immunity is acceptable)
2	Rubella	Two (2) doses after twelve (12) months of age (laboratory evidence of immunity is acceptable)
3	Hepatitis B	
1	Meningococcal	One (1) dose for children eleven (11) through eighteen (18) years of age
2	Varicella (Chickenpox)	Two (2) doses after twelve (12) months of age or two (2) doses if initiated after thirteenth (13 th) birthday (laboratory evidence or reliable history of disease is acceptable)

Human papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called "high-risk" types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV

infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year-old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year-old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

Medication Administration

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

All medications, whether prescribed or over-the-counter, 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.

Though we encourage a physician's written permission in all cases, 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 include the dosage and frequency of administration. Over-the-counter medication must be in the original package and have the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed, so 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 his/her child on a field trip, the parent will be required to administer the child's medication.

Meningococcal Disease

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability.

There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease.

Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

Epinephrine Auto-Injectors (Epi-Pens)

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to possess and self-administer the medication, provided that:

1. The student has written approval to possess and use the Epi-Pen from the student's physician or other health care provider authorized by law to prescribe an Epi-Pen, and, if the student is a minor, from the student's parent or legal guardian.
2. The Principal or his/her designee of the student's school has received a copy of each written approval required under subdivision (1) for the student.
3. There is on file at the student's school a written emergency care plan that contains specific instructions for the student's needs, that is prepared by a physician licensed in this state in collaboration with the student and the student's parent or legal guardian, and that is updated as necessary for changing circumstances.

The school shall have at least two (2) Epi-Pens available at the school site. It shall be the responsibility of the Principal to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired. The Principal shall also be responsible for coordinating the training of school staff to administer Epi-Pen injections and to maintain the list of school staff authorized to administer such injections.

Individuals Qualified to Administer

Only a licensed, registered professional nurse employed or contracted by the school or a school employee who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The persons authorized to use the school maintained Epi-Pens will be maintained in each school by the Principal, and shall be available on an electronically accessible site for school staff reference.

Each school shall have at least one person trained in the appropriate use and administration of an Epi-Pen injection. In each school with ten (10) or more combined instructional and administrative staff, at least two (2) school staff at that site shall be appropriately trained in the use of an Epi-Pen.

Training of school staff on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any guidelines provided by the Michigan Department of Education, and shall be conducted under the supervision of a licensed registered professional nurse. The training shall include an evaluation by the nurse of the school staff's understanding of the protocols for administering an Epi-Pen injection.

Students to Whom Injections May Be Administered

A licensed, registered, professional nurse or trained and authorized school staff member under this policy may administer Epi-Pen injections to 1) any student who has a prescription on file with the school, in accordance with the directives in such prescription, and 2) any individual on school grounds who is believed to be having an anaphylactic reaction.

Reporting of Injections

Any person who administers an Epi-Pen injection to a student shall promptly notify the student's parent/guardian and call 911 that an injection has been administered.

All Epi-Pen injections by employees to students shall be reported in writing to the Principal, and if the Principal administers the injection, then he or she shall report to the Principal's immediate supervisor. The report shall include whether the school's or student's Epi-Pen was used, and whether the student was previously known to be subject to severe allergic reaction (anaphylaxis).

The Principal (and if the Principal administers the injection, then he or she shall report to the Principal's immediate supervisor) shall at least annually report to the Department of Education, in the form and manner determined by the Department, information on the number of injections provided to students, the number of injections with school Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

Lunch

A nutritious lunch, including milk, may be purchased at school or students may bring lunch from home. Candies, sodas, chips and sweets are discouraged. No glass bottles/containers are allowed. Only under extenuating circumstances may parents take their children off campus for lunch. Fast food lunches may not be delivered to the school. Parent volunteers may help with lunch supervision so that teachers may eat their lunch privately. All rules and courtesies used throughout the school day with the teachers are to be observed with parent volunteers.

All parents must complete a Free/Reduced Lunch application. Determinations will be made from info provided on the application as to qualify for a subsidized lunch program. Students not qualifying for subsidized lunch must pre-pay for their lunch. Lack of prepayment may result in an alternative lunch being served or discontinued lunch service.

School Telephones

School telephones are reserved for staff and parent use only. Exceptions are made only in the case of emergencies. Important messages are given to students or staff members upon request.

Tobacco Use

The school is a non-smoking facility. Smoking and tobacco, nicotine, and e-cigarette use is prohibited within all indoor facilities and is prohibited anywhere on the school campus and in the presence of students.

Transportation and Parking

Because the school does not own a fleet of buses, parents are responsible for their child to get to and from school on time daily. For some parents that utilize car pools in order to minimize personal inconvenience, please contact our main office for car pool information.

With so many parents driving their cars to school, we have the potential for significant traffic congestion on a daily basis. Please be patient with your fellow parents when they may not be able to come and go as quickly as you would like. You should plan on some delays, particularly during snowy and icy days. By law we cannot allow your child to leave a few minutes early to avoid traffic delays.

Driving to School

Students who wish to drive to school will purchase a parking permit each year. Students who drive may NOT drive other students to any off-campus location without written parental permission on file in the main office. We have a closed campus; students may leave campus during school hours only if they have a doctor's appointment, funeral, or other urgent event and parental permission.

Driving to school and parking on campus is considered a privilege. Students who drive recklessly on or near school grounds will be subject to the following:

1. First violation: Detention, Parent notification
2. Second violation: \$25 fine, suspension of driving privileges
3. Third violation: \$50 fine, loss of driving privileges

PLEASE NOTE: Vehicles parked on school property are subject to searches for prohibited items when the principal or assistant principal has reasonable cause to suspect a student may be in possession of a prohibited item or substance. In the event of a search, the student will be called to the office and asked to open his/her vehicle so that administrators and/or law enforcement (if necessary) will be able to complete the search. If a prohibited item is found in a student vehicle, the student will be subject to disciplinary consequences which may include long-term suspension and/or expulsion.

Walkers

Students who walk to and from school are encouraged to go directly home following dismissal. Students who linger at the school or stop to visit friends on the way home cause undue worry for parents and staff.

Notifications

Rights under FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. 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, PrepNet personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school or PrepNet 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 PrepNet 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 a health or safety emergency
- 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 the No Child Left Behind Act of 2001

Parents of students have the right to know the professional qualifications of the school's classroom teachers. The No Child Left Behind Act of 2001 governs elementary and secondary education, allows parents to ask for certain information about their child's classroom teachers, and requires the school to give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications

Rights under the Protection of Pupil Rights Amendment

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

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

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a school to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum

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

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

Boy Scouts of America

The school does not discriminate against any group officially affiliated with either the Boy Scouts of 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 the Boy Scouts of America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Gender Equity Policy (Title IX)

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

Complaints or grievances regarding discrimination based on gender should be delivered in writing to the principal 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 principal with the assistance of PrepNet legal counsel as necessary and appropriate.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a “persistently dangerous school” or a student who is a “victim of a violent criminal offense” on school property, as defined by law, has the right to transfer to another safe school in the district, if his/her parent requests a transfer. If there is not another safe school in the district

providing instruction at the student's grade level, the school shall contact neighboring districts to request that the student be permitted to transfer to a school in one of those districts.

Asbestos Management Plan

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

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. The school will notify parents in advance of pesticide applications. Notice will be posted on the front door of the school and in the school newsletter. A parent can also request to be notified by letter 48 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records.

Policies

Board policies can be found under the school website or are available from the school office.

COMMITMENT TO EXCELLENCE CONTRACT

To successfully challenge each child to achieve, parents, students, and teachers must work together, committed to the school’s high expectations and standards. Each parent, student, and teacher is asked to pledge his/her commitment by signing below:

Parent/Guardian Commitment: I fully commit to my child’s education in the following ways:

- I understand that my child is enrolled in this school so he/she has opportunities to achieve.
• I realize that the expectations and standards at this school are high and agree to support them.
• I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.
• I acknowledge and understand that serious consequences (including a long-term out-of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
• I will monitor my child’s attendance, homework completion, and read school correspondence.
• I will participate in parent-teacher conferences and volunteer for school activities when possible.
• I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.

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

Parent/Guardian Signature Date Parent/Guardian Signature Date

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

- I am enrolling in this school, because I want to achieve. I will put forth my best effort every single day.
• I agree with my school’s expectations, standards, and requirements, because I have high expectations for myself.
• I understand and agree to follow the Student Code of Conduct and Dress Code in the Parent and Student Handbook.
• I acknowledge and understand that serious consequences (including a long-term out-of school suspension, expulsion, or permanent expulsion) may result from fighting, misconduct involving illegal drugs and other violations, as provided in the Student Code of Conduct.
• I will attend school all day, every day, unless I have an excused absence.
• I will complete my homework, submit it on time, and contact my teacher about any questions.
• I will behave respectfully and responsibly to protect the safety, interests, and rights of others in the school. I will accept responsibility for my actions.

Student Signature Student Printed Name Date

(over)

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, 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