

# Arbor Academy



*Where Academic Excellence  
Takes Flight!*

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**2025-2026 Arbor Academy  
Calendar & Daily Schedule**

**First Trimester**

Wednesday, August 13th.....Open House (4-6pm)  
 Monday, August 18 .....First Day of School  
 Friday, August 29 -September 1 .....No School, Labor Day Recess  
 Wednesday, September 19.....Professional Development (No School for Students)  
 Wednesday October 30th .....Conferences 4-7  
 Friday, October 31st.....Professional Development (No School for Students)  
 Thursday Nov. 6th .....Parent Teacher Conferences 4-7  
 Friday November 4th ..... Professional Development (No School for Students)  
 Friday November 14th .....End of Trimester / Report Cards Issued

**Second Trimester**

November 26th-28th .....No School .Thanksgiving Break  
 December 22nd- January 2nd..... No School Winter Break  
 Friday January 16th .....Professional Development (No School for Students)  
 Monday January 19th.....No School MLK Day  
 Thursday February 12th.....Parent Teacher Conference 4-7  
 Friday February 13th.....Professional Development (No School for Students)  
 Monday February 16th .....No School Mid-Winter Break  
 Thursday February 19th .....Parent teacher Conferences 4-7  
 Friday February 27th .....End of Trimester / report Cards Issued

**Third Trimester**

Monday March 30th - April 3rd.....No School Spring Break  
 Monday April 6th .....No School  
 Friday April 24th .....Professional Development (No School for Students)  
 Monday May 25th .....No School Memorial Day  
 Friday May 28th .....Last Day of School / Report Cards Issued

**Daily Schedule**

School Day.....8:20am – 3:20pm Half Day dismissal 12pm  
 Breakfast .....8:00 am - 8:20 am  
 Flex Lunch/Recess Block.....11.30am - 1:00pm

*\*Note: Students who arrive after 9:30 am or leave before 3:00 pm are considered absent.*

*Students who arrive later than 8:20 am are tardy.*

**Staff Reporting Days: 188 days**

**Instructional Days: 180 days**

**Our Vision**

Our vision is to nurture resilient, well rounded individuals who not only achieve personal success but also actively contribute to the betterment of society.

**Our Mission**

Arbor Academy provides a safe, inclusive and family friendly environment prioritizing academic excellence for all students.

### **Educational Service Goals and Practices**

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

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

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

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

- \* We provide a safe and learning-rich environment.
- \* We monitor and record developmental and academic progress.
- \* We incorporate the use of rules as aids to success in complex cases.
- \* We provide to each child an expanding depth and range of exploratory opportunities.

### **Curriculum and Instructional Program**

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

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

1. Michigan Curriculum Framework
- 2.. Michigan State Standards

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

### **Our Grading System-**

We are utilizing Powerschool for attendance and grading purposes. K-3 classes utilize a standards based grading system while 4-8 is the traditional A-F grading system.

### **Enrollment Procedures and Guidelines**

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

People interested in applying for the school year may obtain applications on our website or at the school office. The Academy will mail or fax applications upon request. If the number of

applicants for a classroom exceeds the number of positions available, the Academy will hold a random selection lottery at the school. The random selection drawing shall be open to the public. All applicants will be notified of the time and place. Names will be drawn until all available classroom positions have been filled. The remaining names will be drawn thereafter and assigned to classroom waiting lists in the order of their selection.

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

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

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

### **Health Requirements**

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

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

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

Meningococcal One (1) dose is required

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

### **Parent Communication and Conferences**

At the Academy, we strive to provide a quality fundamental education for your child. Classroom teachers will establish a communication system with their families (**Remind**).

Parent-teacher conferences will be scheduled in the Fall and again in the Spring. For special learning progress situations, the Academy and parents will conference and agree upon a corrective action plan. Should you desire an additional conference with a teacher, arrangements may be made directly with the teacher or through the principal. Likewise, should you need to discuss a matter with the principal, appointments may be scheduled at any time. Note: It is not proper and not permitted to institute or continue communication with any academy staff person to discuss your child's school activities after hours, or by personal telephone or email.

### **Homework Policy**

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

### **Parent Commitment**

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

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

### **Attendance**

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

### **Tardiness**

Students are expected to be in school each day that school is in session. Excused absences may be given for illness, accident, or family emergency. If it is necessary for a child to be absent from school, **it is the parent's responsibility to call the school office by 9:00 a.m.**

If a student is absent from class without the office being notified by 9:00 a.m., the student's parent will be contacted. After 8:20 am students absent from their classroom are considered tardy. After 3 tardies the teacher will call home to discuss the importance of being to school on time. Tardies are tallied up at the end of the marking period and recorded on the quarterly report card. After 9:30 am, the student shall be marked absent for a half day. Similarly, a student leaving the Academy before 3:00 pm shall be marked absent for a half day. After 10 absences occur, the administration is notified and truancy action steps may be taken. For truancy calculation purposes, multiple tardies may be treated as one or more absences.

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

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

### **Bussing**

Arbor has two bus routes, with a variety of pick up points, for family convenience. In order to ride the bus, families need to fill out a bus form and provide emergency contact information. Families need to be willing to follow bus conduct rules. All bus information is located in the office.

### **Drop-off/Pick-up and Parking**

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

Students being dropped off between 8:00-8:20 should enter the upper elementary building front doors for breakfast/teacher pick-up. If they arrive after 8:20 they should be dropped off at the respective building.

Building doors open at 8:00 am for students to be admitted. Students must be picked up by 3:45 pm. Students not picked up by 4:00 p.m., and for whom no one on the approved contact list can be reached, may be referred to either the police or Child Protective Services for assistance.

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

### **Requirements of Personal Care**

Uniform policy and personal care at the Academy have been developed to emphasize the

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

following:

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

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

### Dress Code

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

- **Boys:** White, gray, navy blue or black shirts with collar such as, turtleneck, polo style shirt, button down oxford. No tee-shirts, no insignias except Academy approved.
- **Girls:** white, gray, navy blue or black shirts with a collar such as, turtleneck, polo style shirt, button down blouse, peter pan collared shirts. No tee-shirts, no insignias except Academy approved.
- Navy blue, gray, black or white sweaters or fleece without hoods (**no sweatshirts**). May wear sweater vests or fleece vests.. All visible undershirts must also be solid white, navy blue, gray or black. No hoods on sweaters or fleeces.
- Navy blue pants, skirts, skorts, jumpers (with white collared shirts underneath), or walking shorts (**no sweatpants, leggings or jeans**).
- Navy, gray, or white socks or tights (solid color only).
- No open-toed shoes, crocs, shoes with wheels, fashion boots or cowboy boots. May wear tennis shoes or dress shoes. Boots will be worn for outside wear only.

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

### Medications

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

### Student Illness and Reasons to Send a Child Home

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

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

1. Incurs a fever of 100 degrees or higher
2. Is vomiting repeatedly
3. Has diarrhea more than once in a day
4. Has a rash that may be contagious to others through general contact

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5. Has a headache that persists throughout the day.
6. Is found to have lice and/or nits.

### **Lice Policy**

The Academy lice policy focuses on the exclusion of active infestations. Active infestations are defined as the presence of live lice or of nits found within one-quarter inch of the scalp. Nits that are found beyond one-quarter inch of the scalp have more than likely hatched or are no longer viable.

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

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

### **Medical Emergency**

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

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

### **Crisis Intervention**

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

### **Safety and Security**

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

### **School Delays and Closings**

Unexpected delays or closings are announced by 6:30 a.m. on TV channels: WMNT Channel 3 News. School closings will also be posted on the Arbor Academy website [www.arboracademy.org](http://www.arboracademy.org), and Facebook page, and REMIND.

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

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

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

### **Academy Wellness Policy**

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

### **Nutrition & Physical Fitness Promotion**

The Academy shall:

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

### **Food Service**

Both breakfast and lunch options are available to all students at the Academy for free. Applications for the National School Lunch Program can be obtained in the school office or online at [www.lunchapp.com](http://www.lunchapp.com). This application is needed for administrative purposes, not to determine eligibility. This application allows our school to benefit from various State and

Federal programs like Title I A, At Risk (31A), Title II A, E-Rate, etc. This application is critical in determining the amount of money the school receives from a variety of supplemental programs. All information on the application submitted is confidential. Without your assistance, the school cannot maximize utilization of available State and Federal funds. At the end of each month your student will receive a menu and order form for the following month. All meals are pre-ordered. Therefore, it is important to return any order forms and payment by the due date or we cannot guarantee that items listed on the menu will be available.

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

### **Nutrition**

**We follow the guidelines of the National School Lunch Program \*\* are strictly followed. Balanced and nutritious meals are served each day, minimizing the use of salt, fats, sugars, colorings and preservatives and are designed to promote life-long healthy eating habits.**

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

### **Field Trips**

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

Buses will be used for field trips. There may be times when chaperones will be needed. Individual classroom teachers will let you know if this is an option. Each field trip is designed for students in a particular classroom. Teachers will always determine and announce which students (grade, classroom, etc) may attend the field trip.

### **Personal Items**

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

Middle school students have been provided a locker to keep their personal belongings safe throughout the day.

## Social Emotional Learning (SEL)

### Michigan Department of Education

### Early Childhood to Grade 12 Social and Emotional Learning (SEL)

#### Competencies and Indicators

**Definition:** Social Emotional Learning (SEL) is the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Within the child's natural environment and/or school setting, SEL can best be accomplished through a layered approach of skills lessons taught through the curriculum and infused into the environment including safety, respect, and caring.

Currently, Michigan has Content State Standards that focus on academics. However, there is little that attends to the other aspects of learning for children/students. SEL competencies help complete the academic process for all youth, infants to school-aged, through graduation. In combination with the Michigan Health Education Standards, SEL competencies help support a well rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as well as the skills needed for college and career readiness. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success.

#### SEL Competencies

**\*Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**\*Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**\*Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**\* Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**\*Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

### Michigan Department of Education (MDE)

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

**Early Childhood-Grade 12 Social and Emotional Learning (SEL)  
Competencies and Indicators**

**Competencies**

**Indicators**

**Self-Awareness**

- 1A. Demonstrate an awareness of their emotions
- 1B. Demonstrate an awareness of their personal traits, including their strengths and interests
- 1C. Demonstrate awareness of their external supports
- 1D. Demonstrate a sense of personal

responsibility

**Self-Management**

- 2A. Identify and manage their emotions and behavior constructively
- 2B. Demonstrate honesty and integrity
- 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life

**Social Awareness**

- 3A. Demonstrate awareness of other people’s emotions and perspectives
- 3B. Demonstrate consideration for others and a desire to positively contribute to the school

and

community

- 3C. Demonstrate an awareness of different cultures and a respect for human dignity
- 3D. Can read social cues and respond constructively

**Relationship Skills**

- 4A. Use positive communication and social skills

to

interact effectively with others

- 4B. Develop and maintain positive relationships
- 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

**Responsible Decision Making**

- 5A. Uses personal, ethical, safety, and cultural factors in making decisions
- 5B. Develop, implement, and model effective decision-making skills to deal responsibly

with

daily academic and social situations

- 5C. Play a developmentally appropriate role in classroom management and positive school climate

MDE adopted Content Standards (CS) in 2010, with full implementation by the 2014-15 school year. These new rigorous learning expectations will allow students to be college and/or career ready when graduating from high school. While there are explicit connections between SEL and the Connection to Content State Standards (including collaboration skills and skills for speaking and listening), CS implicitly assumes that students have age appropriate social and emotional competence. For example, CS assumes that students have the emotional self awareness and self-management skills needed to cope with anxiety and stress to pay attention and focus on an academic task. Similarly, CS assumes students have goal setting, planning, self-regulation, and responsible decision-making skills to organize and complete academic tasks. Thus, SEL is implicit throughout CS and builds necessary skills to effectively achieve CS. Further CS, along with SEL competencies, allow schools to focus on the whole child, not just the academic expectations by helping students to develop the interpersonal skills needed to successfully accomplish learning expectations and be prepared to positively contribute to society.

**Gradeband Benchmarks and Strategies can be found at:**

[https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2018/04/12/SEL\\_Competencies-\\_ADA\\_Compliant\\_FINAL.pdf?rev=4dce065b45434ea1a37896006aa1a2b2&hash=F5056288A82226CDF2553241C4D8F20E](https://www.michigan.gov/mde/-/media/Project/Websites/mde/Year/2018/04/12/SEL_Competencies-_ADA_Compliant_FINAL.pdf?rev=4dce065b45434ea1a37896006aa1a2b2&hash=F5056288A82226CDF2553241C4D8F20E)

**SEL Groups**

When a student struggles with a core social-emotional learning (SEL) competency, such as managing emotions, making responsible decisions, or building positive relationships, they may be placed into a small SEL group led by our **SEL/Restorative Practices Coordinator (SELRPC)**.

These groups are designed to provide targeted support and a safe space for students to practice and strengthen these essential skills.

**How Students Are Referred to Groups**

Students can be referred to an SEL group in several ways:

- **Staff Referral:** A teacher or other staff member may notice a student struggling with a particular SEL skill and recommend them for a group.
- **Parent Referral:** Parents can contact the SELRPC directly if they have concerns about their child's social or emotional development.
- **Peer Referral:** A peer may recommend another student who they feel could benefit from additional support.
- **Self-Referral:** We encourage students to advocate for themselves. If a student feels they could benefit from a group, they can speak directly to the SELRPC or another trusted adult.

## Group Structure and Communication

- **Group Sessions:** Groups are 30 minutes in duration and meet one to two times per week.
- **Groupings:** The SELRPC groups students based on their specific needs to ensure they receive the most relevant and effective support.
- **Parent Communication:** The SELRPC will notify you when your child is placed in or removed from a group. You are always welcome to contact the SELRPC with any questions about your child's progress or to learn what they are working on so we can align our home and school efforts.

## Code of Student Conduct

In a combined effort to address disruptive behaviors to prevent the loss of valuable instructional time, Arbor Academy encourages parents to work with the staff and students to demonstrate and teach school-wide expectations.

The Code of Conduct applies before, during, and after school and whenever a student is engaged in a school-related activity. Each student is expected to follow this code of conduct: "At school," meaning 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; when a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or Academy staff; and when a student is using school telecommunications networks, accounts, or other Academy services.

### **Student Rights and Responsibilities**

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal.

Individual rights relate to individual responsibilities and must be seen in relation to the safety, health, and welfare of all members of the school community. Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community.

Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible. All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from orderly school operations and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

Arbor Academy builds a relationship of trust with families within our small community. If an incident occurs which may cause concern for parents, the administration will share what they can with all families affected by the incident. Those directly involved will receive a phone call to discuss the incident. Please note that with confidentiality laws details that may identify a

student may not be shared. Given the school's small number of students, this could include gender and grade. This does not mean families will know the details of action steps or incidents. Remember, the Academy will not share personal/private information, including details of discipline proceedings.

### **Arbor Academy Discipline Policy**

At Arbor Academy, our discipline policy is designed to create a safe, welcoming, and productive learning environment for every student. We believe that discipline is not about punishment, but about teaching and guiding students to make positive choices. Our approach is built on three key principles: Supportive Discipline, SEL, PBIS (Positive Behavioral Interventions and Supports), and Restorative Practices.

### **What is Supportive Discipline?**

**Supportive Discipline** is our school-wide framework for managing student behavior. It's a proactive approach that focuses on building strong relationships and teaching students how to regulate their own behavior. Instead of simply reacting to misbehavior, we work to understand its root cause and equip students with the skills they need to succeed.

- **Key Idea:** It's a teaching opportunity, not just a consequence. We help students understand the impact of their actions and learn from their mistakes.
- **Example:** A student who talks out of turn might first receive a gentle reminder. If the behavior continues, a teacher might have a one-on-one conversation to understand why it's happening and practice a hand-raising signal.

### **What is PBIS (Positive Behavioral Interventions and Supports)?**

**PBIS** is a research-based framework that helps us create a positive school culture. It's all about clearly defining, teaching, and rewarding positive behavior. We have school-wide expectations that are taught to all students and reinforced throughout the year.

- **Key Idea:** PBIS focuses on prevention. By teaching students what to do, we can reduce misbehavior before it starts.
- **Example:** Our school has four core expectations. Being **Safe**, Being **On-task**, Being **Accountable**, and Being **Respectful(SOAR)** These expectations are posted throughout the school. Teachers and staff consistently model and reinforce these behaviors. Students who demonstrate these qualities can earn positive reinforcements, like praise, stickers, or school-wide recognition.

### **What are Restorative Practices?**

**Restorative Practices** are tools we use to repair harm and rebuild relationships after a conflict or misbehavior. When a student's actions negatively impact others, we bring all involved parties together to discuss what happened. The goal is to understand the situation from everyone's perspective and find a solution that helps everyone move forward.

- **Key Idea:** This approach focuses on empathy and accountability. It asks: "Who has been harmed, and what do we need to do to make it right?"
- **Example:** If two students have a disagreement that hurts one of them, a restorative conversation would allow each student to share their feelings. They might then work

together to come up with a solution, like an apology or a commitment to treat each other with respect in the future.

## How It All Fits Together

These three approaches work together to create a cohesive and supportive system.

- **PBIS** creates the **foundation** by proactively teaching and reinforcing positive behavior school-wide. It sets a positive climate so that misbehavior is less likely to occur.
- **Supportive Discipline** is the **structure** for handling misbehavior. It provides a clear, consistent process for responding to incidents, using conversations and teaching moments instead of just punishment.
- **Restorative Practices** are the **tools** we use when harm has occurred. They help us address the impact of a student's actions and heal relationships within our community.

This integrated system ensures that we are not only addressing misbehavior but also empowering our students with the social and emotional skills they need to thrive. Our goal is to create a school where every student feels safe, valued, and ready to learn.

## Arbor Academy: Partnering for Positive Behavior

At Arbor Academy, we are dedicated to providing a highly structured, safe, and orderly learning environment where all students can thrive. We believe in teaching and reinforcing positive behavior, guided by our SOAR expectations. This document outlines the steps we take to address student behavior, ensuring a consistent and supportive approach for every child.

Our goal is always to redirect inappropriate behavior and help students make positive choices. When a teacher needs to address a behavior, they will follow these progressive steps:

### Our Progressive Discipline Steps

1. **Verbal Reminders & Positive Redirection:**
  - Your child's teacher will begin by giving verbal reminders or using non-verbal cues (like a glance or moving closer) to help your child get back on track. This is a gentle way to remind them of our SOAR expectations.
2. **One-on-One Conversation:**
  - If a verbal reminder isn't enough, the teacher will have a brief, private conversation with your child, often just outside the classroom. This helps your child understand how their behavior affects others and what is expected of them.
3. **Reflection Time (Think Sheet):**
  - If the behavior continues, your child may be sent to an alternative classroom for a short period to complete a "Think Sheet." This sheet helps them reflect on their actions, understand the school rules, and plan how they will behave differently in the future.

#### 4. **Consequence & Parent/Guardian Notification:**

- Should the behavior persist, your child will be given a logical consequence (e.g., completing missed work during lunch, a short time-out). **At this stage, the teacher will contact you directly** to discuss your child's behavior, the steps taken, and the consequences. We value your partnership in reinforcing positive behavior at home.

#### 5. **Administrative Referral:**

- This step is reserved for behaviors that are persistent despite previous interventions, or for more serious infractions. The teacher will submit an administrative referral to the school office. The principal will then review the situation and determine the appropriate disciplinary action. **At this stage, the principal will contact you directly to inform you of your child's behavior and the consequences assigned.**

### **Prohibited Behaviors & Principal's Discretion**

Certain behaviors are strictly prohibited on campus and at school-related events due to their serious nature. These include, but are not limited to: **threats, bullying, hazing, harassment (including online), physical aggression, verbal assault, and fighting.** Engaging in such behaviors may result in immediate administrative referral, bypassing the earlier steps.

The principal has the final discretion in all disciplinary decisions, including student suspensions, which will always adhere to state guidelines.

We believe that a strong partnership between home and school is essential for your child's success. Thank you for your continued support in upholding our SOAR expectations and fostering a positive learning community at Arbor Academy.

## **Arbor Academy: Our SOAR Steps!**

### **Helping You Make Great Choices!**

At Arbor Academy, we want every day to be safe, orderly, and fun for learning! We all work together to **SOAR**. Sometimes, we need a little help to remember our SOAR expectations. Here are the steps your teachers follow to help you make good choices:

### **Our 5 Steps to SOAR! - Safe - On task - Accountable - Respectful**

#### **Step 1: Quiet Reminder**

- **What happens:** Your teacher will give you a quiet reminder to help you get back on track. This might be a look, a tap on your desk, or a soft whisper.
- **Why:** We want to help you remember our SOAR expectations right away!

#### **Step 2: Private Talk**

- **What happens:** If the behavior continues, your teacher will talk with you privately, maybe just outside the classroom.
- **Why:** This helps you understand why your actions are important and how they affect others.

### **Step 3: Think Sheet Time**

- **What happens:** You might go to another classroom for a short time to fill out a "Think Sheet."
- **Why:** This gives you a chance to think about what happened and plan how you can make better choices next time.

### **Step 4: Consequence & Parent Call**

- **What happens:** You will have a consequence (like finishing work during lunch or a short time-out), and your teacher will call your parents or guardians.
- **Why:** Consequences help us learn from our mistakes, and it's important for your family to know what's happening.

### **Step 5: Office Visit**

- **What happens:** If the behavior keeps happening, or if it's a very serious problem, your teacher will send a note to the office. The principal will then talk with you and decide what to do next.
- **Why:** Sometimes, bigger problems need help from the principal to make sure everyone is safe and learning.

## **Let's all SOAR together and make Arbor Academy a great place to learn**

### **Expulsion:**

If a student does not abide by the foregoing rules, then that student may be expelled. After consultation with parents, students, and involved faculty, the Principal may acknowledge that all other corrective avenues have been exhausted and recommend expulsion to the Board of Directors. When determining a referral for expulsion, the Principal will consider seven factors before making a recommendation: student's age, disciplinary history, disability, seriousness of behavior, whether the behavior posed a safety risk, have restorative practices been utilized and whether a lesser intervention would address the behavior. The Michigan recommended worksheet will be followed when expelling a student for possession of a firearm in a weapon-free school zone. The Arbor Academy Board of Directors is the only body able to expel a student from the Academy. The Arbor Academy Board of Directors will hold a disciplinary hearing for possession of a dangerous weapon, arson, and criminal sexual conduct. An expelled student may request reinstatement from the Arbor Academy Board of Directors.

### **Weapons, Arson, or Criminal Sexual Conduct Expulsion:**

For students in grades six (6) and above, school districts are required to expel students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. A student who possesses a weapon in a weapon-free school zone or commits

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

arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools. The term “criminal sexual conduct” is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as: Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive. The frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.

**Dangerous Weapon Exceptions:** School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

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

**Weapon-Free and Drug-Free School Zone and School Property Definition:**

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school [MCL 750.237a].

**Reporting Requirements:** If a dangerous weapon or drugs are found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the principal, or his or her designee, shall immediately report that finding to the student’s parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

**Elastic Clause**

Arbor Academy and the administration reserve the right to establish fair and reasonable rules and regulations for issues requiring actions that are not covered in this handbook. Matters omitted from this handbook should not be interpreted as limiting the scope of the school’s authority in dealing with any type of infraction that might jeopardize the safety and welfare of Arbor Academy students or staff. The school reserves the right to contact the authorities (law enforcement) in any situation.

**Electronic Device Policy**

Electronic devices (cell phones, laser pens, Cd players, electronic games, I-pods, MP3 players, ear buds, headphones, airpods, smart watches, smart devices, or toys) are not permitted at Arbor Academy during school hours. If it is necessary to have a cell phone while

being transported to and/or from Arbor Academy, the phone must be turned off and kept off during the school day. **Electronic devices should not be seen from 8:00 AM – 3:30 PM without teacher direction for an expressed academic purpose and prior notification to the Director of the teacher’s plan to use technology. Phones may also not be in use during breakfast. Students may not use phones or devices during lunch or between classes. If an electronic device is left on during the school day or seen by a staff member, the device will be confiscated.** Phones must be left in lockers. **Phones and cameras are not permitted in bathrooms at any time - violation of phone use in the bathrooms is considered a serious offense and may result in legal action and police involvement.**

**Arbor Academy does have phones available for student use in the event of an emergency.** Any electronic device brought to school should be locked up. The school will not be responsible for lost or stolen devices.

### **Social Behavior and Discipline**

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

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

Generally, misbehavior will engender the consequences of over correction and/or the loss of special privileges. Suspension will be reserved for the most severe misconduct. It is ultimately the Principal’s discretion for behavioral consequences.

### **Inappropriate Conduct**

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

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

### **EMERGENCY REMOVAL, SUSPENSION AND EXPULSION OF STUDENTS**

References: MCL 380. 1309; MCL 380. 1312(8)&(9); MCL 37.1402; 20 USC §§ 5812, 5964, 5965, 7114, 7115, 7151; 42 USC § 290hh; State Board of Education, Resolution to Address

School Discipline Issues Impacting Student Outcomes, Adopted June 12, 2012 [Note: MCL 380.1311a was held to be unconstitutionally overboard in *Smith ex rel. v Mount Pleasant Public Academy*, 285 F Supp 2d 987 (ED Mich, 2003).]

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

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

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

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

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

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

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

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

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

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

### **Factors to be Considered before Suspending or Expelling a Student**

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

- A. The student's age.
- B. The student's disciplinary history.
- C. Whether the student has a disability.
- D. The seriousness of the violation or behavior.

- E. Whether the violation or behavior committed by the student threatened the safety of any student or staff member.
- F. Whether restorative practices will be used to address the violation or behavior.
- G. Whether a lesser intervention would properly address the violation or behavior.

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

### **Persistent Disobedience or Gross Misconduct**

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

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

The Board recognizes exclusion from the educational programs of the Academy, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency removal may result in a suspension, the due process must be ensured.

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

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

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

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

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

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

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

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

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

## **POSSIBLE PERMANENT EXPULSION**

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

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

### **Physical and Verbal Assault**

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

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

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

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

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

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

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

### **Weapons, Arson, Criminal Sexual Conduct**

In compliance with state and federal law, and **unless a different determination is made after consideration of the factors identified above,** the Academy shall expel any student (unless noted below) **who possesses a dangerous weapon, other than a firearm, in the**

**Academy's weapon-free school zone** or commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other Academy transportation.

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

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

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

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

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

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

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

- A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may

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

submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.

- B. If the student is in grade five (5) or below at the time of the expulsion and was expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the expulsion date.
- C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.
- D. The parent, adult student, or emancipated minor shall submit a request for reinstatement to the School Leader.
- E. Within ten (10) school days, the School Leader shall submit the request, together with any other information he/she deems pertinent, to a Board appointed committee consisting of two (2) Board members, a school administrator, a teacher, and a school-parent representative.
- F. Within ten (10) school days after being appointed, the committee shall review all pertinent information and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of the following:
  - 1. The extent to which reinstatement would create a risk of harm to students and school staff;
  - 2. The extent to which reinstatement would create a risk of school or individual liability for the Board or school staff;
  - 3. The age and maturity of the student;
  - 4. The student's school record before the expulsion incident;
  - 5. The student's attitude concerning the expulsion incident;
  - 6. The student's behavior since the expulsion and the prospects for remediation;
  - 7. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or parent who filed the reinstatement request to accomplish the following:
    - a. Abide by a behavior contract involving the student, his/her parents, and an outside agency;
    - b. Participate in an anger management program or other counseling activities;
    - c. Cooperate in processing and discussing periodic progress reviews;
    - d. Meet other conditions deemed appropriate by the committee;
    - e. Accept the consequences for not fulfilling the agreed upon conditions.

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

8. The committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.

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

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

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

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

### **DUE PROCESS RIGHTS**

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

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

#### Students subject to short-term suspension:

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

#### Students subject to long-term suspension and expulsion:

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

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

### **CORPORAL PUNISHMENT**

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline. Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom of the Academy through suspension or expulsion procedures.

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

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

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

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

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

### **REMOVAL, SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

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

## **Anti-Bullying Policy**

### **Definition of Bullying**

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is **repeated**, or has the potential to be repeated, over time. It can cause a student to feel hurt, harmed, or humiliated.

This is different from normal conflict or a disagreement between two students of roughly equal power. In those situations, both students can typically defend themselves. With bullying, the student being targeted has a difficult time making the behavior stop.

### **The Three Key Components of Bullying**

For a behavior to be considered bullying, it must have these three components:

1. **Unwanted:** The behavior is not wanted by the student receiving it.
2. **Imbalance of Power:** The person bullying has more power than the student being targeted. This power can be physical (bigger, stronger), social (more popular, has a group of friends), or verbal.
3. **Repetitive:** The behavior happens repeatedly, or is severe enough that it has a lasting effect.

### **Types of Bullying**

Bullying can take many forms, including:

- **Verbal Bullying:** Saying or writing mean things. This includes teasing, name-calling, making threats, spreading rumors, or making inappropriate comments.

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

- **Physical Bullying:** Hurting a person's body or damaging their possessions. This includes hitting, kicking, pushing, tripping, spitting, or taking/breaking someone's belongings.
- **Social Bullying:** Hurting someone's reputation or relationships. This includes purposely leaving someone out of a group, telling others not to be friends with someone, or publicly embarrassing a student.
- **Cyberbullying:** Bullying that takes place over digital devices. This includes sending mean texts or emails, posting embarrassing photos or videos, or creating hurtful social media posts.

Any student who feels they are being bullied should report it to a trusted adult immediately. Our school is committed to ensuring a safe and respectful environment for all students, and we take all reports of bullying very seriously.

### How and When Students Report Bullying

Students are encouraged to report bullying immediately.

- **Tell a Trusted Adult:** Students should first tell a teacher, counselor, principal, or any other staff member they trust. Staff will take the report seriously and guide the student through the next steps.
- **Fill Out a Report Form:** A physical "Bully Report Form" should be available in the main office, SEL/RP office and a designated, private box in each classroom.

### Who Gets the Report

All initial reports will be immediately given to the **SEL/ Restorative Practices Coordinator** or the **School Principal**.

### The Investigation Process

Once a report is received, the following steps will be taken:

**Timeline:** The investigation will begin within **24 hours** of the report and be concluded within **5 school days**.

1. **Initial Triage:** The SELRPC or Principal will review the report to determine if it meets the school's definition of bullying. If it's a minor conflict, it may lead to mediation. If it's confirmed as bullying, the formal investigation proceeds.
2. **Separate Interviews:** The Principal or SELRPC will conduct separate, private interviews with the student who reported the bullying (the "target") and the student(s) accused of bullying (the "aggressor(s)"). They will also interview any witnesses who were present.
3. **Gathering Evidence:** Staff will collect all relevant information, including a detailed account of the incident(s), dates, times, locations, and any physical or digital evidence (e.g., screenshots, notes).

4. **Documentation:** All interviews and evidence will be meticulously documented on the "Bullying Investigation Form."

#### IV. Communication with Parents

##### Initial Communication (Within 24 hours of receiving the report):

- **Parents of the Target:** The Principal or SELRPC will contact the parents of the student who reported the bullying. They will inform them that a report has been filed and that an investigation is underway. They will not share the name of the aggressor(s) to protect privacy.
- **Parents of the Aggressor(s):** The Principal or SELRPC will contact the parents of the student(s) accused of bullying. They will inform them that a report has been made and that their child is involved in an investigation. They will not share the name of the target.

##### Concluding Communication (Upon completion of the investigation):

- **Parents of the Target:** The Principal will contact the parents to inform them of the investigation's conclusion and the outcome. They will be assured that the bullying has been addressed and that a safety plan is in place to support their child.
- **Parents of the Aggressor(s):** The Principal will contact the parents to inform them of the investigation's conclusion and the specific consequences assigned to their child.
- **Parents of All Students Involved:** Privacy will be maintained. No information will be shared about the other students involved in the incident, including names or specific disciplinary actions taken against them.

#### V. Consequences and Intervention

Consequences for bullying are progressive and depend on the severity and frequency of the behavior. All consequences are paired with an intervention aimed at teaching a more positive behavior.

- **First Offense:** A formal meeting with the Principal and the student. Parents are notified. Consequences may include a loss of privileges, an assignment to make amends, or a required behavior contract. The student will also be added to an SEL group.
- **Second Offense:** A mandatory parent meeting with the Principal and SELRPC. Consequences will be more severe, potentially including a short-term out-of-school suspension. The student will be required to participate in a restorative practices and /or behavior improvement plan.
- **Third Offense:** A mandatory parent meeting with the Principal, SELRPC. Consequences will be more severe, potentially including a long-term out-of-school suspension or a recommendation for expulsion.

**\*Bullying that is severe or causes significant physical or emotional trauma is a serious matter that may warrant immediate and decisive action. While our school's standard protocol involves progressive consequences, the principal reserves the right to**

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

**escalate disciplinary measures, up to and including immediate expulsion, for cases that are deemed to be especially severe.**

**This measure is reserved for incidents that pose a direct and serious threat to a student's well-being and safety, ensuring the school environment remains a secure and supportive place for all students. This decision is made on a case-by-case basis after a thorough investigation and in accordance with school policy and state law.**

## **Bullying Investigation Form**

- **Report Date:**
- **Names of Students Involved:** Target(s), Aggressor(s), Witness
- **Summary of Report:**
- **Interview Logs:** Detailed notes from interviews with all students and witnesses.
- **Evidence Collected:**
- **Conclusion of Investigation:** (Bullying confirmed? Not confirmed?)
- **Action Plan/Consequences:**
- **Date Parent Contacted (Target):**
- **Date Parent Contacted (Aggressor):**
- **Signed By:** School Principal

(insert electronic copy of the bullying report for student here)

Dear Parents/Guardians,

This letter is to inform you that the investigation into the recent bullying report involving your child has been concluded. We take all reports of bullying very seriously and appreciate your partnership in ensuring our school remains a safe and supportive learning environment for everyone.

The purpose of this communication is to share the outcome of the investigation and inform you of the next steps. To protect the privacy of all students involved, we are unable to share specific details about other children or the disciplinary actions taken against them.

**For the Parents/Guardians of the Student Who Was Bullied (Target)**

The investigation has confirmed that it was an act of bullying or it was an isolated incident. We have taken appropriate action to address the behavior and have implemented a safety plan to ensure your child's well-being at school.

- **Our Action:** We have met with the student(s) involved to address the behavior and assign consequences in accordance with the school's Code of Conduct.
- **Next Steps:** Our SELRPC will be reaching out to you to discuss a plan for supporting your child, which may include check-ins, a safe space for them to go, or other supportive measures. We want to ensure your child feels secure and supported.

**For the Parents/Guardians of the Student Who Engaged in Bullying (Aggressor)**

The investigation has concluded that your child was involved in a confirmed/ unconfirmed act of bullying. We believe in providing clear consequences and using these moments as learning opportunities to correct inappropriate behavior.

- **Our Action:** We have met with your child to discuss the behavior and have assigned consequences in accordance with the school's Code of Conduct. The goal of this action is not only to hold your child accountable but also to help them understand the impact of their actions.
- **Next Steps:** Our SELRPC will be reaching out to you and your child to discuss a plan for behavior intervention. This may include social-emotional learning sessions, conflict resolution training, or other supportive measures to help your child make better choices in the future.

### **For the Parents/Guardians of a Student Who Was a Witness**

Thank you for your child's cooperation in the investigation. Their willingness to provide information was helpful in ensuring we could get a clear understanding of the situation.

- **Our Action:** We have concluded the investigation and have taken the appropriate actions to address the situation.
- **Next Steps:** We will be speaking with your child about the importance of being an **upstander**—someone who helps others—and will be reinforcing this positive message in their classroom. No further action is required from you at this time.

### **Consequences of False Reporting**

Our school is committed to a safe and trusting environment where all students feel comfortable reporting genuine concerns. Therefore, any student who is found to have intentionally filed a false bullying report will face disciplinary action. These measures are in place to ensure the integrity of our reporting system and to protect the well-being of all students. The consequences for a false report will be determined on a case-by-case basis by the school administration, taking into consideration the severity of the false claim and the impact it had on the students and staff involved.

#### **CONFIDENTIALITY**

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

#### **NOTIFICATION**

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

## **Suggestions for Building Academic Skills**

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

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

### **Writing - Self Expression Through Writing Should be Established Early**

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

### **Math - A practical and important skill for further learning**

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

### **Science - Excellent for teaching creative thinking and problem solving**

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

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

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

- Watch appropriate TV programs together such as Disney, Discovery, and the Learning Channels

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

### **School Guide for Parents**

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

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

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

### **Tips for successful parenting**

- ❖ Talk with your kids. Take a few minutes to talk with your child each day. Be sure to listen and show interest in what your child says.
- ❖ Show how you care. Little things mean a lot. Smiles, hugs and sitting together can make a bad day okay and a good day better.
- ❖ Use punishment sparingly. Use things like "count-outs", short "time-outs" or loss of privileges for a short time. Allow your child to make amends.
- ❖ Catch your child being good. Look for chances to praise your child. Help them feel good about him/herself.
- ❖ Show an interest in school. Be active in your child's school program. Encourage active home work and study times.
- ❖ Monitor your child's health. Pay close attention to your child's health habits. Guide and praise good care.
- ❖ Attend carefully to your child when changes occur in family circumstances. This is a time when closeness and reassurance are needed.
- ❖ Make and keep rules. Rules should be short, positively stated, and easy to remember.
- ❖ Parents are teachers. Your child will learn to be the kind of person you teach him to be.
- ❖ Have a nice day! A positive *parental* disposition is the result of good planning about what is important enough to reward and what bad behaviors are trivial enough to ignore.
- ❖ Reduce down time. Assigned chores provide something to do, be appreciated for, be proud of, and help build self-esteem.
- ❖ Show interest. Use questions that continue the conversation by asking for longer answers than just "yes" or "no".
- ❖ Share your experience. Share stories, jokes, and experiences that might have helped you learn in a similar situation.

### **Ways to Help Your Child Achieve - A Checklist**

- Regular attendance is important  
 Arrive at school on time

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

### **Suggestions for bedtime routines**

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

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

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

### **Suggested Routine (Ideal)**

- Chores and homework completed one hour before bedtime (by 7:30 pm)
- Start bedtime routine 30 minutes before bedtime
- Things ready for next school day

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

- Clothes ready for next day
- Bath/shower
- Quiet time in bed – read, etc.
- Lights out by set time

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

Benefits of bedtime routine:

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

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

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

Please consult your child’s teacher for further assistance.

### **Nutrition and Physical Activity**

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

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

### **Nutrition at School**

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

#### **Snacks**

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

#### **Lunches**

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

**Drinks**

- water
- NO POP!
- buy milk from school

- **Birthday day treats must be brought for consumption during the student's lunch period. There must be enough treats for the entire class.**

**Annual Notifications**

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

**Nondiscrimination Disclosure:** It is the policy of this school to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the school, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum offered in this school. Inquiries regarding compliance and/or grievance may be directed to our Title IX coordinator, Andrew Barnett 55 Arbor Rd, Battle Creek Michigan 49015.

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

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

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

**McKinney-Vento Reauthorization of 2002:** As required by federal law, the Academy ensures that homeless children are provided equal access to the same free, appropriate public education as provided to other children.

**Equal Opportunity Employer:** The Academy complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Board that no professional staff member or candidate for such a position at this Academy shall, on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or disability, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in

any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education.

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

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

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

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

**Asbestos Hazard Emergency Response Act (AHERA) Annual Notification:**

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

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

These rights are:

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

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

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

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

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

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

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

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

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

**Pesticides Notification:** The Michigan Department of Agriculture now requires school to notify parents when pesticides, herbicides, insecticides, etc. are being applied on school grounds. The school normally applies these chemicals during the summer vacation and other vacation periods when school is not in session. Occasionally, in emergencies, we may be required to apply these chemicals when school is in session. You have the right to be informed prior to any pesticide application made on the school grounds and buildings. In certain emergencies, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you want prior notification, please contact the school

office.

### **Rules for the Use Computer Resources**

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

#### **ALL COMPUTERS**

The following rules apply to all computers.

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

#### **TEACHER AND STAFF COMPUTERS**

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

#### **STUDENT COMPUTERS**

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

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

#### **PARENT COMPUTER USE**

There are occasions or circumstances in which the Academy would like parents to use Academy computing resources (e.g. computers, tablets, networks, etc.). Under those conditions, parents may use designated Foundation computing equipment only under both the direction and the supervision of Academy personnel. Under no circumstances may a parent or student connect any personal electronic devices (e.g., cell phones, tablets, etc.) to an Academy network (either by wired or wireless means).

**GENERAL RULES FOR INTERNET USE**

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

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