



2017





About Our Cover

The featured artwork on the cover is from the National Charter Schools Institute's 2016 Midwest Charter Schools K-5 Art Contest: "When I grow up." Approximately 2,000 students from Illinois, Indiana, Michigan, Ohio, and Wisconsin submitted entries. Featured artwork is the 3rd place classroom winners from Ms. Busboom's 3rd grade class, South Canton Scholars, Canton, MI.

For more information on the Institute's art contest, visit www.CharterInstitute.org.



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WAY Academy of Flint

February 2018

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FOREWORD

These administrative guidelines are intended to give direction to the staff in carrying out the policies adopted by the Board of Directors for our Academy.

Each of the guidelines contained in this manual is the "action element," so to speak, of a Board policy already declared or of an obligation of the Academy set by law or contract. The Educational Service Provider/School Leader (or other administrator) assigned a responsibility in a guideline is authorized to delegate one or more of the duties associated with that guideline, with the understanding that the person who delegates is still fully responsible for the actions and results.

These guidelines apply to the entire Academy. The Educational Service Provider/School Leader and other administrators may establish further guidelines, rules, and procedures as needed, providing none go beyond the authority set forth in these original guidelines and Board policy.

Educational Service Provider/School Leader

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ADMINISTRATION

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New Guideline Fall 2017

ASSESSMENT OF SCHOOL GOALS

The School has invested much time and effort to develop and implement a set of Board goals.

In order to better ensure that the Board's goals are being achieved as intended, each goal should be assessed on a periodic basis using the following six-step strategy. The strategy also will help determine what needs to be done as a follow-up to the assessment.

Step One: Define the Intended Result of The Goal

- A. Describe the Desired Situation that should exist in the School when the goal has been accomplished. List each key factor or condition in the Desired Situation; these will be the focus of the assessment for which data will be needed. Be sure the description of the Desired Situation is a statement(s) of results and not tasks or actions to be used to achieve the results.
- B. To ensure that no important factors or conditions in the Desired Situation have been omitted from the description, ask, "What should not be true of the situation when this goal has been achieved?" or "What would we not want to find is true when we're done with this task?" For each answer, convert that negative factor or condition into a desired characteristic. For example, an answer and its conversion into a desired characteristic might be as follows: "We would not want to find that the performance assessments of the curriculum goals did not provide standards to determine different levels of achievement. Therefore, one important factor in the assessment of curriculum goals would be for the assessment of each goal to have standards that define at least excellent, good, fair, and poor performance."

Repeat the question, as needed, to "flesh out" other factors, characteristics, and/or conditions that may have been overlooked the first time around.

- C. Describe each factor of the Desired Situation as it would be if the goal is accomplished at the **Desired Level of Quality**. (This is called the **DLQ** standard.)
- D. Describe each factor of the Desired Situation as it would be if the goal is accomplished at just a **Minimum Acceptable Level of Quality**. (This is called the **MALQ** standard.)
- E. When the full description of the Desired Situation is completed, there should be a summary statement of the Desired Situation followed by a listing of the criteria that will be used to judge the extent to which the Desired Situation exists, plus a description of the DLQ and MALQ standards.
- F. Determine if the assessment of goals will be done periodically during the action stage or after all actions have been completed. Establish a timeline for assessment activities.
- G. Develop a plan for gathering the data needed to assess each criterion. (See AG 2252 - Planning Strategy.)

Step Two: Review the Action Plan and Roles of Key Participants

- A. Review what the plan describes as the role of the: members of the Board; Educational Service Provider/School Leader or Treasurer; Central Office Administrators; Building Administrators; and Building and/or Department Staff.
- B. Identify what has already been done to accomplish the goal.
- C. Obtain the schedule for performance evaluations of the key participants. Review the evaluation criteria to determine if they include criteria related to the tasks needed to accomplish the goals.

Step Three: Obtain the Data on the Results

- A. Implement the plan for gathering the data.
(Step One above)
- B. Ensure that the data is complete, accurate, relevant, and clear.
- C. Organize the data in ways that make it easy to compare the results with the standards.

Step Four: Compare the Data With the Standards

- A. Compare the data with the standards, one at a time.
- B. List whether a factor is at DLQ; between DLQ and MALQ; at MALQ; or not acceptable (below MALQ).
- C. Review all of the comparisons and make a judgment (evaluation) as to whether current progress or the Desired Situation (if met) is Excellent, Good, Fair, or Poor.

Step Five: Diagnose the Main Causes for the Results

- A. List the factors that are satisfactory (+) and place in order of significance in the Desired Situation.
- B. List the factors that are unsatisfactory (-) and place in order of significance in the Desired Situation.
- C. Select the most significant unsatisfactory (-) factors, one at a time, and determine the reasons that the desired factor was not produced. Refer to performance evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.
- D. Select the most important (+) factors, one at a time, and determine the reasons that the desired factor was produced. Refer to performance evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.

- E. Determine which of the (+) and (-) actions, conditions, and/or influences that the School has the power to deal with and those that are beyond its control.

Step Six: Develop Plans to Remediate and Reinforce

- A. For the (-) actions, conditions, and/or influences upon which the School can act, ask, "What can be done differently that will be effective in eliminating or reducing the impact of these causes?" Do this in order of importance as determined in Step 5C.

Use planning strategy AG 2252 and/or the strategic planning process to prepare a plan for remedial action.

- B. For the (+) actions, conditions, and/or influences over which the School has control, ask, "What can be done to make sure these causative factors don't disappear or are forgotten as we work on the (-) causes?" Do this in order of importance as determined in Step 5D.

Use planning strategy AG 2252 and/or the strategic planning process to prepare an action plan for reinforcement.

Recycle the strategy, as appropriate, to achieve the goal (Desired Situation) and maintain it on a continuous basis.

New Guideline Fall 2017

REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504

The Americans with Disabilities Act (ADA) requires that the School's job descriptions be reviewed and, if necessary, revised to ensure that employment practices do not discriminate against any current staff member or job candidate who has a disability, as defined in AG 3122.

Use of the procedural steps detailed below should ensure that each job description adequately and accurately reflects the mental and physical requirements for fulfilling the expectations of the job.

Because there is more likelihood that physical impairments will interfere with job functioning in classified positions, such job descriptions should be reviewed/revised first, using the following procedures for each description:

Step One

List each of the tasks associated with the job and then the activities associated with each task. It may help to think through, step by step, a typical work day from beginning to end and then add the additional tasks that the job occasionally requires. Identify those tasks that are essential to fulfilling the job responsibility. Then, identify those tasks that are marginal to the position.

Step Two

For each activity, describe how the activity is performed; what physical motions are involved; and what tools/equipment need to be used and how.

Step Three

Determine what knowledge, literacy skills, and technical skills a person must have to complete the job responsibility, meeting Board expectations. For example, is it necessary for the person to be able to compute well enough to solve problems involving arithmetic; write clearly and legibly; and/or understand written directions?

NOTE: It might be productive to involve one (1) or more members of the staff in identifying and describing the tasks, because of the detailed knowledge of the job that he/she possesses.

The master copies of the revised job description should be kept on file in the School office, with copies provided to the staff member and his/her supervisor, in accordance with any applicable negotiated agreement. Job descriptions should be reviewed and updated whenever there is an addition to or modification in a job.

New Guideline Fall 2017

EVALUATION PROCEDURE FOR ADMINISTRATIVE PERSONNEL

The Board of Directors requires that all School administrators be evaluated as required by applicable law. In compliance with this mandate, AG 1420 as well as the following procedures will be used for administrative evaluations.

An annual written evaluation will be provided each administrator according to a schedule determined by the School Leader.

New Guideline Fall 2017

CRIMINAL HISTORY RECORD CHECK

Prior to making any offer of employment to a new applicant, the following procedure is to be used for electronic fingerprinting services for applicant background checks:

- A. The applicant will be asked to arrange for fingerprinting with the entity or agency which uses fingerprinting procedures acceptable to the Michigan State Police.
- B. The fingerprinting agency will provide the applicant with a date and location of the procedure.
- C. The applicant will be expected to bring payment and the form provided by the Academy, designating the purpose for which a background check is needed. The criminal background checks required by State law must be performed.
- D. Cost of the criminal background record check is determined by the Michigan State Police (MSP). The fingerprinting agency will notify the applicant of the current cost, plus any processing fee, at the time s/he is requested to submit to the criminal background check. Each request must be accompanied by a check, payable to the entity or agency, to cover the full cost of the fees.
- E. The fingerprinting agency will capture the fingerprints and personal information and transmit the data to the MSP.
- F. MSP will perform the check on the State data base and forward the criminal history check to the FBI, if required by statute for the position. MSP will mail the record directly to the Academy, not the applicant.
- G. All information received from the criminal history check shall be kept confidential by the person(s) receiving the report and is to be shared only with the School Leader or other persons authorized by the School Leader or the Board to view criminal history record information ("CHRI"). If the applicant is subsequently employed, the record check shall be kept in his/her confidential file.
- H. The School Leader shall determine whether or not to consider disqualification of an applicant based on the records check. An applicant who has a confirmed conviction for a "listed offense" (as defined in M.C.L. 28.722) may not be employed.

New Guideline Fall 2017

NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

These administrative guidelines are established to assist in the proper implementation of Policy 1622 and Policy 1622.02.

Policy 1622 states:

The Board of Directors does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, (collectively, "Protected Classes") in its programs and activities, including employment opportunities.

The Academy's Compliance Officers shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

Additionally, employment actions based upon an individual's sexual orientation are suspect and potentially illegal.

Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.

Any questions concerning whether alleged conduct might violate this prohibition should be promptly brought to the School Leader's attention.

Military Status

For purposes of this policy/administrative guideline, "military status" refers to a person's status in the uniformed services which includes the performance of duty, on a voluntary or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of the Michigan organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

New Guideline Fall 2017

SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Directors prohibits discrimination against any employee or applicant based on his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the Board;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

The Board will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the School's program and/or activities. A reasonable accommodation is not necessarily required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated

by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504/ADA but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, eating sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:
 - 1. neurological
 - 2. musculoskeletal
 - 3. special sense organs
 - 4. respiratory, including speech organs
 - 5. cardiovascular
 - 6. reproductive
 - 7. digestive
 - 8. genitourinary
 - 9. hemic and lymphatic
 - 10. skin
 - 11. Immune
 - 12. circulatory
 - 13. endocrine

- B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services", learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

Individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others
- C. with respect to employment, an individual who has a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, is unable to perform the duties of the job
- D. an individual on the basis of homosexuality or bisexuality
- E. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;

2. compulsive gambling, kleptomania, or pyromania; or
3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Public Notice

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement that the Board does not discriminate against persons with disabilities in employment or the provision of services. This requirement may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The WAY Academy Detroit School Board does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, or any other legally protected status in its employment decisions or the provision of services.

The Board will also include a notice of reasonable accommodation requirements on School employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the School's Section 504 Compliance Officer (who also serves as its ADA Coordinator).

Decision-Making Process for Determining/Identify Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the School will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

A reasonable accommodation is "any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities." Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The School Section 504 Compliance Officer/ADA Coordinator will first inquire of the individual with the disability as to any possible suggestions s/he may

have for a simple change or adjustment that will serve as an effective accommodation. The School recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the School will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as may be appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The School will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job.
- B. The School will then consult with the individual with a disability to find out his/her specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties to identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the School will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties are still not able to identify an appropriate accommodation, the School will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the School will select the accommodation that best serves the needs of the individual and the School. While the School will give the individual with a disability's preference first consideration, the School may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The School may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The School does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The School will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitation. The School will respect an individual with a disability's right not to accept an accommodation if s/he has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, s/he may be considered unqualified and may either be refused employment or discharged.

The School may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation. Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue

hardship, the School will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the School will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision not to act.

Reasonable accommodations may include:

- A. Making facilities used by employees readily accessible to and usable by individuals with disabilities.
- B. Job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.
- C. Making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees.
- D. Reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a uniformly-applied seniority system (i.e., a negotiated collective bargaining agreement).

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the School's program or activity include:

- A. the overall size of the School's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the School's operation, including the composition and structure of the School's workforce; and
- C. the nature and cost of the accommodation needed.

Employment Criteria

The School will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The School will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills,

aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the School will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The School will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions - this includes requesting the applicant to describe or demonstrate how s/he would perform the functions.

The School may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the School decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the School conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the School will:

- A. subject all entering employees to such an examination regardless of disability, and
- B. the results of the examination will be used only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the Board to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and regarding necessary accommodations;

- B. first aid and safety personnel may be informed where appropriate, if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications are likewise prohibited as subjects of inquiry during job interviews. The School, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, s/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation should always be linked with performance on a specific job function. The interviewer should never ask an open-ended question such as "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the School may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?

- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant himself/herself (i.e. previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates must do so.)

If an applicant indicates s/he has performed particular function with an accommodation, the potential employer may inquire about it.

New Guideline Fall 2017

FAMILY LEAVE

The following guidelines are the appropriate portions of Section 104 of the Family and Medical Leave Act.

An Academy shall not be in violation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), solely as a result of an eligible employee of such Academy exercising the rights of such employee under this title.

(b) **INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES**

(1) **IN GENERAL** - Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by any such Academy requests leave under subparagraph (C) and (D) of Policy 3430.01 that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the Academy may require that such employee elect either --

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified, and that--

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) **APPLICATION** - The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with Policy 3430.01.

(c) **RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM**

The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by any such Academy:

(1) **LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM**

If the eligible employee begins leave under Policy 3430.01 more than five (5) weeks prior to the end of the academic term, the Academy may require the employee to continue taking leave until the end of such term, if --

- (A) the leave is of at least three (3) weeks duration; and
- (B) the return to employment would occur during the three (3) week period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences five (5) weeks prior to the end of the academic term, the Academy may require the employee to continue taking leave until the end of such term, if --

- (A) the leave is of greater than two (2) weeks duration; and
- (B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of Policy 3430.01 during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the Academy may require the employee to continue to take leave until the end of such term.

(d) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determinations under section 104(a)(1)(B) (relating to the restoration of an eligible employee to an equivalent position), in the case of the Academy, such determination shall be made on the basis of established school board policies and practices, private school policies and practices, and collective bargaining agreements.

(e) REDUCTION OF THE AMOUNT OF LIABILITY

If an Academy that has violated this title proves to the satisfaction of the court that the Academy or department had reasonable grounds for believing that the underlying act or omission was not a violation of this title, such court may, in the discretion of the court, reduce the amount of the liability provided for under section 107(a)(1)(A) to the amount and interest determined under clauses (i) and (ii), respectively, of such section.

If an instructional staff member requests to return to teaching before the end of an academic semester, but the Academy requires the teacher to remain on leave until the next academic semester, that additional leave time will not count against the staff member's twelve (12) week FMLA allotment.

ANTI-HARASSMENT

"Sexual Harassment" has the same definition as set forth in the policy of the Board as reflective of the definition set forth in Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Ohio Revised Code 4112.02.

Prohibited Behavior

- A. Conduct constituting sexual harassment may take different forms, including, but not limited to, the following:
 - 1. Verbal:

The making of offensive written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward or by a fellow staff member, student, or other person associated with the Academy, or third parties.
 - 2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to or by a fellow staff member, student, or other person associated with the Academy, or third parties.
 - 3. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff member, student, or other person associated with the Academy, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where such contact is engaged in by Academy employees or other adult members of the Academy community.
- B. Conduct constituting harassment on the basis of race, color, national origin, disability, age, religion, ancestry, or genetic information may take different forms, including, but not limited to, the following:
 - 1. Verbal:

The making of offensive written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.

2. Nonverbal:

Placing offensive objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures based upon a person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.

3. Physical:

Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow staff member, student, or other person associated with the Academy, or third parties, based upon the person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.

C. Examples of inappropriate boundary invasions include, but are not limited to the following:

1. hugging, kissing, or other physical contact with a student
2. telling sexual jokes to students
3. engaging in talk containing sexual innuendo or banter with students
4. talking about sexual topics that are not related to curriculum
5. showing pornography to a student
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")
7. initiating or extending contact with students beyond the school day for personal purposes
8. using e-mail, text-messaging, websites or other social media services to discuss personal topics or interests with students
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)
11. going to a student's home for non-educational purposes
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)
13. giving gifts or money to a student for no legitimate educational purpose

14. accepting gifts or money from a student for no legitimate educational purpose
15. being overly "touchy" with students
16. favoring certain students by inviting them to come to the classroom at non-class times
17. getting a student out of class to visit with the staff member
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues)
20. being alone with a student behind closed doors without a legitimate educational purpose
21. telling a student "secrets" and having "secrets" with a student
22. other similar activities or behavior:

Investigation and Complaint Procedure

In determining whether alleged conduct constitutes a violation of Policy 1662, the following factors will be considered:

- A. the nature of the behavior;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the race, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs and ancestry of the victim, and in the case of genetic information harassment, the genetic information of the employee victim;
- F. the identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment;
- G. the number of alleged harasser(s);
- H. the age of the alleged harasser(s);
- I. where the harassment occurred;

- J. whether there have been other incidents in the school involving the same or other individuals;
- K. whether the conduct adversely affected the person's work or education performance or environment;
- L. the context in which the alleged incidents occurred;
- M. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution; and
- N. whether a particular action or incident constitutes a violation of Policy 1662 requires a determination based on all the facts and surrounding circumstances.

Content of Compliance Officer's Written Report to the School Leader

The Compliance Officer's written report to the School Leader should contain the following information/documentation:

- A. name of the alleged victim, and any pertinent information concerning the individual as it relates to the Protected Class(es) involved in the alleged misconduct (e.g., the individual's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, ancestry or genetic information), and the same information concerning the person who reported the alleged misconduct (if the reporter was not the alleged victim);
- B. the nature of the allegation, a description of the incident, and the date and time (if known) of the alleged incident;
- C. the name of all persons alleged to have committed the alleged unlawful harassment or retaliation, if known, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;
- D. the names of all known witnesses to the alleged incident, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;
- E. any written statements prepared by or on behalf of the reporter, the alleged victim (if different), the accused individuals, and any known witnesses;
- F. the outcome of the investigation; and
- G. the response of school personnel, and, if applicable, Academy officials, including the date any incident was reported to local law enforcement or children services.

REPORTING THREATENING BEHAVIORS

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or his/her family which would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, or other person associated with the Academy such as a vendor, contractor, volunteer, or school official should take promptly the following steps:

- A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the School Leader.
- B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.
- C. If the threatener is a student of the Academy, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the School Leader.

Each report received by the supervisor or School Leader as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint;

- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial, and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The Academy recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Academy recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the Academy.

New Guideline Fall 2017

2000 PROGRAM

2112	Parent Involvement in the School Program
2120	School Improvement
2131	Educational Outcomes for Students
2210C	Assessing the School's Curriculum
2210D	Premises about Learning
2220	Preparation for the World of Work
2225	Limited English Proficiency (LEP) Program
2240	Controversial Issues in the Classroom
2240B	Alternative Learning Activities for Opt-Out Students
2250	Innovative Projects
2252	Strategy for Planning a Project (Job, Task, Activity)
2260	Nondiscrimination and Access to Equal Educational Opportunity
2260D	Notice of Nondiscrimination
2260.01A	Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
2260.01B	Section 504/ADA Parents' Procedural Rights, Including Due Process Hearing
2271	Postsecondary Enrollment Option Programs
2330	Homework
2370A	Virtual/Internet/Independent Study Options
2412	Homebound Instruction Program
2413	Health Education Program
2430	School-Sponsored Clubs and Activities
2521C	Resource Speakers
2623	Student Assessment
2624	Student Portfolios

New Guideline Fall 2017

PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

Durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency;

The School is committed to communicating to parents at a level and in a language they can understand, where practicable.

The School shall develop a Parental Involvement Plan by which a school-parent partnership can be established and provided to the parent of each child in the School. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Parental Involvement Plan for the School (with building/program specific goals as desired) may include, but not be limited to, the following strategies:

- A. Hold an annual meeting to inform first time parents of the School Parental Involvement Plan. A positive invitation in language understandable to the parents will be given to explain the School's commitment and the parent's right to be involved in the educational process of their child.
- B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- C. Provide a description and explanation of the curriculum in use at the School, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The School will also provide each school's discipline plan along with a tardy plan.

- D. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- E. Post PTA/PTO meetings, and parent involvement meetings on the School Web site and via-e-mail.
- F. Publish School Newsletter(s) informing parents about the Parental Involvement Plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled school meetings and activities.
- G. Schedule regular meetings and brainstorming sessions at least once monthly to provide parents the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- H. Send home a parent-student teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
- I. Establish and maintain a home reading program. Books will be provided to encourage students to read at home. Student participation in the program will be given school wide recognition.
- J. Maintain a consistent, School wide effort to communicate regularly with parents. Teachers contact new students by mailing welcome notes.
- K. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- L. Distribute periodic weekly newsletters from teachers informing parents of upcoming School events and curriculum being taught.
- M. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress and maintain open lines of communication.
- N. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- O. Have faculty and parent coordinator provide monthly morning coffee and donuts for parents.
- P. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- Q. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- R. Offer an ongoing reading tutorial program throughout the school year during the day, encouraging parental involvement.

- S. Establish after school academic clubs to provide students additional opportunities to develop skills.
- T. Have the School's high school students offer tutoring through the National Honor Society upon request.
- U. Encourage active faculty participation in PTA or PTSO. Goal of 100% participation.
- V. Have students perform annually for PTA programs. The cheerleaders and athletic teams provide booster clubs sponsorship to actively engage parents.
- W. Have students perform at various functions throughout the community.
- X. Encourage parents to serve as chaperones for class field trips and other school activities.
- Y. Provide parenting classes throughout the year.
- Z. Hold an annual recognition event for parents and volunteers who have helped throughout the year.
- AA. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- AB. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially. These group discussions should meet (twice) a month, with a caseworker assigned for follow-up.
- AC. Establish and make reasonably available a parenting resource center.
- AD. Use homework hotline to inform homes of various assignments and activities. Utilize the Web site as available.
- AE. Inform an advisory council of School staff, parents and students to assure parents and students are involved in an organized, ongoing and timely way, in the planning, review and improvement of the schools Parental Involvement Plan.

Relations with Parents

The School encourages parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the School, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the School encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

New Guideline Fall 2017

SCHOOL IMPROVEMENT

The School has established a school improvement process that will function under the leadership of the School Improvement Team, consisting of the following persons:

- A. professional staff members;
- B. support staff members;
- C. parents;
- D. students;
- E. members of the community.

The purpose of the School Improvement Team is to focus on programs and procedures that meet one (1) or more of the following objectives to help the School achieve its educational mission:

- A. to result in a more effective use of existing resources;
- B. to strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the School;
- C. to articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals;
- D. to be sustainable, using existing resources or those that the School can obtain for long-term use.

The School will establish a three (3) to five (5) year improvement plan which shall accomplish the following:

- A. identify adult roles for which students need to be prepared;
- B. identify the education and skills students need to fulfill the adult roles;
- C. determine the extent to which the School's curriculum provides adequate opportunity for students to acquire the skills needed to fulfill the adult roles;
- D. identify the revisions (additions or deletions) that need to be made in the curriculum for students to develop and apply their knowledge and skills to fulfill adult roles;
- E. identify the specific means by which the curriculum revisions will be made and implemented;
- F. develop alternative means and methods to provide reliable and valid assessment of each student's ability to demonstrate achievements, skills, and competencies;

- G. provide strategies to integrate evolving technology into the School's curriculum;
- H. provide age-appropriate opportunities for structured, on-the-job learning to be combined with classroom instruction.

In developing the School's plan, the School Improvement Team should make use of the following administrative guidelines:

- A. AG 2250 for preparing proposals for new or revised programs and projects
- B. AG 2210C and Form 2210 F1 for analyzing the quality of the School's current learning programs to determine needed revisions to programs
- C. AG 2252 for developing plans
- D. AG 2210D for identifying adult roles and identifying prerequisite knowledge and skills for fulfilling adult roles
- E. AG 2605 and AG 2624B for providing authentic assessment of student learning
- F. AG 2210 and AG 2131 for designing or redesigning learning programs

All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250 and submitted to the Board for final approval by no later than September 1st. Once approved by the Board, a copy of the School's plan is to be sent to the State Department of Education prior to September 1st of each year.

New Guideline Fall 2017

EDUCATIONAL OUTCOMES FOR STUDENTS

The following characteristics should be true of the School's statements of educational outcomes for students that will guide the development of outcomes-based curriculum:

- A. Each outcome should be concise and understandable to staff, students, parents, and the community.
- B. Each outcome should encompass previous learning and require the student to integrate, and then apply, certain knowledge, skills, and attitudes in order to demonstrate achievement of the outcome.
- C. Each outcome should constitute learning with the following characteristics:
 - 1. *durable*: will be useful to the student for a considerable period of his/her lifetime;
 - 2. *significant*: will have a major effect upon how the student will function;
 - 3. *transferable*: will be useful in meeting needs in other educational programs, the world of work, and/or the student's personal life.
- D. Each outcome should be feasible for the staff and students to accomplish.
- E. Each outcome should be measurable on a cumulative basis and at different stages of the student's career in the School. The measurement should be both valid and reliable.
- F. Each outcome should be accompanied by the criteria by which the learning will be judged and by the standards of quality that will apply.

New Guideline Fall 2017

ASSESSING THE SCHOOL'S CURRICULUM

The curriculum, benchmarks and other programs that comprise the learning plan for the School's needs to be continually assessed. Knowing the strengths and weaknesses of the total curriculum and of each learning program is the first step in producing a quality revision or update.

Curriculum Framework

The learning benchmarks for each grade level and skills area must be periodically analyzed to ensure that:

- A. the learning benchmarks (intended learning/desired outcomes) for each grade or level are building cumulatively toward student accomplishment of the learning benchmarks at each grade (or level) and for the entire curriculum area;
- B. no gaps appear in the learning that would inhibit a student from accomplishing the learning benchmarks; and
- C. no unnecessary duplications or redundancies occur in the learning or the learning benchmarks.

Learning Programs (Curriculum)

Prior to undertaking the revision of a curriculum or any other learning program offered by the School, the working committee should use Form 2210 F1 to conduct an analysis of each of the six (6) components that should comprise any effective program or course. These components are as follows:

- A. exit standards and benchmarks;
- B. intended grade level standards and benchmarks;
- C. learning activities;
- D. methods of instruction;
- E. materials and resources; and
- F. assessment.

If conducted properly, the assessment should yield valuable information about both the strengths and weaknesses of the program. This information can then serve as a guide to the revision process, along with other guidelines provided in AG 2210 and AG 2605.

New Guideline Fall 2017

PREMISES ABOUT LEARNING

In designing or revising any of the School's learning programs, recommended teaching and learning strategies should be based on the following convictions about learning and the instructional process:

- A. All learning is self-generated. It cannot be given or received.
- B. The only evidence of learning is the learner's demonstration of his/her ability to do something (mentally or physically) that he/she could not do (or do as well) before instruction.
- C. Learning comes in three forms:

Knowledge (facts, concepts, cause-effect principles);

Skills (result-producing actions, improvable through practice); and

Attitudes (mindsets-for-action, directed toward a referent).
- D. Each form of learning requires the learner to use a different sequence of thinking and physical actions (i.e., knowledge is not learned in the same way as skills, etc.).
- E. Knowledge is usually a prerequisite for learning attitudes and skills. Knowledge and skills are prerequisites to learning attitudes.
- F. Students learn some things without being aware of what they are learning (mannerisms, some habits, etc.).
- G. Students generate conscious learning by using specific thinking skills to gather and process information.
- H. Information consists of facts and inferences used to generate knowledge, skills, and attitudes.
- I. Someone else's knowledge is only information to the learner. Such information can be given and/or received in three forms:

real (information containing all of the characteristics or dimensions the learner needs to acquire, e.g., a live, on-site demonstration of a procedure);

representational (information containing some, but not all, of the characteristics the learner needs to acquire, e.g., a video taped demonstration of a procedure);and

symbolic (information containing none of the characteristics of what the learner needs to acquire, e.g., a written description of a procedure).

- J. Information is meaningless unless the learner can relate it to personal experience. For a learner to develop knowledge about something, he/she needs to have personal experience that deals with the knowledge.
- K. Learning is useful only when the learner can apply it properly in new situations to achieve needed results.
- L. The quality of learning is only as good as the quality of the result it produces. The quality of the result is only as good as the mental and physical actions that produce it.
- M. Instruction is the process for generating learning and its application through the learner's use of appropriate thinking skills and physical actions to gather, retrieve, and process relevant information.
- N. The quality of instruction is only as good as the quality of defined learning it allows students to produce and the quality of the confirmation of the learning.
- O. Instruction can produce intended learning (means) or learning outcomes (applied learning or ends). For instruction and learning to be effective, "means" learning should build cumulatively toward learning outcomes.
- P. Learning outcomes of an educational program should be durable, significant, and transferable.

New Guideline Fall 2017

PREPARATION FOR THE WORLD OF WORK

One of the desired educational outcomes of the School is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work. Board Policy 2220 directs the administration and staff to include a learning outcome for each course of study that requires students to demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.

For students to develop these basic "workplace behaviors," teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.

As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the same behaviors expected of the students.

These attitudes and behaviors are to be made a part of the student's final grade in a course after teachers determine the best method for grading such learnings and their weight, relative to academic content of each program. At the beginning of each course and prior to the end of each marking period, students should be informed that the "workplace behaviors" will be part of the grade for the course.

The School has prepared a Form 2220 F1 to provide a list of workplace competencies that business and industry consider of primary importance. Surveys of employers indicate they are more interested in young people reflecting these behaviors than in technical knowledge and skills that can be developed by the employer. The form can be used, initially, to help staff formulate course of study learning objectives that will produce the desired outcomes. Additionally, the form facilitates the grading of each behavior. Form 2220 F2 is designed for students to develop and maintain an awareness of these competencies and for teachers and counselors to use in their discussions with, and evaluations of, students.

Since the development of good work habits takes time, effort, and continued reinforcement, such learning should start when the student enters the School and should build, with increasing emphasis, throughout each level. The relative grading weight for these behaviors should also increase commensurately.

New Guideline Fall 2017

LIMITED ENGLISH PROFICIENCY (LEP) PROGRAM

Reference: A.C. 390.1521 et seq.
Resolution of Michigan Merit Award Board, 2001-02

The Board believes in the importance of providing English language instruction to students in the School who are Limited English Proficient (LEP), including immigrant children and youth. The Board's Limited English Proficiency Program (LEP Program) shall be provided to enable LEP students to become competent in listening, speaking, reading, and writing the English language and to effectively participate in the School's educational program. The Board will adhere to the procedures set forth in these guidelines to ensure that LEP students are properly identified; regularly assessed; provided with high quality language and academic instruction; achieve English language proficiency; and meet the same challenging State academic content and student achievement standards as all students in the School are expected to meet.

The LEP Program shall be an essential component of the School's educational program and shall use language instruction curricula tied to scientifically based research and designed to effectively meet the special and diverse needs of LEP Program students. The overall instruction and curriculum content of the LEP Program shall be based on State instructional objectives, goals, and proficiency standards.

Identification and Assessment

Each student enrolling in the School for the first time will be required to complete a Home Language Survey (see Form 2225 F1) to identify if the student's primary or home language is other than English. Additionally, all current students will be required to fill out a Home Language Survey. Each completed survey will be included as a part of the permanent record of each student in the School. Each student who identifies that his/her primary or home language is other than English will be assessed in order to determine if he/she is LEP and needs special language assistance to effectively participate in the School's educational program. Such assessment will be administered in accordance with the age and educational level of the student. Based on the assessment results, the School will determine whether the student is eligible to participate in the LEP Program.

Parental Notification and Consent

If a student is identified and assessed as LEP and is determined to be eligible for services, the School will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks after the assessment (if the student is not identified prior to the beginning of the school year) and will include information regarding the following:

- A. the LEP Program and the reasons for the student's identification and assessment;
- B. the student's level of English proficiency;
- C. the method of instruction to be used in the student's program;
- D. how the program will meet the educational strengths and needs of the student;

- E. how the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- F. the exit requirements for the program, expected rate of transition, and expected rate of graduation;
- G. parental rights; and
- H. how the program meets the needs of the student's IEP, if applicable.

No student will be placed in the LEP Program without having received consent from the student's parents. Additionally, the student's parent(s) will be given a meaningful opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. If the student fails to make progress on measurable objectives, the Board shall provide the parent with notice of such failure within thirty (30) days after the failure occurs.

Placement and Services

Each student who is eligible to participate in the LEP Program will be placed in a setting appropriate for his/her age, grade level, and language and educational needs.

Each student is to be placed in a classroom with instructors who individually, or in combination, are fluent/proficient in the following:

- A. English, both written and oral communication skills;

In addition to placing a student in a setting that will help him/her learn English and attain State academic content and achievement standards for grade promotion and graduation, the Board will provide other services based on the needs of individual students including, but not limited to:

- A. individual language instruction;
- B. individual instruction in core academic subjects.

Annual Evaluation

Each student shall be tested on an annual basis and monitored to determine how well he/she is learning English and becoming more proficient in listening, speaking, reading, and writing the English language. Students will also be tested in the academic content areas of reading/language arts, math, and other core academic subjects. The School will provide each student's parents with the results of the tests so they will know how the student is progressing.

MSTEP Tests

LEP students may be given accommodation on the Michigan Student Test of Educational Progress (MSTEP) Testing, in accordance with the Regulations and Rules governing the testing.

Exit Procedures

Once a student has been placed in the LEP Program, he/she will be provided with services and evaluated on an annual basis until it is determined that the student is proficient enough to meaningfully participate in the School's regular educational program. Teacher recommendation will initiate the process for the student to exit the LEP Program. Once a student has been identified for exit, he/she will be reassessed.

In determining whether a student is able to participate in the regular educational program, the School will evaluate factors including, but not limited to, the following:

- A. the results of the assessment;
- B. the teacher recommendation that the student is ready to exit from the program;
- C. if the student is able to keep up with his/her non-LEP peers in the regular educational program; and
- D. if the student is able to participate successfully in essentially all aspects of the School's curriculum without the use of simplified or modified English language materials.

Additionally, the overall retention and dropout rates of LEP Program students may be evaluated to determine if such rates are similar to the student's non-LEP peers.

Upon exit from the LEP Program, a student will be monitored for a period of up to two (2) years to determine whether he/she is achieving academically and continuing to achieve English language proficiency.

Data

The School shall maintain records on all LEP Program students, indicating the annual increases in the number or percentage of students making progress in learning English; attaining English proficiency by the end of the school year; and making adequate yearly progress.

Also, in its annual report card, the Board shall include sufficient data to yield statistically reliable information, as determined by the State, without revealing personally identifiable information about an individual student.

New Guideline Fall 2017

CONTROVERSIAL ISSUES IN THE CLASSROOM

The following guidelines are designed to assist teachers in the instruction of controversial issues, defined in Policy 2240, in the classroom:

- A. When a controversial issue is not part of a course of study, its use in the classroom must be approved by the School Leader.
- B. Before introducing a controversial issue, teachers should consider the following:
 1. the chronological and emotional maturity of the students;
 2. the appropriateness and timeliness of the issue, as it relates to the course and the students;
 3. the extent to which students can successfully handle the issue from a personal standpoint;
 4. the amount of time needed and available to examine the issue fairly.
- C. When discussing a controversial issue, the teacher may express his/her own personal position, as long as he/she makes it clear that the position is only his/her opinion. However, the teacher must not bring about a single conclusion to which all students must subscribe.
- D. The teacher should encourage students' views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views or toward a particular group.
- E. Teachers should help students use a critical thinking process such as the following to examine different sides of an issue.

For each stated position, examine the following:

1. What is the person (group) saying?
2. What evidence is there that what is being said is true?
3. What is said that would lead you to think the position is valid?
4. What are the strengths and weaknesses of this position?
5. What do you think would happen if this point of view were accepted and put into practice?

For reaching conclusions, examine the following:

1. On balance, what do you think is the most reasoned statement? Why? What do you think is the most valid position? Why?

2. What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?

New Guideline Fall 2017

ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS

Situations may arise in which the parent has requested that their child not participate in a particular instructional activity. Board of Directors' policy authorizes such requests to be honored if the reason relates to a conflict between the subject matter and religious or philosophical beliefs held by the parents. Requests may not be honored, however, if the reason relates, not to subject matter, but to pedagogy or other concerns. In such cases, the parent should be referred to the School Leader.

When a student is to be excused from an activity, the teacher should do the following:

- A. prepare an alternative activity in the general subject area that the student can do on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;
- B. arrange for a properly supervised work location for the student that provides access to help, if and when needed;
- C. try to ensure that there are no repercussions for the student, either academically or socially, as a result of not participating in the regularly-scheduled activity;
- D. keep a record of the alternative activity for communication with the parents, if such information is requested.

New Guideline Fall 2017

INNOVATIVE PROJECTS

Any professional staff member may submit a proposal for an innovative program. When a proposal is presented, it should be forwarded to the School Leader. Each proposal should contain a clear, adequate statement on each of the following:

- A. Need – including importance relative to the School's goals.
- B. Expected Result – including a description of how students, staff, or the School will be different as a result of the project.
- C. Time Requirements – including any suggestions on how requirements can be met.
- D. Personnel Requirements – including types, qualifications, costs, and availability.
- E. Facilities/Equipment Requirements – including type, costs, and availability.
- F. Strategies/Methodologies – including evidence of effectiveness in other settings.
- G. Schedules – including suggestions for ameliorating any disruptions to current programs and schedules.
- H. Evaluation – including what criteria and standards will be used to judge the success or worthiness of the project.
- I. Follow-Up – including what could or should happen if the project results do, or do not, meet expectations.

After all of the above have been completed and forwarded to the School Leader, he/she shall review the proposal with relevant parties. If appropriate, a presentation to the Board may be arranged.

If approval is forthcoming and the project is implemented, a written evaluation by the participating professional staff will be prepared at a stage mutually agreed upon.

New Guideline Fall 2017

STRATEGY FOR PLANNING A PROJECT (JOB, TASK, ACTIVITY)

This guideline has been provided as a resource to help staff members create an effective plan for a project, by providing a planning strategy that can be used either in its entirety or in parts. The end result should be a project plan that meets the criteria described in Step 4.

Step One: Envision the End-Product (Result)

Prior to deciding what should be done, clarify the desired results of the project (job, task, activity). Without a clearly defined “end”, the “means” are not only harder to determine, but are also difficult to justify.

Strategy

- A. Define all the important features or elements of the end-product.
- B. Questions to ask:
 - 1. What should _____ look like after all the work is done and the project (job, task, activity) is finished?
 - 2. What should be its specific features or characteristics? (Describe each in detail.)
 - 3. What would I not want to find true of the end result?
 - 4. What should not be true in the situation after the project (task, activity) has been completed?
 - 5. What would the end-product be like if it is minimally acceptable?
 - 6. What makes this end-product important? What might happen if the end-product doesn't meet expectations?
- C. Confirmation:

Review the desired end-product and confirm the description is:

 - 1. *clear* – each element is comprehensible to relevant others;
 - 2. *complete* – all elements have been described;
 - 3. *accurate* – all details are correct;
 - 4. *justified* – each element is essential to achieving the desired end-product.

Step Two: Develop a General Outline of the Plan

“Sketching out” all of the tasks or steps before developing the details of each is usually more efficient and effective. Avoid both gaps and getting too focused on a particular part of the plan before its diversions are clear.

Strategy

A. What to do:

Determine that necessary resources are available and then identify and list each step or task necessary to produce the end-product.

B. Questions to ask:

1. Are the resources (time, money, people, equipment, etc.) necessary to produce the desired end-product, available when and in the amount needed?... If not, what changes will have to be made in the end-product?
2. What needs to be done first?..... What is the first task?
3. Why should _____ be the first task (step)?
4. What does the result of that task (step) have to be in order to move on to the next task (step)?
5. What should be the next task (step)?
6. Why does that need to be done next?
7. If that task (step) is done properly, what should the result be?
8. Recycle questions 5, 6 and 7 until sequence is complete.

C. Confirmation:

Review the list of tasks (steps) and the description of the end-product. Ask, "is there any part of the end-product that would be missing, incomplete, or unacceptable if just these listed tasks (steps) were taken"?

Step Three: Develop the Plan for Each Task (step)

The heart of a plan contains the details associated with each major task (step). The more complete the details (written or thought), the more likely the desired end-product will be achieved.

Strategy

A. What to do:

Create a written description of how each major task (step) outlined in Step Two will be accomplished.

B. Questions:

1. Who will do this task?
2. Where will it be done?

3. When does it have to be done?...How long should it take?
4. What resources (materials, tools, supplies, etc.) are needed? When will they be needed?
5. What specifically is involved in performing this task?
6. What policies or guidelines have to be adhered to? What conditions have to be met?
7. What could go wrong? (List possibilities.)
8. What can be done to deal with the problem and still achieve the desired result?
9. Recycle 1 -8 for each major task listed in the outline.

C. Confirmation:

Review each detailed task and confirm the following:

1. the knowledge/skills needed to perform the task are available;
2. all needed resources have been identified and are available;
3. the funds necessary to procure the resources are available;
4. enough time has been allocated to perform the task well enough to produce the results needed for that phase of the plan;
5. possible roadblocks have been identified and a workable contingency procedure developed to eliminate or get around each one.

Step Four: Assess the Effectiveness of the Plan (Use Form 2252 F1)

Step Five: Obtain Approval of the Plan

To implement the plan and obtain the necessary support, the plan must be both understood and agreed to by all parties who have responsibilities associated with the management of the project.

Strategy

- A. Reaffirm the commitment of the desired end-product and its benefits before reviewing the plan.
- B. Present the general outline, accompanied by a schedule of completion for each of the listed tasks.
- C. Provide details of the plan to the extent desired by those who must approve. Be sure to include the contingency plans designed for anticipated roadblocks.

- D. Obtain a commitment to a list of support actions that management needs to provide if the project is to be successful.
- E. If the project plan is complicated enough to require an additional plan to make sure it starts off properly (an implementation plan), submit such a plan for review and approval after developing it through the use of Steps 1 -4 above.

Step Six: Implement the Plan

If Steps 1-5 have been successful, the plan should work effectively to accomplish the desired end-product. However, monitoring the implementation on a regular basis is essential. The following must occur during monitoring:

- A. assess the results of tasks as they are being completed;
- B. determine what may be causing any inadequacies in results (e.g., inadequate or improper actions, outside influences, etc.);
- C. make any necessary adjustments in the actions, resources, etc., through the use of Steps 3, 4, and 5 above;
- D. reinforce those actions and influences that contribute to the accomplishment of the desired end-product.

New Guideline Fall 2017

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

These guidelines are established to assist in the proper implementation of Policy 2260.

That policy states:

The Board of Directors does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the Academy, or social or economic background, to learn through the curriculum offered in this Academy. Educational programs shall be designed to meet the varying needs of all students.

The Academy will identify, evaluate, and provide a free appropriate public education to students with disabilities (i.e. students who have a physical or mental impairment that substantially limits one (1) or more major life activities).

Sex-Based Harassment/Discrimination

The United States Department of Education, Office for Civil Rights ("OCR") considers gender-based harassment to be a form of sex discrimination. In 2010, OCR stated:

Title IX prohibits harassment of both male and female students regardless of the sex of the harasser – i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.

Although Title IX does not prohibit discrimination based solely on sexual orientation, Title IX does protect all students, including lesbian, gay, bisexual, and transgender (LGBT) students, from sex discrimination. When students are subjected to harassment on the basis of their LGBT status, they may also be subjected to forms of sex discrimination prohibited under Title IX. The fact that the harassment includes anti-LGBT comments or is partly based on the target's actual or perceived sexual orientation does not relieve a school of its obligation under Title IX to investigate and remedy overlapping sexual harassment or gender-based harassment.

Courts have also endorsed this interpretation of Title IX.

Administrators and professional staff are directed to thoroughly investigate any allegations of gender-based harassment.

Any questions concerning whether alleged conduct might involve gender-based harassment/sex discrimination should be promptly brought to the School Leader's attention.

Facilities

The educational program of this Academy shall be accessible to all students. All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise-qualified student with a disability the opportunity to participate in the academic or other school program on the same basis as a nondisabled student.

Service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the Academy. (See AG 9160B)

Program

The educational program includes the academic and nonacademic setting. Each qualified, disabled student shall be educated with the nondisabled student to the maximum extent appropriate. In the nonacademic setting, the disabled student shall participate with the nondisabled students to the maximum extent appropriate to the needs of the disabled student.

Each principal shall ensure that the procedures used with students and parents for selection of and participation in any part of the Academy's academic, co-curricular, or extra-curricular program do not discriminate on the basis of the Protected Classes. (see AG 2411 - Guidance and Counseling).

Complaints

All complaints shall be handled in accordance with the procedure described in AG 2260B. Section 504 does not establish timelines for submission of a hearing request nor does it define "impartial hearing" or require that the selection of the hearing officer be mutually agreed-upon by the Academy and the parents. The impartial hearing officer should be someone who is not an employee or under contract to this Academy in any capacity other than to provide this service as a hearing officer. The complainant is to be informed that s/he may contact the U.S. Department of Education's Office of Civil Rights at any time.

New Guideline Fall 2017

SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE

The School Leader establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the School.

Building principals shall serve as Building Section 504/ADA Compliance Officers ("Building Compliance Officers").

A person with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities;
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or

anatomical loss affecting one or more of the following body systems:

1. neurological;
 2. musculoskeletal;
 3. special sense organs;
 4. respiratory, including speech organs;
 5. cardiovascular;
 6. reproductive;
 7. digestive;
 8. genito-urinary;
 9. hemic and lymphatic;
 10. skin; and
 11. endocrine; or
- B. any mental or psychological disorder, such as intellectual disability organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

Individual with a disability does not include the following (i.e., Section 504 specifically excludes):

- A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use
- B. an individual on the basis of homosexuality or bisexuality
- C. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;

2. compulsive gambling, kleptomania, or pyromania; or
3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities, providing educational services, the School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The School will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The School further will provide a free appropriate public education (“FAPE”) to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities). Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their peers without disabilities to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services, and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the School's non-academic and extra-curricular service and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the School Leader or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the School Leader or his/her designee determines that an undue burden would result, the School will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the School's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the School's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the School (see AG 2260.01B).

Alternatively, the parent may file an internal complaint. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if s/he first opts to try to resolve his/her dispute through the internal complaint process.

Procedures Applicable to Section 504 Referrals/Evaluations/Plans

Annually the School will undertake to identify and locate every qualified person with a disability residing in the School who is not receiving a public education, and notify the person and their parents or guardians of the School's duties and responsibilities under Section 504.

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form (Form 2260.01A F4) and submitted to the Building Compliance Officer. Referrals may be made at any time. Parents may request a referral form by contacting the Building Compliance Officer or a School Compliance Officer.

Generally, a staff member should refer a student for an evaluation under Section 504 if s/he suspects that the student not only has a mental or physical impairment but also suspects an impairment substantially limits one or more major life activities. Examples:

- A. A teacher knows only that a student has asthma, without any other information. Refer? No.
- B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.
- C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in gym. Refer? Yes.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) sent to the parents.

The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the School does not suspect that a student has a mental or physical impairment that substantially limits one or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice (Form 2260.01A F18) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student has a disability under Section 504. Parents will be afforded the opportunity to meaningfully participate and provide input into the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager is responsible for verifying that:

- A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
- B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and
- C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-evaluations

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice (Form 2260.01A F18) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene an Intervention Assistance Team ("IAT") Conference. The student's parents will be sent a letter inviting them to attend and participate in the IAT conference (Form 2260.01A F9). The letter to the parents should be sent at least seven (7) calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The IAT shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager, and the parents. The IAT may also include general education teacher(s), student, guidance counselor, school psychologist, the School's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability that makes him/her eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the impairment/condition and determine whether it substantially limits one or more major life activities), and, if so, determines whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the School's programs and activities on an equal basis to students without disabilities.

The Building Compliance Officer will serve as the Chairperson of the IAT Conference. The Chairperson has the following responsibilities:

- A. at each IAT Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3)
- B. gather information
- C. organize the presentation of the data
- D. coordinate the deliberation of Section 504 eligibility (see Form 2260.01A F11):
 1. Does the student have a physical or mental impairment?
 2. Does that impairment "substantially limit one or more major life activities"?
 3. Does the team have the data to justify a disability determination?
 4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the IAT Conference, the IAT will determine needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

- A. adjusting testing procedures;

- B. individualize classroom assignments, homework;
- C. provide staff interventions;
- D. utilize assistive technology;
- E. provide a buddy to take notes;
- F. provide an interpreter (for students or adults);
- G. modify materials, adjust the reading level;
- H. modify the organization of the student's day;
- I. facilitate or modify parents/student/teacher/staff communication;
- J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal).
- K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.

The accommodations/modifications/interventions will be individualized to meet the needs of the student.

In interpreting data and making placement decisions, the School will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

Possible Outcomes of the IAT Meeting

- A. Student is eligible for a Section 504 Plan (Form 2260.01A F13). The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01 F10). Section 504 Plan is developed by the IAT. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).
- B. Student is ineligible for a Section 504 Plan. The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F10). Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).
 - 1. The IAT determines if the student needs interventions pursuant to the Rtl Plan. If Rtl is determined to be appropriate, the IAT will develop strategies to provide necessary interventions. The interventions should be documented on Rti paperwork. A copy of the Rtl plan should be filed in the student's cumulative record folder. A copy of the Rtl plan is NOT required to be sent to the School Compliance Officer.

2. Student will be served appropriately in the regular education program without written interventions.
- C. The IAT determines that it needs to collect more information before making an eligibility determination; or

The Summary Evaluation Report (Form 2260.01A F10) shall reflect the determination on the issue of whether the student has been identified as having a qualified disability under Section 504. This document should be reviewed periodically.

Section 504 Plan

If a student is identified as having a disability pursuant to Section 504, and the IAT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the School's programs and activities on an equal basis to students without disabilities, the IAT will develop and complete the Section 504 Plan (Form 2260.01A F13). Aside from the description of the student's disability and the special education or related aides and services needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of students without disabilities. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the IAT, including the parents. A copy of the Plan will be sent to the School's Compliance Officer and the Building Compliance Officer as soon as possible. A copy of the Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the School. If the parents do not attend the meeting to develop a Section 504 Plan, the School will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the initial Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the School may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) that explains their right to challenge the School's actions. Regardless of whether it is an initial or subsequent plan, a copy of the Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:

- A. informing staff that the Section 504 Plan is a legal document;
- B. writing and distributing the Section 504 Plan;
- C. Encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;
- D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to the School Compliance Officer.

Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

- A. Prior to the beginning of each school year:
1. The Building Compliance Officer or his/her designee is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.
 2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.
- B. Within the first two (2) months of the school year:
1. The Building Compliance Officer must notify the student's parents that the IAT needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.
 2. The Building Compliance Officer must schedule an IAT meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form (Form 2260.01A F17) must be completed at the meeting. The IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.
 3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the School Compliance Officer by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.
 4. Updated copies of the student's Section 504 Plan will be distributed to all of the students' teachers after review by the 504 Case Manager.
- C. During the school year:
- The Section 504 Plan can be reviewed by the IAT at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.
- D. Procedural Safeguards:
- Any time the written results of a IAT meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

Parents' Options If They Disagree with the School's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the IAT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must

provide a due process hearing before an impartial hearing officer (“IHO”) that is not employed by the School. See AG 2260.01B - Section 504/ADA parents’ procedural rights, including Due Process Hearing. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try and resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO’s decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the School’s internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the School complied with the “process” requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

Facilities

With regard to accessibility of facilities, the School will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will serve persons with disabilities in the most integrated setting appropriate.

New Guideline Fall 2017

SECTION 504/ADA – PARENTS’ PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING

Procedural Information and Rights

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended (“ADA”), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may have a disability under Section 504, but not also qualify under the IDEA:

- A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education (“FAPE”) if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students without disabilities to the maximum extent appropriate (i.e., the student’s education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner;

If the Academy refers a student for aids, benefits, or services outside the Academy, the Academy will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the Academy.

- H. Parents have the right to place their child in a private school or alternative educational program;

However, if the Academy makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the Academy is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the Academy;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the Academy to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication unless it is clearly not feasible to do so;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

If the Academy refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.

- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:

1. when evaluations are conducted;
2. when consent for an evaluation is withheld;
3. when eligibility is determined;
4. when a Section 504 Plan is developed; and
5. before there is significant change in the Plan.

Due Process Hearing

- A. Students and their parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) (i.e., by a person not employed by the Board of Directors, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing)--regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents or guardian and representation of counsel, and their right to examine relevant education records.
- B. The Academy will maintain a list of trained IHOs that may include IDEA hearing officers, attorneys, and Directors of Special Education outside the Academy. The Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the School. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.
- C. A party to such a due process hearing shall have:
 1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
 2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
 3. the right to a written or electronic verbatim record of such hearing; and
 4. the right to written findings of fact and the reasons for the decision.
- D. The IHO shall conduct the due process hearing within a reasonable period of time.
- E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:
 1. a statement of time, place and nature of the hearing;
 2. a statement of the legal authority and jurisdiction under which the hearing is being held;

3. a reference to the particular section of the statutes and rules involved;
 4. a statement of the availability of relevant records for examination;
 5. a short and plain statement of the matters asserted; and
 6. a statement of the right to be represented by counsel.
- F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.
- G. The IHO shall make a full and complete record of the proceedings.
- H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

- I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the Americans with Disabilities Act ("ADA"), or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

New Guideline Fall 2017

NOTICE OF NONDISCRIMINATION

The public notice contained on Form 2260 F8 - Notice of Nondiscrimination is to be disseminated at least annually to students, parents, employees, and the general public.

This notice is to be placed in all of the following documents prepared by the School:

- Parent/Student Handbooks
- Staff Handbooks
- Course Catalogs
- Application Forms for Enrollment and Employment
- Recruitment Materials for Students and for Staff

To inform the general public, the notice should be sent to the local newspaper(s).

New Guideline Fall 2017

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAMS

The following guidelines have been established to ensure that these programs operate as effectively as possible and in accordance with Board policy and the School Code.

Each year, prior to March 1st, the School Leader shall provide information regarding the optional postsecondary (dual) enrollment program to the students currently enrolled in grades 8 through 11 and to their parents. This information should be mailed to the student's current address. A record should be kept of the mailing list and the date of the mailing in order to confirm compliance with State rules.

The postsecondary institutions to which this dual enrollment options program applies are any state university, community college, independent nonprofit degree-granting college or university located in Michigan or Federal tribally controlled colleges and universities certified to operate in Michigan and that chooses to comply with the Postsecondary Enrollment Options Act.

Eligibility

"Eligible student" means a student enrolled in at least one (1) high school class in the Academy for the year in which participation is sought or state approved nonpublic school in Michigan. Students must be an enrolled student in the Academy. Students become eligible by completing all of the required tests and receiving a score(s) that qualifies for entry into the postsecondary (dual) enrollment program.

Foreign-exchange students are not eligible.

An eligible student must have at least one (1) parent or legal guardian who is a resident of Michigan. Except as provided by law, an eligible student shall not have been enrolled in high school for more than four (4) school years, including the school year in which the student seeks to enroll in a postsecondary (dual) enrollment course.

A student must have completed the requirements for his/her eligibility and is limited to enrollment in a subject area in which s/he has met these requirements.

"Eligible course" means a course, including career and technical preparation courses, offered by an eligible postsecondary institution that is offered for postsecondary credit or is part of a noncredit occupational training program leading to an industry-recognized credential; that is not offered by the Academy (in the case of career and technical preparation programs shall include Intermediate School District or area vocational-technical education program) or state-approved nonpublic school in which the eligible student is enrolled, or that is offered by the Academy (in the case of career and technical preparation programs shall include intermediate school district or area vocational-technical education program) or state-approved nonpublic school but is determined by its governing board to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control; that is an academic course not ordinarily taken as an activity course; that is a course that the postsecondary institution normally applies toward satisfaction of degree requirements; that is not a hobby craft or recreational course; and that is in a subject area other than physical education, theology, divinity, or religious education.

Parents may request that their child be allowed to take any test the Academy uses to grant program entry at the time the test or retest is offered.

In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution or other nonprofit educational institutions or Federal tribally controlled colleges and universities certified to operate in Michigan.

For each individual eligible student, unless there is a written agreement between the eligible student's school district and the career and technical preparation program to waive these limits, a course described in this subdivision is not an eligible course if the eligible student's enrollment in, and the payment of eligible charges for the course would exceed the following limits:

- A. Not more than ten (10) courses overall. This limit does not apply to a course if the eligible student does not receive tuition and fee support under this option for that course.
- B. If the eligible student first enrolls in a course when the student is in grade 9, but not more than two (2) courses during each academic year in the student's first, second, or third academic year of postsecondary (dual) enrollment, and not more than four (4) courses during the student's fourth academic year of such enrollment.
- C. If the eligible student first enrolls in a course when the student is in grade 10, not more than two (2) courses during the student's first academic year of postsecondary (dual) enrollment, not more than four (4) courses during the student's second year of such enrollment, and not more than four (4) courses during the student's third year of such enrollment.
- D. (Subject to the 10 course limit above) If the eligible student first enrolls in a course when the student is in grade 11 or 12, not more than six (6) courses during either of those academic years of postsecondary (dual) enrollment.

"Eligible charges" means tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in an eligible course. Eligible charges also include any late fees charged by an eligible postsecondary institution due to the Academy's or the department of treasury's failure to make a required payment according the provisions of law.

Eligible charges do not include transportation or parking costs or activity fees.

Credit Options

Students will be able to elect to take courses for college credit only, for high school credit only, or for both high school and college credit. The student shall designate the type of credit desired at the time of enrollment and shall notify both the high school (in the case of career and technical preparation programs shall include intermediate school district or area vocational-technical education program) and the postsecondary institution of the designation.

An eligible student taking more than one (1) eligible course may make different credit designations for different courses.

Grades

If the student wishes to have the grade from each course entered on his/her transcript and made a part of his/her GPA either for possible scholarships or participation in collegiate athletics, s/he should so notify the School Leader at the time of enrollment.

Enrollment

- A. By August 1st of each year, a student or his/her parent must complete and submit the Intent To Participate Form 2271 F1 filed with the high school administration which signifies the student's intent to participate in the program for the following school year.
- B. Prior to completing this form the student and his/her parents must participate in the special counseling sessions described below and confirm receipt of these counseling services by signing at the prescribed place on the intent form.
- C. Failure to meet this deadline shall exclude the student from the program for that school year unless a waiver is granted by the School Leader. Participation may be withdrawn by the student or parent at any time upon written notification to the high school administration.
- D. Students must identify the appropriate postsecondary enrollment option prior to the start of the first class session of the fall quarter or semester at the college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken.

Counseling Services

A. Potential Risks and Consequences

Among the potential risks of participation the student must be willing to accept are:

- 1. increased student responsibility for learning because of less instructional guidance;
- 2. reduced opportunities to participate in high school co-curricular and extra-curricular activities;
- 3. potential loss of after-school employment opportunities;
- 4. possible effect on grade point average and class standing;
- 5. possible delay of graduation;
- 6. increased time for travel, study, etc.

B. Potential benefits are:

- 1. expanded curriculum offerings;

2. opportunities to study in more depth those areas of special interest or need;
3. opportunities to earn college credits while still in high school;
4. opportunities for financial support for taking college courses while still in high school;
5. opportunities to experience college level work and life prior to making final decisions about whether and/or where to attend college.

C. College Acceptance and Scheduling

Participation is contingent upon admission to the postsecondary institution. The Academy will assist the student in gaining admission by providing transcripts and other related documents but will accept no responsibility if the student is not accepted by the postsecondary institution. Students who are awaiting acceptance should register for high school classes as if they were not participating in the program.

Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission which must be provided by the postsecondary institution, in writing to the student and the Academy within seven (7) days of acceptance.

In the event that the student withdraws from the postsecondary institution class for high school credit within the postsecondary institution's drop and add period, the student will be re-enrolled in the high school classes which were previously dropped.

Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the high school campus in order to participate in this program. However, if a schedule conflict cannot be accommodated, the student may enroll in the postsecondary course. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

D. Financial Arrangements

The Academy will pay the charges submitted by the postsecondary institution or the prorated percentage of the State foundation allowance paid on behalf of the particular student, whichever is the lessor. Charges in excess of the payment will be billed by the postsecondary institution to the student and his/her parents.

The postsecondary institution will not charge a late fee providing the student registers during the institution's drop/add period.

Should students fail to complete a course and a refund is available, the Academy shall be reimbursed first. In the event reimbursement is not made in a reasonable period of time, a claim may be filed against the student and/or his/her parents in Small Claims Court for collection.

E. Process for Granting Academic Credits

When students have elected to receive high school credit for postsecondary institution courses, credit will be awarded for successful completion of courses in accordance with the following guidelines:

1. The School Leader shall require the student to submit a course syllabus or detailed description of each postsecondary institution course taken so that a comparison can be made with existing high school courses.
2. If the School Leader determines that the postsecondary institution course is comparable to one offered by the high school, the equivalent high school credit shall be granted.
3. If the School Leader determines that the postsecondary institution course is not comparable to one offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the postsecondary institution.
4. In the event that the student or parents contest the credit, the School Leader shall determine the appropriate credit. The School Leader's decision shall be final and binding.
5. Students who enroll in a postsecondary institution course for both high school and postsecondary institution credit will receive on their high school transcript the grade issued by the postsecondary institution. While the course will be clearly designated on transcripts as a postsecondary institution course taken for high school credit, the grade will not be computed in the grade point average, unless the student so requests.
6. Students who are enrolled up to four (4) credits (either exclusively through high school courses or through a combination of high school courses and postsecondary institution courses taken for high school credit) may still enroll in postsecondary institution courses for postsecondary institution credit. However, such supplemental enrollment will be at the student's expense.

F. Criteria for Transportation Aid

All students participating in the postsecondary enrollment option program will be responsible for their transportation to and from their homes and the postsecondary institution or to and from the high school and the postsecondary institution.

G. Available Student Services

Students enrolled in the postsecondary program will be entitled to all student services provided to any other of the Academy's high school students (counseling, health, etc.). However, these services will be provided only while the students are on the high school campus and only upon request. It is also the students' responsibility to keep themselves informed of academic and other requirements for all students who attend the high school.

H. Consequences of Failing or Not Completing a Course

1. If students withdraw from the postsecondary institution course within the postsecondary institution's drop and add period they will be rescheduled for the appropriate high school courses, and no record of the postsecondary institution course will appear on the transcript. However, if students withdraw from the postsecondary institution courses after the drop and add period, the course will appear on the transcript and will carry a grade of Withdrawn.
2. Any course taken for high school credit at a postsecondary institution and completed (or recorded as Withdrawn) will be clearly identified on the transcript along with the name of the postsecondary institution where the work was undertaken.

I. Effect on Completion of Graduation Requirements

Students using postsecondary institution courses for credit toward high school graduation may do so. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the postsecondary institution, students should schedule an appointment with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the postsecondary institution as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

J. Academic and Social Responsibilities of Students and Parents

1. When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all Academy policies and the Student Code of Conduct.

No student is allowed to participate in intercollegiate athletics while participating in the postsecondary options program.

Students and their parents assume all responsibility and liability related to attendance at a postsecondary institution and must agree to hold harmless the Board of Directors, the administration, and the staff for any incidents arising out of participation in this program.

2. Students must meet all requirements and standards established by the postsecondary institution and assume responsibility for

attendance and behavior.

K. Information and Encouragement to Use Postsecondary Institution Counseling Services

The high school counselors, during the individual counseling sessions, shall make available any information provided by the postsecondary institution concerning its counseling services. In addition, counselors should encourage students and their parents to utilize counseling services available at the postsecondary institution to better ensure successful completion of the postsecondary institution courses.

L. Encouragement of Students

Counselors should encourage the participation of those students who have been identified as potentially successful in such postsecondary institution course work.

M. Grade Point Computation and Reporting of Grades

1. For those postsecondary institution courses taken for high school credit, the student may choose that the grade for that course be listed at the end of the next regular grading period at the high school, following the receipt of an official transcript from the postsecondary institution. All grades to be entered on the high school transcript must be taken from an official transcript from the postsecondary institution. Should there be an urgent need for a letter grade, notification on official letterhead from the postsecondary institution instructor advising of the grade will be accepted to verify the grade.
2. Eligibility for co-curricular and extra-curricular activities in accordance with Board Policy 2430 and Policy 2431 will be affected if courses are taken for high school credit. Students will be provided Form 2271 F3 and asked to have their instructor fill it out. This form should be submitted bi-weekly prior to the close of high school classes each semester. Eligibility will also be checked at the end of each postsecondary institution quarter or semester.

New Guideline Fall 2017

HOMEWORK

The following guidelines have been developed to assist School Leaders in working with staff to establish appropriate homework assignments:

- A. All homework assignments should have a specific purpose related to the learning objectives of the program or course.
- B. Homework assignments should be appropriate to the grade level and abilities of the students involved.
- C. Assignments should involve application of knowledge, reinforcement of communication, research and other skills, and should provide experiences that strengthen attitudes and allow for creativity.
- D. Punishment assignments should never be given.
- E. The purpose of homework, in terms of the goals of a program, should be made clear to the student when assigned; the homework should be corrected by the student after it is returned; and both the strengths and weaknesses of the student's homework should be communicated in ways that foster improved performance.
- F. As part of the process of using homework as a learning tool, students should be involved in learning how to critique their own and each others' work, based on clearly defined criteria related to the particular program or course of study.
- G. The time limits for the completion of homework should have the following characteristics:
 - 1. be reasonable and consistent with the nature of the assignments given;
 - 2. provide for interim appraisal of progress when assignments involve blocks of time;
 - 3. include a reasonable time for make-up of missed homework assignments and/or improvements based on teacher comments.
- H. Parents should be made aware of the School's homework guidelines as well as the way each of their student's teachers will use homework as a learning activity.

New Guideline Fall 2017

VIRTUAL/INTERNET/INDEPENDENT STUDY OPTIONS

Virtual, internet, and independent study may be arranged to better meet the needs of students. The purposes of such study are as follows:

- A. to broaden curriculum content when the regular school program limits student growth and learning;
- B. to provide students with an opportunity to make decisions (to select from a series of options) about their activities in the School;
- C. to place students in a more active role in the learning process;
- D. to provide learning experiences tailored to individual interests, talents, and needs.

Level I - The selection and the study are largely teacher-directed. Frequent review and discussion with the teacher is required. Subject matter is closely related to class instruction.

Level II - The selection and the study are more student-directed. The students must confer with the teacher once each week.

Level III - The student is responsible for selecting the areas and directing his/her own learning. He/She reports to his/her teacher by appointment. Projects may range far afield from a regular course.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off campus may be arranged through the School Leader.

A student (or group of students) who desires to participate should meet the following criteria:

- A. expressed interest in undertaking the work;
- B. ability to identify goals or purposes;
- C. ability to manage time and resources;
- D. achievement in current course work.

Students who fail to maintain self-discipline and accomplishment both in course work and the option program will be phased out of such studies.

A completed option program project may take many forms, such as a term paper, an essay, a script, a film, a T.V. tape, an oral tape recording, etc. The final report should include:

- A. a log showing how time was utilized;
- B. a bibliography of materials used - print and non-print;
- C. an evaluation of the project.

Students taking virtual/internet high school options outside the regular school day and off campus must have prior approval of the School Leader. Approved courses of this nature will

be counted toward the student's graduation requirements. Students will be limited to two (2) courses per semester. More than two (2) courses per semester will not be counted toward graduation credit.

Virtual high school/internet/independent study credit will be awarded only to those students who are concurrently enrolled in and attending High School courses offered by the School in which credit is earned and regular attendance is required. Each virtual/internet/independent study student with approval for such credit will be assigned a mentor teacher.

The contract/application for the selected option will be filed with at least one of the following:

- A. coordinator of subject area.

The student's permanent record and transcript will indicate when a student has initiated, and successfully completed, the program.

A completed copy of the project, together with the application-contract, will be kept on file in the School Office.

Role of Teacher

As in all learning, the role of the teacher in such an educational option program is crucial. Specifically the teacher must do the following:

- A. provide instruction in the skills necessary for study options, such as note taking, bibliography construction, listening, library usage, etc.;
- B. assist students in defining the purpose and intended outcomes of their projects and in selecting methods which best ensure the purposes and outcomes are achieved;
- C. meet with participating students on a regular basis to counsel, review progress, and provide critique. Such critique should specify the following:
 - 1. what is being accomplished as intended;
 - 2. what isn't being accomplished and why;
 - 3. how the student should function differently in order to accomplish the desired results.

Before being authorized to manage an option program, teachers must demonstrate working knowledge of the current literature concerning those types of activity.

Student work is to be evaluated on the basis of how well the goals of the program are being accomplished and how well each student is achieving the expected results of his/her individual project. Assessment shall provide evidence of the following:

- A. increased application of knowledge;
- B. acquisition and application of needed skills and techniques;

C. formation of attitudes needed for such learning.

Teacher-student conferences throughout an option project can serve an evaluative function. Each should be recorded indicating dates, time, and results. A final conference involving the student, teacher, and the School Leader is necessary for all level three projects.

New Guideline Fall 2017

HOMEBOUND INSTRUCTION PROGRAM

Whenever a School Leader is notified that an enrolled student will be homebound or hospitalized for a medical condition that will extend beyond five (5) school days, he/she should ensure that the following procedures take place:

- A. Request written notification, accompanied by certification of the attending physician, of the student's condition and any limitations that will affect the student's ability to benefit from instruction.
- B. If the student is enrolled in special education, contact the Special Education Director regarding the student's IEP and the objectives to which homebound instructional efforts should be addressed. Since the teacher must be certified to teach toward the selected objectives, check with the ISD and the institution (if the student is hospitalized) to find out if either has qualified personnel available to conduct homebound instruction and at what charge. Arrange for a properly-certified teacher, at the lowest cost to the School, to provide the instruction for a minimum of two (2) nonconsecutive hours a week until the student is released to return to the School.
- C. If the student is eligible under Section 504, examine the student's record to determine if there are any factors, other than the current medical condition, that must be considered in providing homebound instruction. Then arrange, in the same manner described above, for a minimum of two (2) forty-five minute periods of instruction per week until the student is released to return to the School.
- D. If the student is non-disabled, consult with appropriate staff concerning the student's current academic status and make arrangements through the School, the ISD, or the institution providing care, for the least expensive, properly-certified teacher to provide a minimum of two (2) forty-five (45) minute periods of instruction per week until the student is released to return to the School.
- E. If a student is institutionalized in another State or in Canada, arrangements for instruction can be made with a teacher properly certified in that state or dominion.
- F. Accurate time sheets listing the dates and duration of instructional services must be kept of all homebound instruction and submitted by the end of each pay period, if an employee of the School. The time sheet is to be signed by the parent or institution of care. Time sheets of non-school teachers are to be submitted as per agreement with the institution or person providing the instruction.
- G. All instructional materials and supplies will be furnished by the school in which the student is registered.
- H. The student's regularly-assigned teacher(s) is responsible for assigning the content of the instruction, reviewing the results of the homebound or hospitalized instruction, and assigning a grade. The homebound/hospital teacher is to work with the regularly-assigned teacher(s) to assure the student receives the instruction, provide basic assistance to the student, and identify any problems or accommodations that may need the regularly-assigned teacher(s) attention.

- I. Instructors are to receive the mileage reimbursement at the established rate both to and from the School and residence of the student.

New Guideline Fall 2017

HEALTH EDUCATION PROGRAM

These guidelines have been established to facilitate implementation of the Hero's Program.

A Confirmation Checklist (Form 2413 F2 and/or Form 2414 F2) has been developed that is based on the Michigan Department of Education's recommendations and is designed to ensure that the program is implemented properly and minimizes concern by parents or other interested parties.

Each School Leader should use the Checklist in working with the School's staff at the beginning of each school year. Once the program has been started, a copy of the completed confirmation should be sent to the School Leader's office by no later than September 1st and the original should be maintained in the School's office.

Any parent who wishes to exercise the option to have his/her child not participate in a particular class should be allowed to do so, but the School Leader or teacher should attempt to meet with the parent to discuss the nature of his/her concern and to reach a mutually satisfactory arrangement.

In the event of a complaint about the health education program, the person or party should be made aware of the Board's complaint procedure described in Policy 9130. This policy is available at both the School Leader's office and the office of the School. Any such complaint is most likely to concern the program itself or its implementation rather than the particular person teaching the program. Therefore, as the policy indicates, the complaint is to be handled by the School Leader and not by a teacher. Be sure the complainant receives a copy of the procedure, either through the mail or by coming to the office. Complaints that originate at the central office are to be handled in the same manner.

The School Leader is to make sure that the materials are available and that any complaint is focused on a particular topic or type of activity rather than on general reactions.

New Guideline Fall 2017

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Since the policy of the Board of Directors is to maintain a co-curricular activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests of the students, all students should be urged to join at least one club or activity.

Existing Clubs or Activities

At the start of the school year, all students should be provided with information on existing clubs and all co-curricular and extra-curricular activities and should be encouraged to participate.

New Activities

All new activities shall be approved in the following manner:

- A. Requests for new activities should be submitted to the School Leader and should contain the following:
 1. purpose and rationale
 2. intended outcomes for students
 3. participation
 4. plan of operation
 5. costs
 6. persons in charge
- B. The School Leader will review each request and either reject or submit each for Board approval.
- C. Upon approval, an activity will be listed as a part of the co-curricular or extra-curricular program, and its fiscal account established by the School Leader.

Fiscal Compliance

Co-curricular and non-curricular activities need to comply with financial and bookkeeping controls established by the Business Manager. Each activity advisor is to provide the building School Leader with a periodic update on the fiscal status of the activity.

Operating Guidelines

The School Leader shall prepare and publish operating procedures for all co-curricular/extra-curricular activities which ensure the following:

- A. students participate in ways that do not interfere with their academic programs;

- B. the safety and welfare of the students is adequately safeguarded;
- C. all activities have proper faculty planning, direction, and supervision;
- D. faculty members work cooperatively so that some activities do not interfere with the operations of others;
- E. faculty members and students are encouraged to attend activities involving student performances;
- F. each activity is assessed continuously, relative to its stated purpose and goals;
- G. building facilities and equipment are being used safely and as intended and are being maintained in proper condition.

Eligibility Requirements

Eligibility requirements for participation in other activities shall be specified in the student handbooks.

No student who has been absent for a school day may participate in an extra-curricular activity scheduled for the afternoon or evening of that school day without the approval of the School Leader.

New Guideline Fall 2017

RESOURCE SPEAKERS

Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:

- A. The subject is of educational relevance and value to the students in that class.
- B. The subject is presented in an unbiased or unprejudiced manner. (Speakers representing several sides of an issue may be used.)
- C. The speaker(s) will not disrupt the educational program.
- D. The information to be discussed is appropriate for the age and maturity of the students.
- E. Any speaker addressing a subject related to the School's program on health shall meet the guidelines established for that program. (See AG 2413 and/or AG 2414.)
- F. The teacher shall remain in the classroom during the entire presentation to provide for appropriate follow-up.

The School Leader shall approve the visits of all guest speakers and seek permission to record the presentation by audio or video tape for use with other classes.

New Guideline Fall 2017

STUDENT ASSESSMENT

Purpose of Testing

Testing, like any other element of the Academy's program, should have a definite purpose related to student achievement of learning goals. No test should be given without first defining its purpose and determining how the results will be used.

Suggested Purposes for Various Tests

A. Achievement Tests

- A. to measure a student's progress in achieving desired learning outcomes
- B. to determine a student's learning strengths and weaknesses and/or diagnose their causes
- C. to assess the effectiveness of the School's program and/or identify/diagnose educational strengths and weaknesses
- D. to evaluate curriculum and/or instructional strategies and resources

B. Intelligence Tests

- A. to measure a student's mental ability, as defined by the tests
- B. to determine eligibility for special programs

C. Basic Skills Tests

- A. to determine the extent to which a student can perform tasks associated with functional literacy
- B. to diagnose problems with literacy skills and in providing for appropriate remediation

D. Readiness Tests

- A. to determine the appropriate time for a student to begin a learning program

E. Vocational Interest/Aptitude Tests

- A. to determine a student's interests or aptitudes for comparison with those related to particular vocational fields
- B. to assist in the vocational counseling of a student

Uses of Test Results

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students is learning.

Item Analysis

If test results are to be used effectively, an analysis of the test items usually should be the first step. Such an analysis makes it easier to determine where students are strong and weak so instruction can be focused accordingly. A proper analysis should provide the knowledge that will aid in designing appropriate learning activities and in producing a more reliable assessment and more useful communication with both students and their parents.

Retesting of Students

A student may retake any State-required tests in accordance with applicable law and State guidelines.

Students with disabilities shall be provided accommodations necessary to allow the students to take any State required tests. The decision as to what constitutes *appropriate* and *acceptable* accommodation will be determined by each student's IEPT, 504 Team, or others responsible for the student's educational program.

Non-special education students with learning disabilities, 504 disabilities, and/or other learning-related difficulties who do not receive acceptable scores on the 4th grade or 7th grade State required reading tests are to receive special assistance designed to bring their reading skill up to grade level within twelve (12) months.

Curriculum and Instruction

Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen the faculty's understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose and remediate.

Counseling

Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived from the testing program. The counselors should use test results and analyses to help students (and their parents) develop a realistic and valid view of their current achievement levels and to design and follow through on plans related to both school and vocational careers. Teachers should also be aware of these plans to help support such plans in the classroom.

Communication with Parents

As one of the important partners in the educative process, it is essential that parents be kept properly informed of test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:

- A. Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.
- B. Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.
- C. Communicate what the test is designed to measure as well as what it does not attempt to measure.
- D. Share the norms, if applicable, and how such norms or standards have been created.
- E. Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

Use in Remediation and Promotion/Retention

Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by each of the State required tests and achievement tests.

Test results will be used by all classroom teachers to assist in identifying and implementing instruction appropriate to the needs of students who do not meet the identified competency standards.

Test results may be used by teachers, administrators, and guidance personnel as a factor in promotion and graduation decisions but shall not be the sole factor in determining promotion or graduation.

Intervention shall continue until students attain minimum proficiency as measured by the MSTEP test.

Special area teachers shall assist regular classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.

Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study.

New Guideline Fall 2017

STUDENT PORTFOLIOS

A portfolio containing evidence of what the student has learned in each component of the School's core curriculum is required of each student.

Each student's portfolio shall contain at least the following:

- A. a record of the student's annual academic and nonacademic plans he/she intends to follow;
- B. a record of academic achievements including transcripts and results on MSTEP
- C. a record of career-preparation plans, including school-sponsored vocational/technical training; explorations of career or postsecondary education opportunities; preparations for job seeking; actual job experience; problem-solving experience; and lifelong-learning experiences;
- D. a record of accomplishments and recognitions, including other nonacademic competencies, awards, and certificates.

Each student or his/her parents are responsible for submitting records of any non-school activities that may be a useful addition to the portfolio.

The portfolio is to be cumulative, beginning with the student's entry into the seventh grade, and/or school, and is to be transferred to the student's teacher(s) each succeeding school year and to the School Leader of the next school the student will attend.

The portfolio shall be considered a student record, governed by the FERPA, but shall be given to the student upon graduation or upon leaving the School.

New Guideline Fall 2017

5000 **STUDENTS**

5110	Student/Parent Handbook
5111	Admission to the School
5111.01	Homeless Students (Role of the Local Liaison)
5111.03	Children and Youth in Foster Care
5113.02	School Choice Options Provided by the <i>No Child Left Behind Act</i>
5130	Transfer from the School
5136	Personal Communication Devices
5200	Attendance
5320	Immunization of Students in the School
5420A	Reporting Student Progress
5420B	Parent-Teacher Conferences
5460	Graduation Requirements
5460B	Testing-Out of a Course
5463	Student Transfer from Non-Accredited Schools
5500A	Student Conduct
5511	Dress and Grooming
5517	Anti-Harassment
5600	Student Discipline
5610	Emergency Removal, Suspension and Expulsion of Students
5610A	Students Subject to Expulsion but not Identified for Special Education
5630A	Alternatives to Corporal Punishment
5630B	Use of Physical Force
5772	Possession of Weapons
5780	Adult Students' Rights
5830	Student Fund-Raising
5850	Student Social Events

New Guideline Fall 2017

STUDENT/ PARENT HANDBOOK

The guidelines and procedures by which students are to function while attending the School are to be contained in a student/ parent handbook. This handbook may provide the following sections, types of information, and aids.

An initial section will contain the following:

- A. the purpose of the handbook;
- B. the purpose and goals of the School;
- C. the description of how the handbook is to be used;
- D. name and phone number of person to be contacted regarding questions about the handbook;
- E. a listing of resource people and/or documents which students and parents can use to obtain answers to questions or concerns.

One (1) or more sections will contain essential rules, procedures, and/or guidelines needed for students to function properly in the school environment and to better accomplish their educational goals and the goals of the School. Such sections should include the following topics:

- A. Attendance
- B. Academics
- C. Co-curricular/Extra-curricular Activities
- D. Emergency procedures

A special section will detail the Code of Conduct. The Code should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also explain why those behaviors are important to the proper development of the student, the productive interactions among the people in the School, and the effective operation of the School.

The Code should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to the following:

- A. use, possession, or distribution of drug items defined in Board Policy 5530 and any paraphernalia associated with them;
- B. any illegal activity, such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;
- C. unethical actions, such as lying or cheating;
- D. any form of violence, rowdiness, or harassment;

- E. any action that disrupts the School operation or environment;
- F. any action that defaces, damages, or destroys personal or public property;
- G. any form of littering or damage to the School environment;
- H. any violation of Board policies, school guidelines, or school rules.

The section should also provide a description of the consequences and disciplinary actions up to, and including, expulsion for noncompliance with the School's rules and for unacceptable behavior. Included in this description must be a complete and accurate statement of the student's right to due-process.

A section describing the services available to students and their parents to help them accomplish their goals and function effectively in the school environment.

One (1) or more references, including a Table of Contents, an Index (if needed and feasible), and appendices, when appropriate. Section or chapter headings should be clearly labeled.

The information contained in each handbook should be clear and logically organized as well as accurate, and sufficient enough so that, when students and their parents refer to it, they can understand the intent of what has been stated.

Each handbook is to be a model of proper use of the English language, both substantively and grammatically.

Prior to the final publication and distribution of the handbook, the copy and proposed format are to be submitted to the Board of Education for final review and approval by no later than August 1st.

New Guideline Fall 2017

ADMISSION TO THE SCHOOL

Students who qualify for admission to the School, in accordance with Board Policy 5111, shall be accepted when the following documents have been submitted:

- A. a birth certificate or other appropriate documentary evidence or
- B. court orders or placement papers, if applicable

If a birth certificate is not available, the parent is to complete Form 5111 F1 and submit the documentary evidence required. If custody has been established by the courts, a copy of the court order must be submitted. If verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the Educational Service Provider/School Leader shall notify the local law enforcement agency.

Students without appropriate records will be admitted under temporary enrollment for a period of forty-five (45) days, unless extended by the Educational Service Provider/School Leader. Parents are to be so informed at the time of admission.

- A. The sending school shall be contacted within one (1) week of the student's entry into the School and requested to send all appropriate records.
- B. If the sending school indicates no record of the student's attendance, or the records are not received within fourteen (14) days of the date of request, or if the student does not present a certification of birth or other documentary evidence, the School Leader shall immediately notify the law enforcement agency where the student resided and the local law enforcement agency that he/she may be a missing child.

Immunization requirements are to be in accordance with AG 5320. The staff member enrolling the student is to check the immunization record the parent submits against the requirements listed in AG 5320 to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits. A list is to be kept of all students who have not met the immunization requirements and the dates by which missing inoculations are to be completed.

Students transferring from another school must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credit toward graduation.

New Guideline Fall 2017

HOMELESS STUDENTS (Role of the Local Liaison)

Duties

The Local Liaison for Homeless Children and Youth (Liaison) serves as a primary contact between homeless families and school staff, Academy personnel, shelter workers, and other service providers. The Liaison is responsible for safeguarding the rights of children and youth experiencing homelessness who attend the Academy. The Liaison must be notified immediately upon the enrollment or assignment of a homeless child/youth. The Liaison will coordinate Academy operations and services so that:

- A. homeless children/youth are identified by school personnel through outreach and coordination activities with other entities and agencies and the Liaison may ensure that special attention should also be give to identifying, locating and enrolling homeless children/youth who are not currently attending school;
- B. homeless children/youth are enrolled in, and have a full and equal opportunity to succeed in Academy's;
- C. homeless children/youth receive credit for full or partial schoolwork;
- D. homeless families and children/youth have access to and receive all educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services, including IDEA Part C (birth age three (3), and any Academy preschool programs;
- E. homeless families and children/youth receive referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services;
- F. parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in their children's education;
- G. public notice of the educational rights of homeless children/youth is disseminated at locations frequented by parents or guardians of such children, and unaccompanied youth, such as schools, shelters, soup kitchens, and public libraries in a manner and form understandable to the parents and guardians and unaccompanied youth;
- H. enrollment/assignment disputes are mediated/handled in accordance with the McKinney-Vento Act and any other governing applicable laws, regulations, rules or policies, including but not limited to Board policies, Academy guidelines, applicable laws, and the State Consolidated Plan;
- I. the parents or guardians of any homeless child and any unaccompanied homeless minor are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the school that is appropriately selected;
- J. school personnel receive professional development and other support; and

- K. unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, are informed of their status as independent students under Section 480 of the Higher Education Act (HEA), and their right to receive verification of this status from the Liaison.

As part of the Liaison's duties, the Liaison will coordinate and collaborate with the State Coordinator for Homeless Children, other community, Academy and social service agencies, and school personnel responsible for providing education and other services to homeless children and youth and their families. This includes coordinating and collaborating with 1) other Academies on inter-academy issues, such as transportation or the transfer of school records; and 2) the necessary entities and individuals when collecting and providing the State Coordinator with reliable, valid, and comprehensive required data.

Such coordination should be designed to: 1) facilitate homeless children/youth having access and reasonable proximity to available education and related support services; and 2) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Early Childhood Homeless

Homeless preschool age children have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youth. To the extent that the Academy offers a public education to preschool children, including Academy Head Start programs, the Academy must meet Federal requirements for homeless preschool children.

The Liaison can identify homeless children who are five years old or younger (i.e., preschool-age) by working closely with shelters in the area. Additionally, the Liaison should work with Federally qualified health centers and social service agencies, such as agencies that administer the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Temporary Assistance for Needy Families (TANF), and other public benefits. The Liaison can also collaborate with early childhood education providers and programs to identify preschool-age children, and work with school personnel who can ask whether the family has any preschool-age children when enrolling homeless children and youth in school. The Liaison should also work with the Academy's early intervention and special education programs to assist with the "child find" process required by IDEA, Parts B and C.

In addition, the Liaison can assist with enrolling homeless pre-school age children in preschool. According to Federal guidance, the Liaison should remind preschool program staff of the importance of preschool services for homeless children and how waiting lists can create barriers for homeless families who wish to enroll their children. The Liaison may also be aware of preschool programs that keep slots open specifically for homeless children.

Liaison's Role Following a Natural Disaster or Catastrophic Event

Due to a natural disaster or other catastrophic event, many families may lose their homes and the Liaison should conduct outreach and identification following these events. When such a disaster occurs, the Liaison should be proactive by preparing schools to enroll large numbers of displaced students and arranging for additional staff to help with the identification and enrollment process. Liaisons should also notify agencies working with such families of how schools will enroll and serve eligible students. Liaisons should publicize the rights and services of homeless students directly to the effected families and those who are helping

those families. Liaisons can display posters or distribute brochures on the rights of such students and families where displaced people assemble.

Record Collection of Homeless Students

Upon enrollment of a child or youth experiencing homelessness, the Liaison will coordinate with appropriate administrative staff to assure that the school last attended by the child/youth is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the Liaison will assist the family or student in obtaining the immunizations, screenings, or other necessary medical records.

Transportation for Homeless Students

The Liaison should work with the Academy's Director of Transportation and other Academy-key figures to assure transportation of the homeless student, including a homeless child attending preschool, is provided in accordance with the Board's Transportation Policy 8600 and AG 8600 and Homeless Students Policy 5111.01.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. The Academy will provide the parent, guardian or unaccompanied youth with a written explanation of decisions related to the school selection or enrollment made by the school, Academy or State involved, along with a written explanation of appeal rights.

The Academy will refer the unaccompanied youth, parent, or guardian to the Liaison who will expeditiously carry out the dispute resolution process. The Liaison should assist the child and family prepare the appeal and make the school's resources, such as copying, mailing, or obtaining records, available to the parent, guardian, or unaccompanied youth. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their views. Written documentation initiated at the building level or by the Liaison should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand.

When a dispute arises over eligibility, school selection or enrollment, the homeless student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. The homeless student will be provided with all services for which he or she is eligible while the dispute is being resolved.

The Liaison, FERPA and Personally-Identifiable Information (PII)

Failure to protect personal information, including personally identifiable information (PII), can result in an inappropriate release of information that endangers students, their caregivers, and possibly school personnel and a violation of the Federal Family Educational Rights and Privacy Act (FERPA). The Liaison works with other school personnel to secure the PII contained in student databases and records. Further, conversations about homeless students must be held in private locations to prevent information from being overheard. Many homeless students are survivors of domestic violence or other safety issues that must be addressed in student records and information release procedures. It is paramount that this personal information be protected to secure the safety of students, their caregivers and school personnel.

Training on Eligibility for Other Federal Programs

In order to facilitate coordination with other Federal programs serving homeless children and youths, a State Coordinator must provide training on the definitions of terms related to homelessness and eligibility requirements for Federal programs that serve homeless individuals. Such Federal programs include the Continuum of Care and Emergency Solutions Grant programs administered by the U.S. Department of Housing and Urban Development (HUD). The Liaison who has received this training may submit an affirmation that students meet the HUD definition of homelessness so that these students may qualify for the HUD homeless assistance programs if additional eligibility requirements are met.

Notice of Duties

As part of his/her assigned duties, the Liaison for Homeless Children and Youth will inform school personnel, services providers and advocates working with homeless families about his/her duties.

New Guideline Fall 2017

CHILDREN AND YOUTH IN FOSTER CARE

Requirements of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) emphasize the need to provide educational stability for children and youth in foster care, with a particular emphasis on collaboration between State Education Agencies (SEAs), local education agencies (LEAs), and child welfare agencies. These provisions stress the importance of limiting educational disruption by keeping children in foster care in their schools of origin unless it is determined to be in their best interest to change schools. If a change of schools is determined to be of best interest, children in foster care shall be enrolled in their new schools without delay.

In implementing these provisions, the Academy, together with the SEA, other LEAs, and child welfare agencies, shall comply with applicable laws, such as Title VI of the Civil Rights Act of 1964 (Title VI), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504).

School of Origin

The school of origin is the school in which a child is enrolled at the time of placement in foster care. If a student's foster care placement changes, the school of origin is then considered to be the school in which the student is enrolled at the time of the placement change. School of origin determinations shall be consistent with the educational stability requirements under the Fostering Connections Act and shall prevail throughout the time the child remains in foster care. The Academy, together with the SEA, other LEAs, and child welfare agencies, shall consider the educational stability benefits for students during times of transition out of foster care.

Best Interest Determination

A number of factors relating to a child's best interest must be considered in making school placement determinations. These factors include:

- A. preference of the child;
- B. preferences of the child's parent(s) or education decision maker(s) as defined by State law;
- C. the child's attachment to the school, including meaningful relationships with staff and peers;
- D. placement of the child's sibling(s);
- E. influence of the school climate on the child, including safety;
- F. availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- G. history of school transfers and the impact on the child;
- H. the length of commute and its impact on the child, based on the child's developmental status;

- I. whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- J. whether the child is an English Learner (EL) and is receiving language services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and Equal Education Opportunity Act (EEOA).

Transportation costs should not be considered when determining a child's best interest.

The State Education Agency (SEA), Local Education Agency (LEA), and child welfare agencies shall collaborate in making best interest determinations. The parties shall strive to gather meaningful input from relevant parties, such as the child (depending on age), foster parents, biological parents when appropriate, education decision maker(s), and other relatives. If the child has an IEP or a Section 504 plan or is an EL student, then relevant school staff will need to participate in the best interest decision process.

Best interest determinations should be made as quickly as possible in order to maintain educational stability. To the extent feasible and appropriate, the student in foster care shall remain in his/her school of origin while the determination is being made.

Academy Point of Contact

The Academy's local point of contact (POC) shall serve as the Foster Care Liaison to work with the local Department of Health and Human Services (DHHS). The Education POC so designated by the county will be the Academy Foster Care Liaison/POC's remains point of contact. The Foster Care Liaison/POC must be registered in the State's online Educational Entity Master (EEM).

The POC is responsible for safeguarding the rights of children and youth in foster care who attend school in this Academy. The POC must be notified immediately upon the enrollment or assignment of a foster care child/youth. The POC shall serve as a liaison to coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and oversee the enrollment and regular school attendance of students in foster care.

The Academy POC's responsibilities include, but are not limited to:

- A. coordinating the implementation of Title I requirements with the corresponding child welfare agency POC;
- B. leading the development of a process for making best interest determinations;
- C. documenting and overseeing the implementation of best interest determinations;
- D. facilitating the immediate enrollment of children/youth in foster care and securing the transfer of students' records;

- E. facilitating data sharing with appropriate child welfare agencies, consistent with FERPA, Academy policies, and other privacy protocols;
- F. developing and coordinating local transportation procedures and services;
- G. managing best interest determinations and transportation cost disputes;
- H. overseeing that children in foster care are enrolled in and regularly attending school; and
- I. providing professional development and training to school staff on the Title I provisions and educational needs of students in foster care.

Transportation

Transportation services may be necessary to maintain children in foster care in the school of placement (school of origin or otherwise) that is determined to be in their best interest. The Academy will collaborate with the State and/or local child welfare agency or agencies in providing, and arranging such transportation services. The Academy POC will coordinate, oversee, and document the transportation provisions, which may include:

- A. use of pre-existing bus routes or stops close to the new foster care placement (that may cross Academy boundaries), such as bus routes for magnet schools, non-public or charter schools, and transportation for homeless students as required by the McKinney-Vento Act;
- B. re-routing of existing bus routes within the Academy and/or outside of the Academy as identified in A. above;
- C. use of a school bus stop near the existing transportation system for the school of origin (or placement) for drop-off and pick-up;
- D. use of existing public transportation options, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options; or
- E. use of foster parents or other family member(s) who may be willing and able to transport the child to/from school;
- F. use of transportation service covered by other programs, for which the child is eligible.

The Academy is responsible for transportation services for the foster care student for the duration of the time the child is in foster care. When a student exits foster care, the Academy will continue to prioritize the student's educational stability in determining placement, supports, and services deemed to be in the child's best interests. Continuing transportation services through the end of the school year, when remaining in the school of origin, may be a part of the best interest determination.

Additional costs incurred in providing transportation to the school of origin should reflect the difference between what the Academy would otherwise spend to transport a student to his/her assigned school and the cost of transporting the foster care student to the school of origin.

The Academy will collaborate with the SEA, other LEAs, and child welfare agencies to pursue possible funding sources and arrangements to deal with transportation costs.

Student Data and Privacy

The Academy will collaborate with the SEA, other LEAs, and child welfare agencies to communicate, collaborate, and share data in order to improve educational outcomes for children in foster care. All communications and data sharing, however, shall comply with all statutory requirements to protect student privacy, including FERPA, Academy policies (Policy 8330 and AG 8330), and other privacy requirements under Federal, State, or local laws.

Failure to protect personal information can result in an inappropriate release of information that endangers students, their caregivers, and possibly school personnel. Therefore, the POC shall work with other school personnel to secure the PII contained in student databases and records. Conversations about students in foster care shall be held in private locations to prevent information from being overheard. Information regarding domestic violence of other safety issues must be addressed in student records and information release procedures.

Upon enrollment of a child or youth in foster care, the POC will coordinate with appropriate administrative staff to assure that the school last attended by the child/youth is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the POC will assist the family or student in obtaining the immunizations or necessary medical records. The POC will also contact the Director of Transportation to assure transportation of the homeless student is provided in accordance with the Board's Transportation Policy and transportation procedures agreed upon by the Academy.

Dispute Resolution

Any disputes regarding the enrollment, assignment, or transportation service of a foster care student will be referred to the POC for expeditious resolution. When a dispute arises over school placement, the child or youth shall, to the extent feasible and appropriate, remain enrolled in the school of origin, pending resolution of the dispute, and shall be provided with all services, including adequate and appropriate transportation, for which they are eligible while the dispute is being resolved. The child welfare agency of record is considered the final decision maker in making best interest determination (unless State law or policy dictates otherwise) if there is disagreement regarding school placement for a child in foster care.

New Guideline Fall 2017

TRANSFER FROM THE SCHOOL

Upon notification by the parent that a student is transferring out of the School, the School shall use a procedure that ensures the items on the check-out Form 5130 F1, F2, or F3 are properly completed.

- A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.
- B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the transfer.
- C. The student's cumulative record is completed by teachers and counselors and sent to the Educational Service Provider/School Leader.
- D. The Educational Service Provider/School Leader arranges for the proper delivery of the student's records to the receiving school as specified in AG 8330.
- E. In the case of a special education student, the School Leader/Special Education Director shall also be notified of the transfer, date of transfer, and the receiving school or agency.
- F. If the student transfers when the School is not in session, the process is to be completed as soon as possible.

New Guideline Fall 2017

ATTENDANCE

The Board of Directors requires all students enrolled in the School attend regularly in accordance with the laws of the State. The School's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the tutelage of a competent teacher are vital to this purpose.

Absence/Unexcused Absence Defined

Absence is defined as non-presence in the assigned location any time beyond the tardiness limit. Unexcused Absence is defined as an Absence for which no written excuse has been approved.

Reporting of Unexcused Absences

The Academy shall report to the Center for Educational Performance and Information of the State of Michigan by June 30, in a manner prescribed by the Center, the number of students in the Academy who have had ten (10) or more unexcused absences that year. For students in grades 9 to 12, the report shall include both the total number of unexcused absences in any single course and the total number of unexcused absences in all courses.

Excusable Reasons for Absence

The School accepts only the following as excusable reasons for absence from school. Each absence shall be explained in writing and signed by the student's parents. The excuse shall be submitted to the School Director and filed as part of the student's school record.

A written excuse for absence from the School may be approved for one (1) or more of the following reasons or conditions:

A. Personal Illness

The School Director may require a doctor's confirmation, if he/she deems it advisable.

B. Illness in the Family

C. Quarantine of the Home

This is limited to the length of the quarantine as fixed by the proper health officials.

D. Death of a Relative

E. Work at Home Due to Absence of Parents

Any absence arising because of this condition shall not extend for a period longer than that for which the parents were absent from the home nor to any student younger than 12 or 13.

F. Observance of Religious Holidays

Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.

G. Absence During the School Day for Professional Appointments

Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:

1. the student shall have a statement to that effect from his/her parents;
2. the student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that he/she reported promptly for the appointment;
3. the student shall report back to the School immediately after his/her appointment, if the School is still in session.

H. Absences that do not accumulate against this guideline include:

1. field trips;
2. college visits.

Truancy

A student shall be considered truant each day or part of the day he/she is inexcusably absent from his/her assigned classes.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action taken may be as follows:

- A. No credit will be recorded for work missed as a result of truancy.
- B. A record of the truancy will be entered in the student's record file.
- C. A parent conference may be held.

A student shall be considered a *habitual truant* if, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated excessive truanies during a school year.

Disciplining truant students shall be in accord with Board policies and due process, as defined in Policy 5611 and the Student Code of Conduct.

Truant students who are minor parents are to be reported to the County Department of Human Services.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can successfully accomplish this task alone.

A professional staff member's responsibility must include, but not be limited to, the following:

- A. providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.
- B. speaking frequently of the importance of students' being in class, on time, ready to participate;
- C. keeping accurate attendance records (excused versus unexcused);
- D. requiring an admit slip from a student when he/she returns from an absence and invoking a consequence if he/she does not have one;
- E. incorporating defined, daily participation into the teaching/learning process and each grading period (see AG 2220);
- F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

Students Leaving the School During the Day

- A. No staff member shall permit or cause any student to leave the School prior to the regular hour of dismissal except with the knowledge and approval of the Educational Service Provider/School Leader and with the knowledge and approval of the student's parents.
- B. No student will be released to any government agency without proper warrant or written parental permission, except in the event of an emergency as determined by the School Director.

Make-Up Opportunities

Students will be given the opportunity to make up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.

A student wishing to make up work must call his/her teacher to obtain assignments.

Tardiness

- A. Students not in homeroom or in class when the late bell rings are considered tardy.

- B. Students who attend any part of the class shall be recorded as present.
- C. All students who are tardy to the School must report to the School Leader's office to sign in.
- D. When a teacher detains a student after class, he/she shall issue a late pass for the student's next class.
- E. Teachers are requested to refer cases of chronic tardiness to the School Leader.

New Guideline Fall 2017

IMMUNIZATION OF STUDENTS IN THE SCHOOL

Reference: MCL 333.9208, 333.9209, 380.1177, 380.1177a, 388.1767
A.C. 325.176 et. Seq.

To retain State-aid funds, the Academy must confirm each year by November 1st that ninety percent (90%) of the newly-enrolled students have a completed, provisional, or waived immunization record, and by February 1st that ninety-five percent (95%) have one (1) of the three (3) required records.

The School Leader is to use the following guidelines in addition to those provided in AG 5111.

Review of Immunization Record

As part of the enrollment procedure, the School Leader shall review the immunization record presented by the parent to determine if the student has had all required immunizations. Any deficiency with regard to the required immunizations shall be documented on the Notice of Immunization Deficiency Form (Form 5320 F1), a copy shall be given to the parent, and a copy will be retained for the student's permanent record.

Immunizations That are Medically Contraindicated

- Medical Contraindication Form must be completed by a licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications. This will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.
- The physician's statement shall be maintained by the Academy as part of the immunization record of the student.

Immunization Requirements

To Enter the School:

State law* prohibits the admission of new entrants to the Academy or the matriculation of existing students into the seventh grade without a record of having received at least one (1) dose of each of the following: measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, and hepatitis B.

To Stay in the School:

Proof must be provided to the School Leader within four (4) months of admission, that the student has received all of the following immunizations:

IMMUNIZATIONS	AGES 4 – 6	AGES 7 -18
DIPHTHERIA, TETANUS & PERTUSSIS**	Four (4) or more doses of DTaP doses were administered prior to the fourth (4 th) birthday, a fifth (5 th) dose is required. If the fourth (4 th) dose was administered at least six (6) months after the third (3 rd) dose, and on or after the fourth (4 th) birthday, a fifth (5 th) dose is not required.	4 doses D and T or 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap for children 11 through 18 years, if 5 years since the last dose of tetanus/diphtheria containing vaccine.

IMMUNIZATIONS	AGES 4 - 6	AGES 7 -18
POLIO	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required.	3 doses
MEASLES, MUMPS & RUBELLA	2 doses on or after 12 months of age.	2 doses on or after 12 months of age.
HEPATITIS B	Effective August 2000, 3 doses are required.	Effective August 2000, 3 doses are required.
MENINGOCOCCAL	NONE	1 dose for children 11-18.
VARICELLA (CHICKENPOX)**	2 doses of varicella vaccine at or after 12 months of age or current OR reliable history of disease.	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease.

Courtesy of the Michigan Department of Health and Human Services (DHHS)

Students who have not received the required immunizations will be excluded from the Academy until parents provide proof that all required immunizations have been given or have a waiver on file.

* Children ages 4 - 6 must have received 4 doses of pertussis. DT is only accepted if a signed waiver is on file for that particular dose of pertussis vaccine.

** Reliable history of chickenpox disease is acceptable in lieu of the vaccine.

If the Academy conducts a pre-school or day-care program, all students must be immunized in accordance with the regulations provided by the DHHS.

Admission to the Academy

Before a student can be admitted to the Academy, a parent or guardian must present documentation that their child has received all required doses of vaccines or that the student has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Documentation of vaccination must also be presented to the School Leader for all children entering the seventh grade.

A student who has had natural rubeola, mumps and/or chicken pox, and presents a signed statement from the child's parent, guardian, or physician to that effect, is not required to be immunized against such disease(s).

Exemptions: Parent Objections

Any parent/guardian who wants to claim a nonmedical waiver must receive education regarding the benefits of vaccination and the risks of disease from a county health department before obtaining the certified nonmedical waiver form through the local health department, and present the same to the appropriate Academy personnel.

This statement will be kept by the Academy as part of the student's immunization record.

Documents Accepted as Evidence of Immunization

The following documents will be accepted as evidence of a student's immunization history, provided they comply with State requirements and contain the date when each immunization was administered:

- A. an official record from any school
- B. a record from any public health department
- C. a certificate signed by a licensed physician

If a parent cannot provide any of the above documentation, their student is not to be admitted until such documentation is provided or until the student has received at least one (1) dose of each required vaccine. Such vaccinations may be obtained from the Genesee or Wayne County Health Department free of charge. The student may then come to the Academy for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the student shall have received the second required doses. The student is then eligible to attend the Academy for another two (2) months. If, at the end of that two-month period, documentation still has not been received, the student must receive the third required doses in order to remain in the Academy.

Exemptions to the immunization requirements shall be granted only for medical, religious, or other reasons specified in the County Health Status Code.

Required Records

- A. The Academy shall maintain a record of immunization for every student that shall include the date of each individual immunization.
- B. If a student transfers to another school, this record (or a copy) shall be sent to the new school.

Report to be Sent to Local Health Department

A report of the immunization status of the students in the Academy shall be sent by November 1st and February 1st of each year to the local Department of Health by the School Leader.

The Academy is required to report the immunization status of all students enrolled the first year the Academy opens. In succeeding years only the immunization status of new entrants and all 7th graders are required.

Records Available for Inspection

The School Leader shall make immunization records available for inspection by authorized representatives of the DHHS or the County Health Departments.

Immunization of Students at Public Expense

The Board shall make application to the appropriate public body to secure, without delay, the provision, at public expense, of immunizations to students whose parents or guardians have not provided the requisite immunizations.

New Guideline Fall 2017

REPORTING STUDENT PROGRESS

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the School.

To comply with Board of Directors' Policy 5420, the professional staff is to prepare for the School Leader's approval a plan for progress reporting that includes the following:

- A. Progress Reports will be prepared, reviewed, and then delivered to parents;
- B. parent-teacher conferences will be conducted in terms of both logistics and methods for involving the parent;
- C. follow-up will occur whenever a conference produces a plan of action for helping the student improve or maintain current performance.

Included in the plan should be a mechanism for ensuring that any written communication to the parents is concise, accurate, understandable, in proper grammatical form, and correctly spelled.

New Guideline Fall 2017

PARENT-TEACHER CONFERENCES

The parent-teacher and/or parent-teacher-student conference can play a significant role in the education of our students in important ways:

- providing the teacher with vital information from parents and the student that will strengthen the plans and strategies the teacher uses with a student
- helping parents and the student understand more clearly what the School and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parents and the student can do to facilitate the process
- building a strong partnership between the home and the School that has implications for support of School programs beyond a particular classroom or grade

Each professional staff member is to design a plan for the conduct of parent-teacher parent-teacher-student conferences. Among the strategies contained in a conference plan should be the following:

- creating an environment in which the interaction with parents and student is based on a partnership mind-set rather than one that communicates "I know and tell, you don't know, so listen"
- beginning an open-house or initial conference with a clear, concise description for each academic area of the following
 - what the desired learning outcomes are for the year;
 - why it is important that the student both acquires and then applies the learning;
 - what learning processes and strategies the student will need to use to achieve such outcomes;
 - what techniques, strategies, and other actions the teacher will use to help the student achieve the outcomes;
- providing opportunities for parents and the student to ask questions regarding both the ends and the means and to suggest additions and modifications to both;
- ensuring that at any special conferences with parents and the student leave with the following commitments:
 - one or more action plans for helping the student's learning that the teacher and parent and the student have developed, agreed upon, and committed to;
 - a clear understanding of what the School's progress reports and report cards will contain; how they should be interpreted, and how they should be used by parents to support their student's learning efforts;

- correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference;
- announcing the time schedule, which includes the approximate length of the conferences and time of day (or night) conferences will be held.

New Guideline Fall 2017

GRADUATION REQUIREMENTS

Reference: MCL 380.1165, 380.1166, 380.1278a, 380.1278b, as amended
MCL 380.1279
20 USC 1400 et seq., 20 U.S.C. 1401 et seq.
29 USC 794 (Section 504 of Title V of the Rehabilitation Act of 1973)
42 USC 12131 et seq.
Personal Curriculum Guidelines, (MDE, May 2009)

In order for a student to qualify for a high school diploma at the Academy, s/he must have satisfactorily completed the following courses and earned at least twenty-two (22) credits in grades nine through twelve including the requirements listed below.

State Required Credits For All Students Not Under An IEP

English 4 credits

Social Studies 3 credits

General Science (or its equivalent) 3 credits

Mathematics 4 credits

Physical Education/Health (may be earned through participation in extra-curricular, athletic activities) 1 credit

Visual, Performing, Applied Arts 1 credit

World Language (other than English) 2 credits

In addition to the credits outlined above, four (4) credit hours in electives, or career and technology education programs must be completed and awarded.

22 Total credits

Students shall successfully complete an online course or learning experience or shall have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

High School Graduation must be earned by passing all mandated subjects, a major sequence, and earning the total credits required for a diploma.

If a special education student is certified as having properly completed the requirements of their IEP, the student shall receive a certificate of completion. Such a student shall participate in all graduation activities.

Special education students who properly complete the program specified in their I.E.P. or in a personal curriculum and have received the recommendation of the I.E.P.C. will receive a high school diploma. Such students may participate in graduation activities. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the Academy assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement. Such credit will not be counted toward the required number of credits needed for graduation and will not be used to determine the student's GPA.

A student may be granted credit by earning a qualifying score, as determined by the Michigan Department of Education (MDE) on assessments developed or selected for the subject area by the MDE or by earning a qualifying score, as determined by the Academy, on one (1) or more assessments developed or selected by the Academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The student may not receive credit for a course in the same area but lower in the course sequence.

A high school student shall be granted credit in any foreign language not offered by the Academy, provided s/he meets the competency criteria established by the School Leader.

The Michigan Merit Curriculum requires eighteen (18) credits for high school graduation, which can be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs.

Credit Requirements for High School Graduation Include:

4 Credits – Mathematics, including at least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, and financial literacy (as developed or approved by the Michigan Department of Education (“MDE”) as a model program).

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment.

4 Credits - English Language Arts aligned with subject area content expectations developed by MDE.

3 Credits – Science, including at least biology and either chemistry, physics, anatomy, or agricultural science, or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks. A student may fulfill the requirement for the third science credit by completing a state-approved computer science program or curriculum or formal career and technical education program or curriculum. A fourth credit in science, such as forensics, astronomy, earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology is encouraged.

3 Credits - Social Studies, including .5 credit in civics; .5 credit in economics (the .5 credit in economics may be satisfied by a personal economics course that complies with applicable law, includes a financial literacy component, and covers the subject area content expectations for economics developed by MDE and approved by the state board); one (1) credit in U.S. history and geography; and one (1) credit in world history and geography.

1 Credit - Physical education/health, either 1 credit in subject matter that includes both health and physical education, or at least ½ credit in health and at least ½ credit awarded by the Academy for approved participation in extracurricular athletics or other extracurricular activities involving physical activity.

1 Credit – 1 credit in visual arts, performing arts, or applied art.

2 Credits – World Language (other than English), or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English.

Educational Development Plan

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate before s/he begins high school. Any educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role. The plan shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education.

Personal Curriculum Modifications of High School Graduation Requirements

A parent or legal guardian of a student who has completed grade 9 may request a personal curriculum for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standards. If the request for a personal curriculum is made by the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, by the student, the Academy shall develop a personal curriculum for the student.

The Academy shall not limit or discourage the number of students with a personal curriculum on any basis other than the best interests of each individual student.

The Academy annually shall notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the Academy will grant that request. The Academy shall provide this annual notice to parents and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and shall also post the notice on the Academy's website.

All of the following apply to a personal curriculum:

- A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, and a teacher who is currently teaching a student or the student's high school counselor or another designee (selected by the Academy) qualified to act in a counseling role. An in-person meeting of the group is not required.
- B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standards as is practicable for the student; shall establish measurable goals that the student must achieve

while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.

- C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the School Leader (employed by the Board) or his/her designee.
- D. The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.
- E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.
- G. Except as otherwise provided, the mathematics credit requirements may be modified as part of a personal curriculum only after the student successfully completes at least 3.5 total credits of the mathematics credits required, including algebra I and geometry. The requirement that a student must successfully complete at least one (1) mathematics credit during his/her final two (2) years of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit may be modified as part of a personal curriculum only if the student meets one (1) or more of the following criteria:
 - 1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
 - 2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years, and successfully completes that content; or
 - 3. the student enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as the algebra II benchmarks assessed on MDE prescribed State high school assessments determined by the department; or
 - 4. the student successfully completes one (1) semester of statistics, functions and data analysis, or technical mathematics.

The above items establish conditions that must be in place to bring about modification of the mathematics credit requirements for a personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the Academy and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

- H. The social science credit requirements may be modified as part of a personal curriculum only if all of the following requirements are met:
 - 1. the student has successfully completed two (2) credits of the social science credits required including the civics course; and
 - 2. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.
- I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.
- J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

Additional options and resources for decision making with regard to the Personal Curriculum can be found at www.actpoint.com/mi/mmcpc.cfm.

Students with a Disability – Personal Curriculums Modifying High School Graduation Requirements

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the Academy may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. As used in this policy, "child with a disability" is defined in 20 U.S.C. 1401.

A student receiving special education services shall have an Individual Education Plan (IEP) that identifies the supports, accommodations, and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum and meet the requirements for a high school diploma.

Transfer Students – Personal Curriculums Modifying High School Graduation Requirements

If a student transfers to the Academy from out-of-state or from a nonpublic school, the student's parent or legal guardian may request, as part of the student's personal curriculum, a modification of the Michigan Merit Standards requirements that would not otherwise be allowed under this section. The Academy may allow this additional modification for a transfer student if all of the following requirements are met:

- A. The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out-of-state or at a nonpublic school.
- B. The Academy may use appropriate assessment examinations to determine what credits, if any, the student has earned out-of-state or at a nonpublic school that may be used to satisfy the curriculum requirements of the Michigan Merit Standards, Academy policy and the State Board of Education.
- C. The transfer student's personal curriculum incorporates as much of the subject area content of the Michigan Merit Standards as practicable.
- D. The transfer of a student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. In addition, if the transfer student is enrolled in the Academy for at least one (1) full school year, both of the following apply:
 1. the transfer student's personal curriculum shall require that this mathematics course is at least algebra I.
 2. if the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.
- E. The transfer student's personal curriculum must include the state required civics course.

The Academy shall administer the Michigan Merit Examination to students in grade 11 and to students in grade 12, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). The Academy is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A number of new and revised guidance documents and tools are available at the MDE Office of School Improvement website (www.michigan.gov/mde). A wikispace (<http://mdepersonalcurriculum.wikispaces.com/>) has also been created to facilitate the sharing of work done by local schools and ISDs as they support the development of local policies and procedures.

New Guideline Fall 2017

TESTING-OUT OF A COURSE

There may be occasions when a student requests the opportunity to demonstrate reasonable mastery in a semester or year-long course, as authorized by the School Code.

A. The School Director has the responsibility to do the following:

1. ensure that all departments prepare and submit an assessment process for all courses, other than those excluded by State mandate or Board policy, that complies with the intent of the law;
2. ensure equal access to this process for all students;
3. maintain accurate and complete records of all such student requests, the assessments used, the results obtained, and the decision regarding the issuance of credit;
4. provide to the Board, each semester, a report that lists all the students who participated, the courses involved, and a summary of the assessment results;
5. provide assessment schedules, an appropriate setting, and supervision for examinations and other forms of assessment required by the teacher;
6. notify the students and their parents regarding the student's performance and whether credit is issued.

B. It will be the responsibility of the School Director to prepare and submit four (4) weeks prior to the beginning of the semester in which a course will be offered, an assessment plan by which a student will be able to confirm mastery of the subject matter. The plan is to include the following:

1. the learning objectives for the course;
2. a written examination;
3. a portfolio, presentation, project, performance, research paper, or other form of assessment, if applicable;
4. the performance criteria by which the student may demonstrate proficiency at a C+ level and higher;
5. assurance that the assessment(s) and procedures required of students requesting test-out are comparable to those required of students taking the course and that the grading is based on the same criteria.

Evaluation

At the end of each school year, the Educational Service Provider/School Leader, together with appropriate staff, will conduct a follow-up to determine how well students who tested out of a course were able to perform in subsequent courses in the same content area.

Both students who tested out and teachers who had the students in the next sequenced class should be surveyed to determine the positive and negative effects. The School Director will then determine whether or not credit should continue to be granted to students who test out of a course and may thus revise any of the test-out procedures described in this guideline.

New Guideline Fall 2017

STUDENT TRANSFER FROM NONACCREDITED SCHOOLS

Whenever a student seeks to transfer into the School from a non-accredited school such as a home school the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

- A. Identify the grade level that the student's age would indicate is the likely grade placement.
- B. Review the courses of study for that grade to determine the critical learnings that would be prerequisite for success at subsequent grade levels or courses.
- C. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the non-accredited school. Determine whether the critical learnings identified in the School's courses of study were properly assessed and, if so, how well the student has achieved each critical learning.
- D. If no prior assessment data is available, identify which tests (standardized or school-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement of the critical learnings and arrange for the student to be assessed.
- E. If the assessment so indicates, assign the student to the grade or course level suggested at the first step (with or without special assistance).
- F. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.
- G. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.

New Guideline Fall 2017

STUDENT CONDUCT

The Student Code of Conduct contained in the Student Handbooks define in detail how the Board of Directors expects students to conduct themselves while under the jurisdiction of the Board.

All professional staff members are requested to be on the alert for any student behavior in violation of the School's regulations. Students should behave in a manner that will be a credit to our School.

A record of a student's misconduct as well as disciplinary actions, suspensions and expulsions are to be made a part of the student's permanent record until he/she leaves the School, and such record(s) are to be released in accordance with AG 8330 - Student Records.

Classroom Behavior

Generally, standards throughout the School should be the same. However, each teacher is expected to specify particular rules and procedures suited to the specific needs of the class.

Disturbances that interrupt the learning process must not be permitted by any teacher. When a student believes an issue is very important and a difference of opinion has come about, the student should wait until the end of the period (or seek a mutually convenient time) to discuss the problem with the teacher, unless it pertains to the lesson.

The teacher has the responsibility and authority to maintain order anywhere in the School, particularly, of course, in the classroom. When a student repeatedly disrupts a class or refuses to accept the teacher's authority, that student should be referred to the School Leader for appropriate action. If a teacher finds it necessary to send a student from a classroom for any reason, the student is to report immediately to the office.

A rule of reason, restraint, and understanding applied to any difficult situation, especially classroom behavior, will go furthest in resolving existing differences.

New Guideline Fall 2017

DRESS AND GROOMING

The School Leader, in consultation with staff, shall develop a dress code that complies with Board Policy 5511. The code will delineate what types of clothing or manner of clothing does not comply with Board policy and why such clothing or manner of wear is not permitted.

Any such restriction on students must also apply to all staff so that the leadership of students is by example rather than fiat.

New Guideline Fall 2017

ANTI-HARASSMENT

Prohibited Behavior

- A. Conduct constituting sexual harassment may take different forms, including, but not limited to, the following:
1. Verbal:

The making of offensive written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward or by a fellow staff member, student, or other person associated with the School, or third parties.
 2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to or by a fellow staff member, student, or other person associated with the School, or third parties.
 3. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff member, student, or other person associated with the School, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where inappropriate contact is engaged in the School employees or other adult members of the School community.
- B. Conduct constituting harassment on the basis of a Protected Class may take different forms, including, but not limited to, the following:
1. Verbal:

The making of offensive written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry.
 2. Nonverbal:

Placing offensive objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures based upon a person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry.

3. Physical:

Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow staff member, student, or other person associated with the School, or third parties, based upon the person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry.

C. Examples of inappropriate boundary invasions include, but are not limited to the following:

1. hugging, kissing, or other physical contact with a student
2. telling sexual jokes to students
3. engaging in talk containing sexual innuendo or banter with students
4. talking about sexual topics that are not related to curriculum
5. showing pornography to a student
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")
7. initiating or extending contact with students beyond the school day for personal purposes
8. using e-mail, text-messaging—or, websites, or other social media services to discuss personal topics or interests with students
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)
11. going to a student's home for non-educational purposes
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)
13. giving gifts or money to a student for no legitimate educational purpose
14. accepting gifts or money from a student for no legitimate educational purpose
15. being overly "touchy" with students
16. favoring certain students by inviting them to come to the classroom at non-class times

17. getting a student out of class to visit with the staff member
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues)
20. being alone with a student behind closed doors without a legitimate educational purpose
21. telling a student "secrets" and having "secrets" with a student
22. other similar activities or behavior:

In determining whether alleged conduct constitutes a violation of Policy 5517, the following factors will be considered:

- A. the nature of the behavior;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the race, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, and ancestry of the victim and in case of genetic information harassment, the genetic information of the student victim;
- F. the identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment;
- G. the number of alleged harasser(s);
- H. the age of the alleged harasser(s);
- I. where the harassment occurred;
- J. whether there have been other incidents in the school involving the same or other individuals;
- K. whether the conduct adversely affected the person's work or education performance or environment;
- L. the context in which the alleged incidents occurred;
- M. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution; and

- N. whether a particular action or incident constitutes a violation of Policy 5517 requires a determination based on all the facts and surrounding circumstances.

Content of Compliance Officer's Written Report to the School Leader

The Compliance Officer's written report to the School Leader should contain the following information/documentation:

- A. name of the alleged victim, and any pertinent information concerning the individual as it relates to the Protected Class(es) involved in the alleged misconduct (e.g., the individual's race, color, national origin, sex (including sexual orientation and transgender identity), disability, religion, ancestry or genetic information), and the same information concerning the person who reported the alleged misconduct (if the reporter was not the alleged victim);
- B. the nature of the allegation, a description of the incident, and the date and time (if known) of the alleged incident;
- C. the name of all persons alleged to have committed the alleged unlawful harassment or retaliation, if known, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;
- D. the names of all known witnesses to the alleged incident, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;
- E. any written statements prepared by or on behalf of the reporter, the alleged victim (if different), the accused individuals, and any known witnesses;
- F. the outcome of the investigation; and
- G. the response of school personnel, and, if applicable, Academy officials, including the date any incident was reported to local law enforcement or children services.

New Guideline Fall 2017

STUDENT DISCIPLINE

The staff and administration shall take a shared role in the establishment and maintenance of appropriate discipline in the School and in the enforcement of the Code of Conduct.

Since it is in everyone's best interests to have parental understanding and support for appropriate student behavior, the parents need to be aware of the following:

- A. the Code of Conduct;
- B. the School's disciplinary procedures;
- C. the process for communicating their concerns to the School;
- D. the actions they can take to provide support for proper student behavior and attitudes.

The School Leader shall also do the following:

- A. as the first step in resolving a disciplinary situation, refer any parental concerns about student conduct and discipline to the appropriate teacher.
- B. give top priority to counseling with any teacher on a disciplinary situation, when requested;
- C. in concert with teachers, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies to help the staff use effective discipline;
- D. provide for supervision of all school-sponsored activities;

Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit good behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.
- B. Plan and conduct learning activities that contribute to the accomplishment of specified objectives and goals, stimulate and encourage application of thought and require students to actively participate. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information, can lead to boredom and indifference -- a seedbed for discipline problems.

- C. Help set the tone for good discipline by modeling the behaviors expected of students.
- D. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- E. Initiate parental contact where appropriate and necessary.
- F. Support school and building administrators in disciplinary matters, and avoid undermining the supervisory guidelines.

New Guideline Fall 2017

EMERGENCY REMOVAL, SUSPENSION AND EXPULSION OF STUDENTS

The following administrative guidelines should be followed to provide a fair hearing for any student charged with an offense leading to suspension or expulsion.

The following factors will be considered prior to suspending or expelling a student, except in situations involving possession of a firearm in a weapons free school zone:

- 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

If the Academy determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices may include victim-offender conferences that:

- A. are initiated by the victim;
- B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");
- D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Restorative practices may be given first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying.

Emergency Removal

A student may be removed or excluded from a classroom or the School when he/she poses a continuing danger to persons or property or represents an on-going threat of disrupting the educational process in the classroom or the School. Such removal must be for a period of twenty-four (24) hours without being subject to suspension and expulsion procedures.

If a member of the school faculty removes a student, under his/her supervision, from a classroom or activity, he/she must submit to the School Leader written reasons for the removal the day the removal occurs.

A hearing must be held by the School Leader in accordance with the suspension or expulsion requirements, depending on the probable outcome of the hearing. If the probable outcome of the hearing is suspension, the hearing procedures applicable to a suspension must be applied. If the probable outcome is expulsion of the student, the hearing procedures applicable to an expulsion must be followed.

The person who caused, ordered, or requested the removal should be present.

Written notice must be provided to the student and parent as soon as practicable prior to the hearing.

Short-Term Suspension

The School Director may impose a suspension of up to ten (10) days duration, but shall attempt to notify the student's parents or guardians of the suspension by telephone and shall send a written notification by e-mail or by regular mail. A copy of the notification shall also be sent home with the student, if practical. The written notice shall include the reasons for the suspension, the date(s) of the suspension, and the rights to appeal, enclosing this policy (5610) with the suspension notice.

A. Preliminary Hearing

No student may be suspended without a hearing, unless a clear and present danger exists, or it is otherwise impossible (or unreasonably difficult) to hold such hearing. In such instances, the necessary notice and hearing shall follow as soon as practicable.

The School Director shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so the student has a full opportunity to state why he/she should not be suspended. This preliminary hearing shall be an informal one in which the student is given a chance to respond to the charges and present any witnesses. The student's parents may be informed of the charges and the preliminary hearing, if the School Director so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible, if an emergency prohibits an immediate hearing.

B. Notice of Hearing

The notice provided to the student and the student's parent must contain the following:

- the rule(s) alleged to have been violated;
- the charges against the student;
- approximate date of the violation;
- the time and place for the hearing;
- a statement of the student's and parents' pre-hearing rights:
 - to review written statements about the alleged misconduct,
 - to review the student's records, and
 - to request a delay in the hearing of up to five (5) school days;
- the length of time the administration is recommending the student be denied enrollment;
- a statement of the student's hearing rights:
 - to a translator;
 - to appear in his/her own behalf and for parents or guardians to appear;
 - to produce witnesses and present evidence on his/her behalf;
 - to confront and to cross-examine anyone who may have evidence against him/her;
 - to a transcript of the hearing.

The School Leader shall review the documents for accuracy and completeness and schedule a hearing with the Board.

The Board of Directors must conduct the hearing in compliance with the Open Meetings Act. The parents may appeal the expulsion to the Board, in writing, within five (5) days after receipt of the notice. In the appeal, the parents shall state the reasons they think the Board's decision is not justified and shall provide any extenuating circumstances they wish the Board to consider. The Board may conduct a hearing or may respond with its written decision within five (5) days after receipt of the appeal.

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The Court should be informed that the Board has expelled the student and provide the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the Board believes the court should review the circumstances surrounding the expulsion. The School may provide a copy of the public record to the Court.

C. Sending a Student Home

Unless the student is an immediate threat to the safety of the School, he/she should remain in the School until class is dismissed for the day. If the situation indicates that the student should be removed from the premises, the School Leader shall attempt to

reach the student's parents to request them to pick up their student. If they are unable to do so, the student should remain in School until such time as the School is dismissed.

The School Director may forego the previous provision in the event of mass violations of school rules or where it is not possible to keep the student(s) on school grounds and restore order or protect people on school property. In such an emergency situation, the School Director shall contact the local law enforcement.

D. Responsibility for Academic Studies

- For an in-school restriction, credit will be given for all classroom assignments that can be completed during the in-school restriction or as homework.
- No credit will be given for work missed as a result of an out-of-school suspension.
- Credit will be given for work missed due to an out-of-school suspension provided the student completes and submits all required assignments upon return to the School.
- Failure grades shall be given for any classroom work that cannot be attended such as laboratories or skill sessions.

E. Appeal

Suspension of more than one (1) school day but not more than ten (10) school days may be appealed in writing to the School Director within two (2) school days of the parents' receipt of the written suspension notice. The written appeal must contain the reason(s) that the suspension is being appealed.

1. The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of the student or of others.
2. Upon review, the School Director may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not be limited to, a meeting with the parents if, in the School Director's opinion, this is appropriate.
3. The School Director will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written requested. The decision of the School Director may be appealed in writing to the School Leader within two (2) school days of the parents' receipt of the decision. The School Leader will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
4. The decision of the School Leader may be appealed in writing to the Board within two (2) school days of the parents' receipt of the decision. The Board will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
5. The Board's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (Policy 5611) by the Board. In such cases, the appeal shall be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall

include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

Long Term Suspension

If, in the opinion of the School Leader, or as required by statute, the alleged infraction warrants a long-term suspension or expulsion, he/she shall refer the case to the Board of Education and submit the following information:

- the rule(s) alleged to have been violated;
- the charges against the student;
- approximate date of the violation;
- recommendation(s) for long-term suspension or expulsion;
- a copy of suspension;
- chronology of disciplinary/corrective actions and witness statements.

Upon request, the School Leader shall further submit the following:

- transcript of grades
- attendance records
- copy of letter to parents
- written statements from professional staff regarding student's efforts, attitudes, or particular problems
- written statement from counselor regarding help to student, attempts at remediation or correction, etc.
- copy of memo requesting a Board hearing

Disabled Students

In accordance with Board Policy 2461, a student in Special Education must be referred to the I.E.P.C., and those disabled under 504 must be referred to the Special Education Director to determine if the behavior is related to the disability. Its decision will determine the appropriate next steps.

Student's Record

A record of a student's suspension or expulsion may be made a part of his/her permanent record, at the discretion of the Educational Service Provider/School Leader, until he/she leaves the School and is released in accordance with AG8330 – Student Records.

Days of absence shall be noted in the student's permanent attendance record as an unexcused absence because of suspension or expulsion.

Waiver

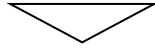
It is the student's prerogative to waive his/her right to a formal hearing. This waiver is to be in

writing and signed by both student and parents or guardian. The signatures should be witnessed. Additionally, the student can constructively waive the hearing by simply not availing himself/herself of the opportunity for it, but such waiver cannot be construed before the passage of a considerable period of time, since it closes off the student's rights.

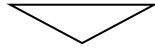
New Guideline Fall 2017

STUDENTS SUBJECT TO EXPULSION, BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION

School requests expulsion

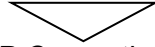


Student claims disability (not previously identified) and that the School had knowledge



The School is deemed to have knowledge if the following are true:

- A. parent has expressed concern in writing (unless the parent is illiterate in English or has a disability that prevents a written statement) to school personnel that the student is in need of special education and related services;
- B. behavior/performance of student demonstrates need for services;
- C. parent/student has requested an evaluation;
- D. student's teacher (or other school personnel) has expressed concern to Director of Special Education, or other personnel, regarding student's behavior/performance.



The School must evaluate and hold I.E.P.C. meeting prior to proceeding with expulsion.

If request for evaluation is made during expulsion period,
Expedited evaluation is performed while student stays
in an educational placement determined by school authorities.

New Guideline Fall 2017

ALTERNATIVES TO CORPORAL PUNISHMENT

Board policy defines *corporal punishment* as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. School personnel shall not threaten to inflict, inflict, or cause to be inflicted corporal punishment on any student.

Staff members shall not do any of the following:

- A. hit, strike, grab, punch, or inflict other bodily pain on a student;
- B. restrict a student's movement by binding or tying him/her, unless specified in an IEP;
- C. deprive a student of meals, snack, rest, or necessary use of the toilet;
- D. confine a student in an enclosed area, such as a closet, locked room, box, or similar cubicle;
- E. cause any of the above to occur.

Staff may, however, provide for a time-out area as a disciplinary procedure.

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, these alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The School Leader has the authority to do the following:

- A. deny participation in special school-sponsored activities and/or non-curricular related activities;
- B. assign detention, with twenty-four (24) hour notice to parents;
- C. assign before-or after-school detention, with twenty-four (24) hour notice to parents;
- D. assign in-school restriction or Saturday school;
- E. assign out-of-school suspension;
- F. lunch time detention;
- G. confer with parents on sanctions to be established, at both the School and home, or contractual agreements, whereby the student commits to self-controlling behavior;
- H. refer the student to a counselor, a social worker, psychologist, and/or clinical specialists;

- I. coordinate school services with social-service agencies such as Public Health, *Social Services*, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the School;
- J. arrange for a proper evaluation under Section 504 or IDEA, if there is reason to believe the student's behavior is related to a disability.

Any of the above alternatives involving disciplinary actions must be conducted in accordance with due process. (See Policy 5611.)

New Guideline Fall 2017

USE OF PHYSICAL FORCE

School personnel may use reasonable physical force upon a student, if necessary to maintain a safe learning environment. School personnel may also use reasonable physical force upon a student, if necessary to protect the following:

- A. a staff member's personal safety;
- B. the safety of another staff member or visitor;
- C. the safety of the student or other students;
- D. school property, from damage or destruction;
- E. themselves and others from danger, arising from a dangerous weapon or object in the possession of or control of a student.

New Guideline Fall 2017

POSSESSION OF WEAPONS

Reference: 20 USC 7151

The School prohibits students, staff, and visitors from possessing, storing, making, or using a weapon in any setting under the control and supervision of the School; on the School's premises (including, but not limited to, property leased, owned, or contracted for by the School); school-sponsored activities or events; or in a vehicle used by the School, without the permission of the School Director/Designee.

The term *weapon* means any object that is intended to be used (or is capable of being used) to inflict serious bodily harm or property damage, as well as endanger the health and safety of persons. Weapons include, but are not limited to, firearms; guns of any type, including air and gas-powered guns (whether loaded or unloaded); knives; razors; clubs; electric weapons; metallic knuckles; martial arts weapons; ammunition; and explosives.

Any student with reason to believe another person has or will violate this guideline shall immediately report that belief to the School Leader or the supervisor of the activity. The report should include as much detail as possible concerning the person(s) involved: e.g., the weapon, the location of the person(s), and how this information was obtained.

The School Leader will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to, and including, expulsion.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person, if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

The School Leader or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon, in accordance with AG 5771, Search and Seizure, or contacting the local police department for assistance.

Any interaction with the person should have as its primary objective the safety and welfare of people in the area, rather than obtaining possession of the weapon.

New Guideline Fall 2017

ADULT STUDENTS' RIGHTS

A student who has reached the age of majority has the option to assume full rights of an adult and may sign his/her own report card, excuse slips, and permission slips, and may have free access to his/her school records.

Each student who has reached the age of majority shall assume full responsibility for his/her performance in the School, attendance, and compliance with the School's administrative guidelines.

Prior to assuming his/her full rights, the student should sign Form 5780 F1.

The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

New Guideline Fall 2017

STUDENT FUND-RAISING

The following guidelines are to be followed for any activity that involves fund-raising by and from students of the School.

In any fund-raising activity involving students, the following conditions must be met:

- A. Minimal instructional time is to be used to plan, conduct, assess, and/or manage a fund-raising activity, unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted on the School's premises are not to interfere with the conduct of any other activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups, of which they are not members, must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her academic work and other school responsibilities.
- D. No student, of any age, may participate in out-of-school fund-raising activities, without proper supervision by approved staff or other adults.
- E. No student group or volunteer group that uses students may conduct more than three (3) fund-raising activity(ies) in a school year.
- F. In accordance with Board policy, each fund-raising activity must be approved by the School Leader. (See Form 5830 F1.) To be approved, the group leader or advisor is to submit a proposal, in advance of the event, so all fund-raising efforts may be coordinated and avoid being a burden or nuisance to students, faculty, parents, or the community.
- G. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the School Leader and signed by the staff member in charge, who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise that is unsold and resalable can be returned for full credit. The School will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit.
- H. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for.
- I. Upon completion of a fund-raiser, a final report is to be submitted to the School Director within thirty (30) days. (See Form 5830 F3.) The report should state the following:
 - 1. amount of money projected and amount of money raised;
 - 2. any differences between the planned activity and the actual activity;
 - 3. any problems that occurred and how resolved;

4. when and where funds were deposited;
 5. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected, and the disposition of any unsold items.
- J. No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.
- K. Fund-raising activities will not be permitted if they interfere with the School's educational program on nutrition.
- L. Fund-raising activities off the School's premises shall be voluntary, with written permission from parents (See Form 5830 F2).
- M. No house-to-house canvassing is allowed by any student for any purpose related to the School.
- N. In a fund-raising activity, if students provide a service in return for money (e.g., a car wash), a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- O. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity (e.g., run for) must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.
- P. For any fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involves the sale of food items and/or beverages to students that will be consumed on the Academy campus (any area of property under the jurisdiction of the Academy that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards. Fund-raisers also include giving away food items or beverages but suggesting donations.

New Guideline Fall 2017

STUDENT SOCIAL EVENTS

The following guidelines shall be used to conduct all social events of the School:

- A. Faculty advisors to the School's organizations will ensure that social events are adequately chaperoned, in keeping with Board policy. Other members of the staff shall cooperate with the advisors.
- B. Chaperones must be present at all social events. The number needed shall be determined by the School Leader. In addition, the police, student-community relations persons, and security aides may be present.
- C. Social events are restricted to current students and their guests, if prior approval of the guests' attendance has been given by the School Leader.
- D. Advisors and officers of organizations sponsoring dances or other social events must create an efficient checking system in both the boys' and girls' lavatories. Negligence on the School's part invites adverse public criticism.
- E. Chaperones must be present prior to the designated time so that students are not gathering without adult supervision.
- F. Any police officers should be instructed by the advisors to maintain watch of the outside and to be available, especially in the entrance area.
- G. Students who leave the event are not to be readmitted, unless granted permission by the person in charge.
- H. Chaperones will circulate among the people present at the event to ensure proper behavior and to locate any persons under the influence of alcohol and/or drugs who may have gained entrance.

Intoxicated students or students causing trouble should be handled promptly, using the following procedure:

- A. Identify any or all of the students involved.
- B. Obtain one (1) or two (2) witnesses.
- C. Telephone parents at once and tell them that their son/daughter appears to have been drinking, causing trouble, or associating with those who are. Ask the parents to come to the social event at once to take custody of their son/daughter.
- D. If the conditions persist and parents do not appear in a reasonable time, call the police.
- E. If trouble or drinking is caused by people outside of the School, call the police at once.
- F. If possible, do not do the following:

1. get involved in arguments;
 2. challenge anyone to prove that he/she is not drinking.
- G. Definitely do not make any definitive statements such as, "He is drunk," "She is a troublemaker," or "You are under the influence of _____."
1. Do begin your statements with phrases such as the following:
 - a. "It would appear that _____";
 - b. "It seems that _____".
- H. Students should be suspended only if they are guilty, either through admission or observation. The School Leader should use discretion in all cases.

New Guideline Fall 2017

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FINANCES

- 6320B1 Preparing Purchase Orders
- 6605 Crowdfunding
- 6610A Student Activity Fund
- 6610B Procedure for Inactive Activity Accounts

New Guideline Fall 2017

PREPARING PURCHASE ORDERS

When completing a purchase order request, please use whichever of the following procedures is appropriate.

Normal Purchase Orders

Complete all areas of purchase order as described below:

- ** Date Use date this order is submitted.
- ** No Back Orders Many companies will not ship back orders unless indicated on the purchase order. Many times money is tied up for months waiting for a back order shipment that never arrives.
- ** Delivery Required By ASAP
- ** Ship Via UPS/Truck (Other must be approved.)
- ** Priced Per This helps the supplier know the origin of the pricing information, e.g., from their most recent catalogue, an estimated price, or a direct quote from a representative.
- ** Ship to Address Provide name of school or department and complete address.
- ** Vendor Complete Vendor Name, Address, City, State, and Zip. Please do not abbreviate.
- ** Person Requesting Naming the person or department will help, both in the building, when the order is received (who it belongs to), and the loading dock, if there is a question regarding the order.
- ** Account Number Account Number to be charged -- the purchase order will be returned if the account number does not appear.
- ** Quantity How many wanted.
- ** Unit of Measure Indicate -- each, dozen, etc.
- ** Stock Number Number from vendor catalogs. This helps the vendor to identify what is being ordered and check in items on delivery.
- ** Description A complete description must be given for the item(s) being ordered. This will be helpful when checking the order in to make sure that what is received is what was ordered. This information is

also needed for the auditors for checking records and ascertaining that what was ordered is what was actually received.

** <u>Unit Price</u>	Price per each, dozen, etc.
** <u>Total Price</u>	Unit price x number ordered – total expended. Please check your mathematics.
** <u>Total Price – bottom</u>	Total price of all items on purchase order, even if only one item. Bring total down column to bottom of form.
** <u>Administrator's Signature</u>	PO will be returned without appropriate signature of authorization.

When the purchase order has been completed, do the following:

- A. Keep the last copy of purchase order. This is the proof that the purchase order has been completed.
- B. Send the remainder of the purchase order, with any attachments that must accompany the purchase order, to the Business Office. He/She will assign a purchase order number and return the copy.
- C. The School will call vendors to order anything.
- D. Check all orders immediately when delivered. Most companies allow only fifteen (15) to thirty (30) days to make exchanges or corrections on order discrepancies.

Subscriptions

Staff should not mail in renewal cards from existing subscriptions. When they do this, the magazine subscription is renewed and a purchase order number is not given. Invoices arrive and paperwork has never been done.

Type (do not write) all areas of purchase order.

** <u>Date</u>	Use date this order is submitted.
** <u>Ship Via</u>	US Mail
** <u>Priced Per</u>	This helps the supplier know the origin of the pricing information, e.g., from their most recent catalogue, an estimated price, or a direct quote from a representative.
** <u>Ship to Address</u>	Please type subscriber's name, building name, and address. Hopefully, this will assure that the subscription is mailed directly to that person at the correct address.

** <u>Vendor</u>	Complete Vendor Name, Address, City, State, and Zip. Please do not abbreviate.
** <u>Person Requesting</u>	Naming the person or department will help, both in the building, when the order is received (who it belongs to), and at the loading dock, if there is a question regarding the order.
** <u>Account Number</u>	Account Number to be charged -- the purchase order will be returned if the account number does not appear.
** <u>Quantity</u>	Indicate length of subscription (e.g., 1 year, 9 months).
** <u>Description</u>	Please give the name of the subscription and the length of the subscription: e.g., Sept. 1989 - June, 1990.
** <u>Total Price</u>	Total Cost of Subscription
** <u>Mail To</u>	Please type on bottom of purchase order: MAIL TO: Subscriber's Name Building Name and Address City, State, and Zip
** <u>Administrator's Signature</u>	PO will be returned without appropriate signature of authorization.

Check to Accompany Orders

** PO Number Type "CHECK TO ACCOMPANY"

Type remaining areas of purchase order as described for normal purchase orders.

When completed, do the following:

- A. Keep the file copies of the purchase order.
- B. Send remainder of the purchase order to Accounts Payable who will send in the order with the check. If any forms, order blanks, etc. need to accompany the check, please include them with your order form.
 1. Do not call vendors to order anything.
 2. Please check all orders immediately when they are delivered. Most companies allow fifteen (15) to thirty (30) days to make exchanges or corrections on order discrepancies or may provide a discount for prompt payment.

Purchase Order for Preview of Materials

Type the following areas of the purchase order:

** <u>Date</u>	
** <u>Vendor</u>	Complete Vendor Name, Address, City, State, and Zip. (Please do not abbreviate.)
** <u>Ship To Address</u>	Please type the name and address of the building and the Librarian's name. All previews should be delivered to the librarian in the building who will take responsibility for seeing that they are distributed to the correct persons and that arrangements are made for their return or purchase.
** <u>Catalog/Stock Number</u>	Catalog or stock number from vendor's most recent catalog.
** <u>Description</u>	Complete description of items being previewed.
** <u>Quantity</u>	Number desired.
** <u>Price</u>	Price of the item.
** <u>Total Price – bottom</u>	Total price of all items on preview form, even if only one item; bring total down column to bottom of form.

When completed, submit any other purchase order.

Important Note:

If items are to be returned, please inform Accounts Payable by indicating such on the extra copy of the purchase order when the item(s) are returned. Postage for returns is to be paid by the vendor.

If the item(s) is to be kept, please type on the original copy of the purchase order, CHECK TO ACCOMPANY, and include any paperwork submitted with the preview.

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CROWDFUNDING

The following procedures must be complied with for all crowdfunding campaigns that are conducted or overseen by Board of Directors employees for activities that relate to or are undertaken as a part of their job assignments. These procedures do not apply to crowdfunding campaigns that a staff member may pursue for non-Academy related activities, in which case the employee's affiliation with the Academy may not be referenced and Academy resources may not be used. Staff members are prohibited from using the Academy's or School's name or any identifying features unless the staff member fully complies with the procedures outlined below.

Crowdfunding Platform Approval

The School Leader shall pre-approve any crowdfunding website or service that a staff member intends to use for an Academy-affiliated crowdfunding campaign. Such websites must contain terms and conditions that are acceptable to the Board and consistent with Board policy and applicable laws and regulations. In determining whether to approve a specific crowdfunding service, the School Leader shall take into consideration whether the website specializes in or has special expertise or experience in managing crowdfunding campaigns involving educational institutions. The School Leader should also consider the amount of fees charged by the service to host/run the crowdfunding campaign, including any penalties associated with the failure of the campaign to reach its established target. For services that have 501(c)(3) designation, the underlying organization must affirm that it files all appropriate reports, including required registrations, with applicable governmental entities in states where donors reside.

Applications & Pre-Approval of Content

Prior to beginning a campaign and making the initial posting of the project on an approved crowdfunding site, the staff member must submit and obtain approval of an application to the Principal that includes the following information:

- A. A budget for the project that the campaign will be raising the funds or supplies and equipment for, and a description of how the project will be administered. If salaries are included, applicable fringe benefits must also be listed.
- B. A copy of any narratives that will be submitted as testimonials or in order to solicit the funds on the website along with any photos that the staff member wants to use on the crowdfunding site. Postings that describe the purpose and rationale for conducting the crowdfunding campaign may not negatively reflect upon the Academy, its programs and services, or its staff and students. When describing the purpose of the crowdfunding project, staff members are prohibited from identifying specific students and/or their areas of disability or need. Additionally, postings should in no way state or imply that the funds and/or equipment/supplies received through the crowdfunding campaign are necessary in order for students to be appropriately served and educated. Any photos and any information contained in the narratives must protect student privacy and comply with FERPA.

As such, in order for students' names and/or images to be utilized (which is discouraged), the staff member must obtain written authorization from the students' parents/guardians. Such authorization must be included with the application.

Postings may not include identifiable student images; staff should limit pictures to empty classrooms, the staff member, and/or photos of students when the students are not identifiable (e.g., the back of their heads or hands).

- C. A copy of the biographical information or personal profile that will be utilized by the staff member on the crowdfunding site.
- D. Confirmation that the funds raised and/or the items purchased by the crowdfunding site will go directly from the crowdfunding site to the Principal of the school that will be benefitted by the funds/items.
- E. A description of any rewards, perks, or thank you gifts that will be provided to donors, including the cost and source of the reward, perk or thank you gift.
- F. If feasible, the staff member shall include in the posting a link to this Board policy/guideline.

The Principal will review the application along with the text that will be utilized in any crowdfunding materials to verify the proposed project and posting (1) will not create any legal liabilities, (2) complies with Board policy and guidelines, and (3) does not violate State and Federal laws and regulations. The Building Principal should pay particular attention to verify the posting does not infringe on student privacy rights and intellectual property laws.

If a Principal identifies an issue that may have legal implications, he/she is required to notify the School Leader so that the Academy's legal counsel may be consulted prior to the Building Principal rendering a decision on the proposal or posting.

No more than three (3) crowdfunding projects may be active at any one time on behalf of the Academy.

The School Leader shall have final decision-making authority on granting permission for a crowdfunding proposal or posting.

Once the project and its materials are approved, the posting may be submitted to the crowdfunding site and the campaign commenced.

Staff members may use Academy Technology Resources to carryout approved crowdfunding activities.

Staff members may only work on crowdfunding activities during the work day with written permission from their Building Principal.

Unless required by the Fair Labor Standards Act, staff members are not entitled to additional compensation for their work on crowdfunding campaigns.

Campaigns will be limited in duration, as set forth in the application.

When the project is approved, the staff member/sponsor will provide the School Leader with any information needed for the Academy to receive donated funds directly from the crowdfunding site.

The staff member must keep the Principal informed of the status of the campaign as it progresses and at its conclusion.

The staff member is responsible for then making sure any awards, and/or appropriate recognition are sent to the appropriate donors.

Once the funds or supplies/equipment purchased by the crowdfunding site with the proceeds of the campaign are received, they will be made available to the staff member for the express purpose of fulfilling the stated purpose of the project. The staff member, in conjunction with the Principal, is responsible for making sure any funds received are used for the express purpose for which they were raised; the employee must submit to the Principal documentation of any expenditures of the funds, including any purchases made with those funds. Such documentation must be submitted within fourteen (14) days of the expenditure. All funds raised and materials donated are considered the property of the Academy and shall remain in the Academy in the event the staff member who ran the crowdfunding campaign terminates his/her employment with the Academy.

The staff member must submit a final report on the project to the Principal and School Leader. Failure to publish a final report will jeopardize the employee's ability to engage in crowdfunding in the future. A copy of the report may be sent to the donors via email and the results of the campaign on the crowdfunding site may be posted if approved by the Principal.

A staff member who violates this policy/guideline is subject to disciplinary action.

The preceding guidelines also apply to parents, Academy-affiliated organizations (e.g., PTA/PTO, Athletic/Band Booster Groups) and/or students who wish to raise funds for a specific classroom, school, or school activity through a crowdfunding campaign.

NOTE: Academies should consult with their legal counsel to determine whether they are obligated to register and/or file annual reports with the Attorney General's Office to comply with the Charitable Solicitation Act based on staff members conducting crowdfunding campaigns on the Academy's behalf.

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STUDENT ACTIVITY FUND

The Board of Directors has formulated Policy 6610 to govern the management and control of all student activity funds. The following guidelines should be used to implement this policy:

- A. The School Leader shall approve the sponsors of each activity group and all purpose clauses, anticipated revenue, and anticipated expenditures for each activity program.
- B. By resolution recorded in the official Board minutes, the Board shall authorize the student activity programs the Board wishes to be operational.
- C. A system of internal controls should be implemented in order to safeguard the assets of the student activity funds to ensure that the student will receive the benefits sought. Funds must be budgeted and accounted for by fund, function, cost center, and operational unit, in accordance with the Uniform School Accounting System.
- D. Fund-raising projects for any student activity shall contribute to the educational experience of students and shall not conflict with, but add to, the instructional program.
- E. All sales projects or programs must be approved by the School Leader at least two (2) weeks prior to the sale or event.
- F. All sources of revenue must be approved by the School Leader and shall be included in the student activity group's current year budget. Receipts and expenditures must be coded by USAS Classification, provided by the School Leader.
- G. All expenditures from a student activity fund shall be in accordance with the approved budget. Authorization for expenditure must be accompanied by an approved requisition, processed by a formal purchase order and certified by the Building Manager that funds are available for the expenditure.
 1. Installment and lease purchases are prohibited.
- H. Expenditures of funds, derived from the student body as a whole, shall be expended to benefit the student body as a whole, not for the benefit of a special group.
- I. Expenditures must be approved by the appropriate student activity group advisor.
- J. Student activity funds shall not be used for any purpose that represents an accommodation, loan, or credit to Board employees or other persons. Postdated checks may not be accepted, and checks may not be cashed for anyone.
- K. Board employees (or others) may not make purchases through a student body in order to take personal advantage of the purchasing privileges of the student body.

- L. No student activity organization shall be obligated for purchases made by students, faculty, and/or others, unless supported by a written purchase order signed by the School Leader.
- M. The following are examples of expenditures that are prohibited:
1. equipment, supplies, forms, and postage for curricular or classroom use or for the School's business;
 2. repairs and maintenance of school-owned equipment or property;
 3. salaries for services that are the responsibility of the School;
 4. memberships that benefit only individuals;
 5. all items for personal use;
 6. contributions to fund-raising drives for charitable organizations, unless part of a group's purpose and objectives statement.
- N. All monies collected should be deposited with the School Director or in a designated depository within twenty-four (24) hours of collection or the next business day following the last business day of that week.
- O. Payments from a student activity fund to an employee are subject to standard payroll deductions.

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PROCEDURE FOR INACTIVE ACTIVITY ACCOUNTS

Prior to the termination of a student-activity organization, all funds remaining in the treasury must be disposed of in one of the following ways:

- A. transferred to another student-activity organization, following the standard withdrawal procedure.
- B. transferred by motion of the Board to the General Fund, if none of the preceding ways has been implemented.

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PROPERTY

7230 Public Gifts to the School

7430 Safety in the School

7510A Use of the School's Facilities

7510B Supervision of Rented Facilities

7540.02 Web Page Specifications

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PUBLIC GIFTS TO THE SCHOOL

Gifts or donations presented to the School must be accompanied by a letter, from the donor, for official action and recognition by the Board of Directors.

To be acceptable, a gift or donation must have a purpose consistent with the purpose of the School, must be offered by a donor who is acceptable to the Board, and must become School property.

In addition, a gift or donation must not result in the following:

- A. begin a program that the Board would be unwilling to take over when gift and grant funds are exhausted;
- B. bring undesirable or hidden costs to the School;
- C. place restrictions on the School;
- D. be inappropriate or harmful to the educational program of the School or to students;
- E. imply endorsement of any business or product;
- F. be in conflict with any provision of the General School Laws or public laws.

A letter of appreciation, signed by the President of the Board and the School Leader shall be sent to the donor.

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SAFETY IN THE SCHOOL

Responsibility

The Chief of Operations shall be responsible for compliance with the Federal/State regulations and for maintaining communication with the Division of Occupational Safety and Health (MOSHA).

The safety plan should be in accordance with recommendations provided by the State and should include the following:

A. Hazard Inspection

A hazard inspection of all areas in which employees work or participate (See Form 7410 F4). If a hazard is identified, the Chief of Operations shall select the appropriate Personal Protection Equipment (PPE) for the employee, communicate the selection to the employee, and ensure the employee wears the PPE after receiving the proper instruction. (See Form 7430 F4.)

B. Fire and Tornado

(See AGs 8420 - Emergency Procedures and 8420A - Severe Weather and Tornado Warnings.)

Fire exits must be inspected to ensure each is ready for prompt and orderly egress.

Fire extinguishers must be inspected annually and tagged when inspected. The Chief of Operations shall be notified when fire extinguishers have been discharged and need to be recharged or replaced.

The systems for giving fire and tornado alarms are to be checked at least four (4) times annually to ensure that each is functioning properly.

C. Safety Education

Tools and equipment shall be used for instructional purposes only, and the teacher shall be fully responsible for ensuring that each is used safely and is kept in proper working order, including any safety features.

Applicable courses of study shall include instruction in accident and fire prevention and in safety education.

All personnel who are required to use Personal Protective Equipment (PPE) will be properly trained so they can confirm that they understand how to wear, use, maintain, and dispose of the PPE. Each employee must complete Form 7430 F4 prior to completion of the training. Such training shall be provided upon employment or at the beginning of the school year prior to the employee's exposure to the hazard.

USE OF THE SCHOOL'S FACILITIES

Applications

Any organization or individual desiring to use the School's facilities shall complete an application (7510 F1) and submit it to the School Leader for approval.

- A. Charges for the School's personnel shall be based on the appropriate rate of pay for persons in the respective job classification (custodian, cook, lifeguard, etc.) whenever extra pay for the School's employees is required as a result of the use.
- B. The School reserves the right to demand sufficient time for full investigation, notice, and arrangements of all requests for the use of the School's facilities and reserves first claim to the use of its own property. Cancellations may be issued by the School Director with or without due notice. All approvals are to be granted with this understanding. Otherwise, those requesting the use will be responsible for payment for all costs incurred, including the cost per hour charged for the use of the facility.
- C. In no case will those who have been granted permits assign, transfer, sublet, or charge a fee to others for the use of the School's property.

Ineligible Users

Groups or persons will not be granted permits when the request is for activities in conflict or competition with the School's programs or not authorized by Board policy.

Regulations

- A. Users must take reasonable steps to ensure orderly behavior and will be responsible for paying for all damage associated with their use of the facility or equipment.
- B. The School reserves the right to request payment of estimated fees in advance.
- C. Use of tobacco is prohibited. All users are responsible for complying with this regulation.
- D. Alcoholic beverages and controlled substances will not be permitted on the School's property at any time.
- E. Decorations must be fireproof and shall be erected and taken down in a manner not destructive to the School's property. Decorations are subject to the approval of the building administrator. The use of open flames, such as candles, is permitted only with written permission from the fire marshal.
- F. The user shall be fully responsible for all loss or damage to the School's property, including property of students and employees.
- G. Requests for school-owned equipment are not included in the direct or indirect costs and shall be charged based on request and type of equipment.

- H. The use of any materials on floors or other parts of the building is strictly prohibited without specific approval in writing from the building administrator.
- I. Use of stages, furniture, and equipment must be arranged in advance. Set-up and clean-up may be performed by members of the group using the facility, provided the responsible persons are listed on the application. Additional custodial services required for work not done satisfactorily will be paid for by the using group. Arrangements must be made with the building administrator for use of any special or extra equipment. Extra compensation paid employees for moving, operating, or supervising special or extra equipment will be charged to the using group.
- J. Buildings will normally be open thirty (30) minutes prior to the activity and for thirty (30) minutes after its scheduled end, unless other arrangements are requested on the application and approved.
- K. Use during summer vacation, on holidays, or during other vacation periods shall not conflict with building cleaning and renovating programs and will depend on the availability of building service personnel for supervision.
- L. No unauthorized methods of obtaining funds, including any form of gambling, is permitted in the School or on the School's grounds.
- M. A custodian shall be on duty whenever a facility is being used except as exempted by the School Leader. The custodian will render custodial assistance in handling furniture and equipment and will be responsible for seeing that the facility or facilities are left in good order after the activity is over. The custodian's overtime, including clean-up time, will be charged at the appropriate hourly rate. Food-service personnel shall be required, in addition, when kitchen facilities are requested.
- N. Responsibility for enforcement of rules and regulations concerning use of the School's facilities rests with the user group, and any infractions of the above regulations may be grounds for refusing to grant subsequent requests for the use of these facilities.
- O. Corridors, exits, and stairways must be free of obstructions at all times. Exits are to be lighted when facilities are in use. Members of the audience or spectators must never stand or sit so they block exits, stairways, or aisles.
- P. The School will not be responsible for any loss of valuables or personal property.
- Q. Flyers, booklets, or other printed or audio-visual materials may not be distributed unless they relate directly to the activity for which the School's facility is being used.

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SUPERVISION OF RENTED FACILITIES

Each group requesting the use of the School's facilities must use the services of a school custodian and must pay for such services.

Each group requesting the use of the School's facilities must indicate an individual, satisfactory to the administrator in charge of the building, who will serve in a supervisory capacity during the use of the facilities.

If the supervisor, as designated above, is not satisfactory to the administrator in charge, the administrator shall appoint a supervisor and the pay shall be charged to the sponsoring group.

Supervisors are responsible for the enforcement of all rules and procedures regarding the use of the School's facilities.

The custodian on duty is directed not to open the facility until the supervisor for the sponsoring group is on duty.

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WEB-CONTENT AND FUNCTIONALITY SPECIFICATIONS

This guideline and AG 5723 and AG 7540 and Form 7540.03 F1, Form 7540.04 F1, and Form 7540 F4 will apply to all web content hosted on the Board's servers, whether created by staff, students, or contracted third parties. The School Leader (employed by the Board) retains final editorial authority over all content placed on the Board's servers or Academy-affiliated servers and displayed on the Board's website(s). The School Leader (employed by the Board) has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.

The Academy's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive and educational information to students, parents, staff, and the community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

The Academy strives to deliver a website(s) that is/are adaptive so it/they can be viewed in an optimal manner on all devices. To maximize usability, it is recommended that web content be presented in a simple page design, employ large font sizes and big, touchable buttons that accommodate larger fingers, and place critical information "above the fold. Additionally, key information such as the Academy's name, contact information, and a link to a table of content/site map should be placed in the top left corner of the home page so it is easy to find.

Website Accessibility

The Academy's website(s) operate(s) in compliance with Federal and State law. As such, the Academy is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the Academy's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with verifying the Academy's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any Academy programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with Academy programs, services, and activities delivered online.

The Academy measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content (Benchmarks for Measuring Accessibility).

All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the Academy's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

When the fundamental alteration or undue burden defense applies, the Academy will provide equally effective alternate access. In providing an equally effective alternate access, the Academy will take any actions that do not result in a fundamental alteration or undue financial

and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

Only the School Leader, after considering all resources available for use in the funding and operation of the service, program, or activity, may determine an undue burden or fundamental alternation defense is applicable. In making such a determination, the School Leader (employed by the Board) will document the reasons s/he reached that conclusion.

The Academy's website will include on its home page and throughout the website (including all subordinate pages and sites), a Notice to persons with disabilities regarding how to request the webmaster or other appropriate person to provide access to (or notify the Academy regarding) content or functionality that is currently inaccessible. The Notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA.

The Technology Director will set up a system to routinely audit/test the accessibility of all web content and functionality. This system must include processes to verify claims of accessibility by third-party vendors or open sources. The purpose of the audit is to identify any web content or functionality that is inaccessible to persons with disabilities. The person/entity who conducts the audit shall report to the School Leader and Technology Director [End of Option] the results of the audit so that appropriate action can be taken to address any inaccessibility. The audit shall include the Academy's home page, all subordinate pages, and School intranet pages and sites. The person/entity conducting the audit may seek input from members of the public with disabilities, including parents, students, employees, and others associated with the Academy, and other persons knowledgeable about website accessibility, regarding the accessibility of the Academy's web content and functionality.

The Academy will provide annually website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. The Academy will maintain documentation of the training it delivers, including a list of attendees and their positions, a description of the delivered training content, and the presenter/trainer's credentials for providing such training.

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities identified at the end of this document to access the information and content on the Academy's website. By following the web content design criteria set forth below, the designers and authors of the Academy's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the Academy's website(s).

First Page of the Site

The first page of the web site should contain:

- A. the index or table of contents for the site;

- B. contact information, including the school's name, address, and phone number, the name of the building principal, and a map/directions to the building;
- C. the webmaster and e-mail address of the person responsible for the site;
- D. a date when the page was last updated or modified;
- E. index.html;
- F. a link to the Board's web site;
- G. identification of (or a link to) the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e mail address);
- H. links to appropriate disclaimers.

Organization of Site Structure

- A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the web site.
- B. Each page should be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g., use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the school name in the <title> tag of each HTML document.
- E. Limit page length, keep the HTML documents as small as possible.
- F. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep Your Web Site Current

- A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update content by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages should be grammatically correct.

- B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

Position navigational aids throughout documents and document groups. All pages should include a "back to" main menu in order to provide a link back to the web-site index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

Backgrounds

- A. Keep backgrounds simple. Light colors are better. Select backgrounds that make text easy to read.
- B. Keep background tiles small.
- C. Backgrounds should be in GIF format.
- D. Re-use background images, pages will reload quicker and the user will be able to view your pages with ease.
- E. Do not use a background to convey information.
- F. Do not "name" your colors. For example, Netscape allows you to use the following tag; `<body bgcolor - "green">` and your background will be green. This is a tag specific to Netscape and not necessarily supported by other browsers. Use the hexadecimal number for colored backgrounds. If using a tiled image, make the background color approximately the color of the tiled image.

Intellectual Property

- A. All web-site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, sounds, and hyperlinks to other web sites/pages. (see AG 2531)
- B. The Board retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

- A. Use all lower-case letters for names of documents and graphics.
- B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

- A. Smaller is better, images should be less than 50k.
- B. Pictures need to be in GIF or JPEG format.

- C. Always use width and height tags.
- D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.
- E. Use GIF format for drawings and line art.
- F. Use JPEG format for photographic color images.
- G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.
- H. Avoid using flashing content, as it may cause seizures in susceptible users.
- I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Netscape, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

- A. test web pages on a variety of browsers, including text-only browsers and a variety of screen resolutions to confirm the pages look right to the greatest number of users;
- B. check your web site on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;
- C. use standard universal recognized HTML tags - Do Not use tags which are specific to one (1) browser;
- D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board permits the use of photographs of students, names of students, and displaying original work of students on web sites in accordance with the following guidelines:

- A. Identifiable photographs of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians. **[NOTE: The FBI recommends that schools not post: children's names or photos; personal information about students; activity schedules. If a school publishes student pictures on the Internet, the FBI recommends only posting distant group pictures, angled heads, and faces should be unidentifiable.]**
- B. Last names of students and students' e-mail addresses should never be used.
- C. Original work by students such as art work, poetry, essays, performances, etc. may be placed on the web site only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the Academy's website may:

- A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;
- B. link to a website of another organization if the other website includes statements or other items referenced in A. above;
- C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;
- D. include defamatory, libelous, or obscene matter;
- E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;
- F. promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age or ancestry.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the Academy's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members. The following information/content will/may be addressed in the Academy's website(s):

NOTE: THERE ARE SIGNIFICANT ISSUES, BOTH FROM A LEGAL LIABILITY AND REASONABLE, COMMON SENSE STANDPOINT THAT NEED TO BE

ADDRESSED WHEN SELECTING THE TYPE OF CONTENT TO INCLUDE ON A WEBSITE. ACADEMYS ARE ENCOURAGED TO DISCUSS THESE ISSUES WITH THEIR LEGAL COUNSEL BEFORE DECIDING ON WHAT INFORMATION TO PLACE ON WEB PAGES HOSTED BY THE ACADEMY

- School Contact Information
 - Name
 - Physical address
 - E-mail
 - Web address

- School Background
 - History
 - Mission
 - Song
 - Logo

- Virtual School Tour
 - Directions
 - Map
 - Photos
 - Classrooms
 - Video
 - Live cams

- School Accomplishments
 - Awards
 - Achievement
 - Grants
 - Special thanks

- School Announcements

- Events
- Schedules – including bus schedules
- Calendars
- Timeliness
- Lunch menus
- News and Information
 - Agendas and minutes
 - Newspaper
 - Ezines
 - Announcements – closings (e.g., snow days) or delayed starts
 - Employment opportunities
- School Policies and Procedures
 - Mission
 - Philosophy
 - Handbooks
 - Curriculum guides
 - Policies
 - Programs
 - Administrative Guidelines/Regulations/Procedures
- People Information
 - Staff/Administration
 - Principal welcome
 - Directory (name, position, contact info)
 - Teacher pages
 - Directory (name, position, contact info)
 - Class or Grade Level Pages

- Classroom
- Projects
- Assignments
- Themes
- Field trips
- Student Pages
 - Project posting
 - Sharing
 - Links to personal pages (off site)
- Support Departments
 - Content area departments
 - Library/Media
 - Technology
 - Health Services
 - Transportation, including bus routes
 - Art and Music
 - Sports
 - Clubs
 - After school programs
 - Special programs (special education, etc.)
- Curriculum Connections
 - Student resources
 - Assignments
 - Course information
 - Projects
 - Popular/relevant links (developmentally appropriate, curriculum relevant content)

- Teacher resources
 - Lesson plans
 - Professional development
 - Popular/relevant links
- Parent resources
 - Parenting resources
 - Popular/relevant links
- Curriculum Materials
 - Online curriculum materials – lessons, activities, homework
- Grades
- Community Information and Outreach
 - Local Information
 - Weather
 - Geography
 - Demographics
 - Culture
 - Events
 - Attractions
 - Library
 - Local Resources
 - Natural and historical resources
 - Business and Nonprofit contacts
 - Business Connections
 - School supporters
 - Grants
 - Free advertising
- Call for Participation

- Volunteers
- Wish list
- Funding needs
- Gather information/feedback from parents and community

Neither staff nor students may publish on the Academy's website personal pages or pages for individuals or organizations not directly affiliated with the Academy.

Website/Page Evaluation

Before releasing or publishing a website/page, _____ (building principal, sponsoring teacher, central officer administrator, technology coordinator, etc.) shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

- The Technology Director will also assess the web pages/site's accessibility.

Disclaimers

- Links:**

[CHOOSE OPTION #1, OPTION #2 OR OPTION #3]

- OPTION #1**

"The _____ Academy makes every effort to verify that all links are operational and all information is accurate, appropriate and of high quality. The Academy expects that these standards are met. The viability of links that are not created through our Academy cannot be guaranteed."

[END OF OPTION #1]

- OPTION #2**

"Links to external websites are included if they add information that may aid the user, and are included only as a public service. Every effort is made to verify that the links are educational in nature, and related to the Academy's educational mission, but the Internet is dynamic and volatile, and web pages can change suddenly and rapidly. It is not unusual to find information or images that are objectionable. Inclusion of a link does not constitute endorsement by the Academy of that site, or of any third-party sites to which it may be linked. The user is advised that once you leave the Academy's website(s), even through links included on these pages, you may encounter inappropriate, illegal or inaccurate material. The Academy is not responsible for the external content or for any fees associated with the use of an outside site. Proceed at your own risk."

[END OF OPTION #2]

[] OPTION #3]

"The links in this area will let you leave the Academy's website(s). The linked sites are not under the control of the Academy and the Academy is not responsible for the contents of any linked sites, or any links contained in a linked site, or any changes or updates to such sites. The Academy is providing these links to you only as a convenience and the inclusion of any link does not imply endorsement of the site by the Academy."

[END OF OPTION #3]

[] Student Developed Web Pages: "All web pages created by students and student organizations on the Academy's computer system will be subject to treatment as School-sponsored publications. As such, the Academy reserves the right to exercise editorial control over such publications in accordance with Policy 5722 – School-Sponsored Publications and Productions."

Domain Name and Copyright: "The Academy has registered its domain name(s) for the purpose of exclusive Internet identification. The Academy asserts copyright, trademark and/or other intellectual property rights in its domain name, Academy identification, Academy logo, and all content on the Academy's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use Academy and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use Academy and/or school domain names to promote political issues, causes or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

[] Examples of Disabilities and How they Affect People's Abilities to Perceive and Use Websites/Pages.

Visual Disabilities:

Blindness – People with no sight typically browse the Internet using voice output software or refreshable Braille hardware. Such devices "read" what is on the screen to the user.

Low vision – Individuals who have limited vision may use screen-enlarging software.

Color blindness – To perceive color differences on a computer monitor, individuals with color blindness need high contrast. Also, designers/developers/authors should be mindful of the forms of color blindness when choosing color schemes. Typical color blindness involves the inability to distinguish between red and green, blue and green, or blue and yellow; some people see black and white only.

Auditory Disabilities:

Deafness – People who cannot hear, experience a website/page only through its text, graphics/images and video.

Hard of hearing – Individuals with limited hearing may use sound-enhancing peripherals.

Physical/Motor Disabilities:

People with physical disabilities or limited fine motor skills may have difficulty with the following computer-related tasks:

Detailed manipulation of input devices such as a mouse or roller ball.

Holding down multiple keyboard keys simultaneously.

Cognitive/Language Disabilities:

Typical problems for people who have cognitive disabilities or disabilities that affect their language skills include the following:

Difficulty with spatial reasoning and/or visualization skills.

Difficulty reading and/or understanding written text (e.g. persons with dyslexia).

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."

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OPERATIONS

8310A	Public Records
8310A	
Appendix A	Freedom of Information Act Written Summary
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Appendix B	Freedom of Information Act Fee Itemization Form
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New Guideline Fall 2017

PUBLIC RECORDS

It is the policy of the Board that all persons are entitled to full and complete information regarding governmental decision-making, consistent with the Michigan Freedom of Information Act (the "FOIA" or the "Act").

For purpose of these procedures and guidelines, a "public record" means: a writing prepared, owned, used, in the possession of, or retained by Academy in the performance of an official function, from the time it is created. Public record does not include computer software.

Procedures & Guidelines:

A. GENERAL INFORMATION

1. All officers, employees, and agents of the Academy shall protect public records from loss, unauthorized alteration, mutilation, or destruction.
2. The Educational Service Provider designee is hereby designated the "FOIA Coordinator" with the authority and responsibilities stated in the Act and these procedures and guidelines.
3. The FOIA Coordinator shall be responsible to accept and process all written requests for public records under the Act and shall be responsible for approving a denial under Section 5 of the Act (MCL 15.235).
4. These procedures and guidelines regarding time frames, appeals, and fees do not apply to public records prepared for, or disclosed pursuant to another act or statute (i.e., requests for medical records made pursuant to the Public Health Code, or requests made pursuant to the Public Employment Relations Act or the Bullard-Plawewski Employee Right to Know Act, etc.).

B. WRITTEN REQUESTS

1. All individuals desiring to inspect or receive a copy of a public record shall make a written request to the FOIA Coordinator that describes the public record sufficiently to enable the FOIA Coordinator, or his/her designee, to identify and locate the public record.
2. The FOIA Coordinator, or any other designee, is not required to respond to oral requests for public records, but may do so for routine requests that can be granted immediately.
3. If a written request is received directly by an Academy employee other than the FOIA Coordinator, the original shall be promptly forwarded to the FOIA Coordinator. The date the Academy employee receives the request shall be considered the date the request is validly received by the Academy, for the purpose of determining when a response is due.
4. A written request made by facsimile, electronic mail, or other electronic transmission is not received by the FOIA Coordinator until one business

day after the electronic submission is made. If a request is delivered to a spam or junk mail folder, the request is not received by the FOIA Coordinator until one business day after it is discovered.

5. Upon receiving a written request for a public record pursuant to these procedures and guidelines, a person or entity has the right to inspect, copy, or receive copies of the requested public record(s), unless the requested public record is exempt from disclosure pursuant to Section 13 of the Act (MCL 15.243), as amended. If the exempt status of any request is questioned, legal counsel should be consulted. New public records, compilations, summaries, and/or reports of information shall not be created in response to a FOIA request.
6. Upon request for public inspection, the FOIA Coordinator, or any other designee, shall furnish a requestor a reasonable opportunity for inspection and examination of the requested public records, subject to applicable exemptions, and shall furnish reasonable facilities for making memoranda or abstracts from its public records during regular business hours.
7. A requestor may stipulate that the public records be provided on non-paper physical media, electronically mailed, or otherwise electronically provided to him or her in lieu of paper copies. Notwithstanding the foregoing, such stipulation must be within the technological capabilities of the Academy.
8. A person or entity may subscribe to future issuances of public records that are created, issued, or disseminated on a regular basis. A subscription shall be valid for up to six months, at the request of the subscriber, and shall be renewable.
9. If a requested public record may be obtained on the Academy's website or webpage, the FOIA Coordinator shall notify the requestor in writing of such availability and provide the direct internet address or link to obtain such public record. If, after receiving such written notification from the FOIA Coordinator, the requestor notifies the Academy that he or she continues to want the Academy to provide a copy of the available public record, in any format, the Academy shall process such request and may impose additional labor costs as specified within Article IV below.

C. REQUEST PROCESSING

1. When the Academy receives a written request for a public record, the FOIA Coordinator, or any other designee, shall, in not more than five (5) business days after the Academy receives the request, respond to the request by one of the following:
 - a. Grant the request.
 - b. Issue a written notice to the requestor denying the request.
 - c. Grant the request in part and issue a written notice to the requestor denying the request in part.

- d. Issue a written notice extending, for not more than ten (10) business days, the period during which the Academy shall respond to the request.
 2. Any failure to respond to a written request as provided for above constitutes the Academy's determination to deny the request.
 3. Any written response denying a request for a public record, in whole or in part, is a final determination to deny the request or portion of that request. A denial response should contain the following:
 - a. An explanation of the basis under the Act or other statute for the determination that a public record(s), or portion(s) thereof, is exempt from disclosure, if that is the reason for denying all or part of a request.
 - b. A statement that the public record(s) do not exist under the name/description given by the requestor or by another name reasonably known to the Academy.
 - c. A description of a public record(s) or information on a public record that is separated or deleted if such separation or deletion is made.
 - d. A full explanation of the requestor's right to either file an appeal with the Board or seek judicial review of the denial pursuant to Section 10 of the Act (MCL 15.240).
 - e. Notice that a requestor may receive attorneys' fees and damages pursuant to the Act if the Court determines that the Academy has not complied with Section 5 (MCL 15.235) of the Act and orders disclosure of all or a portion of a public record.
- D. DEPOSIT & FEES
1. Fees for responding to any request shall include duplication (copying) costs and mailing costs. Duplication (copying) costs shall be set from time to time by resolution of the Board in an amount that does not exceed 10 cents per page (8½ x 11 and 8½ x 14). The Academy shall use the most economical method of duplication (*i.e.*, double-siding, etc.) and the least expensive form of postal delivery, unless a more expensive method is specifically requested by the FOIA requestor.
 2. The cost of hourly labor may also be charged if the failure to do so will result in unreasonably high costs to the Academy because of the nature of the request in a particular instance. If such is the case, the Academy shall specifically identify the nature of these unreasonably high costs. For purposes of these procedures and guidelines, "unreasonably high costs" shall generally mean calculated labor costs that are estimated to exceed \$50.00, inclusive of salary or wage and fringe benefits.

3. Labor costs shall include the cost of the search, examination, review, separation, and/or deletion of exempt information from non-exempt information in order to fulfill a request.
4. Labor costs will be calculated using the wage of the lowest paid Academy employee capable of searching for, locating, and examining the public record(s), regardless of whether that person is available or actually performs the labor. Labor costs shall be charged in increments of at least 15 minutes or more with all partial time increments rounded down. The Academy may also add up to 50% to the applicable labor charge amount to cover or partially cover the cost of fringe benefits. If it does so, it will clearly note the percentage multiplier used to account for benefits in the detailed itemization form. Subject to the 50% limitation, the Academy shall not charge more than the actual cost of fringe benefits, and overtime wages shall not be used in calculating the cost of fringe benefits. Notwithstanding the foregoing, 100% of fringe benefit costs may be added to the applicable labor charge if a requestor is notified in writing that public records are available on the Academy's website or webpage and the requestor continues to request that the Academy provide a copy, in any format, of the available public record.
5. Overtime wages shall not be included in the calculation of labor costs unless the requestor specifically approves the use of overtime in writing, and overtime wages are clearly noted in the detailed itemization form.
6. If the Academy does not employ a person in-house who is capable of separating exempt from non-exempt information in a particular instance, as determined by the FOIA Coordinator, it may utilize an outside contractor. In those instances, the Academy shall clearly note the name of the contractor or firm on the detailed itemization form. The cost of the contractor's labor, including necessary review directly associated with separating and deleting exempt information from non-exempt information, shall not exceed an amount equal to 6 times the state minimum hourly wage rate.
7. The Academy will not charge for labor directly associated with redaction if it knows or has reason to know that it previously redacted the record in question and still has the redacted version in its possession.
8. The Academy may require a good faith deposit (not to exceed 50% of the total labor and duplication costs) from the requestor, if the total estimated fee exceeds fifty dollars (\$50.00). A request for a good faith deposit shall include a detailed itemization of the fee the Academy estimates or charges pursuant to the Act. Additionally, a request for a good faith deposit shall include a best efforts estimate regarding the time frame it will take to comply with the Act in providing the public records to the requestor. The Academy may require a one-hundred percent (100%) deposit from a requestor who has not previously paid a fulfilled FOIA request, provided the requirements in Section 5 of the Act are met.
9. All fees and deposits calculated under these procedures and guidelines shall be listed within a detailed itemization form that shall be provided to

the requestor. A copy of such form is attached hereto and incorporated by reference.

10. Pursuant to Section 4(2) of the Act, the Academy shall search for and furnish a copy of a public record without charge for the first \$20.00 of the fee for each request made by either of the following:
 - a. An individual who is entitled to information under the Act and who submits an affidavit stating that the individual is indigent and receiving specific public assistance or, if not receiving public assistance, stating facts showing an inability to pay the cost because of indigence. If an individual is ineligible for a discount, then the Academy will inform the individual of the specific reason for the ineligibility in its written response. The right to financial assistance for indigent individuals shall not apply where:
 - (i) an individual has received discounted copies of public records from Academy twice during the calendar year; or
 - (ii) an individual requests information in conjunction with outside parties who are offering or providing payment, or other remuneration to the individual to make the request.
 - b. A non-profit organization formally designated by the state to carry out activities under Subtitle C of The Developmental Disabilities Assistance And Bill Of Rights Act of 2000, Public Law 106-402, and The Protection And Advocacy For Individuals With Mental Illness Act, Public Law 99-319, or their successors provided the following requirements are satisfied:
 - (i) The request is made directly on behalf of the organization or its clients;
 - (ii) the request is made for a reason wholly consistent with the mission and provisions of those laws under Section 931 of the Mental Health Code, MCL 330.1931; and
 - (iii) the request is accompanied by documentation of its designation by the State, if requested by Academy.
11. The Academy may waive any charges if the FOIA Coordinator determines the cost is de minimis. For purposes of these procedures and guidelines, "de minimis" shall mean a calculated fee that is estimated to be less than \$10.00, inclusive of labor costs, duplication and mailing.

E. FEE DISPUTE APPEAL

1. If the requestor believes the fee estimated or charged for the request exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act, the requestor is required to submit to the Board a written appeal for a fee reduction that specifically states the word "appeal" and identifies how the required fee exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act.

2. Within 10 business days after receiving a written appeal, the Board shall do one of the following:
 - a. Waive the fee.
 - b. Reduce the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the remaining fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the reduced fee complies with these procedures and guidelines and Section 4 of the Act.
 - c. Uphold the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the required fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the fee complies with these procedures and guidelines and Section 4 of the Act.
 - d. Issue a notice extending, for not more than 10 business days, the period during which the Board shall respond to the written appeal. The notice of extension shall include a detailed reason or reasons why the extension is necessary. The Board shall not issue more than one notice of extension for a particular written appeal.
3. If a requestor disagrees with the Academy's determination, the requestor may comment an action in Circuit Court in the County in which Academy is located, within 45 days of the public body's determination, to seek a fee reduction.

F. RIGHT TO APPEAL A DENIAL OF A PUBLIC RECORD REQUEST

1. If a requestor desires to appeal a denial of a request for a public record, in whole or in part, the requestor may submit a written appeal to the Board or may seek judicial review of the denial, pursuant to Section 10 of the Act (MCL 15.240). A written appeal to the Board shall specifically state the word "appeal" and identify the reason(s) for reversal of the denial.
2. Within 10 business days after receiving a written appeal, the Board shall do one of the following:
 - a. Reverse the disclosure denial.
 - b. Issue a written notice to the appellant upholding the denial.
 - c. Reverse the denial in part and issue a written notice to the appellant upholding the denial in part.
 - d. Under unusual circumstances, issue a notice extending, for not more than 10 business days, the period during which the Board shall respond to the written appeal. The Board shall not issue more than 1 notice of extension for a particular written appeal.

3. The Board is not considered to have received a written appeal until its next regularly scheduled meeting after the appeal is submitted.
4. Any failure to respond to an appeal shall be considered a decision to uphold the denial. If an appeal is denied in whole or in part by the Board, the appellant may seek judicial review of the nondisclosure by commencing an action in Circuit Court in the County in which Academy is located.

New Guideline Fall 2017

FREEDOM OF INFORMATION ACT WRITTEN SUMMARY

Pursuant to Section 4 of the Michigan Freedom of Information Act, MCL 15.234, (the "FOIA" or the "Act") the Academy issues this written public summary of the following:

How to Submit Written Requests to the Academy

The Academy requires individuals or entities to submit FOIA requests in writing. FOIA requests may be mailed to the following address:

FOIA Coordinator
Kelli Glenn
WAY Program
369 N. Main Street
Bellville, MI 48111

An individual or entity may also make a request in person at the Academy's Main Office, or email a request to kelli.glenn@wayprogram.net.

Please review the following checklist to ensure a timely and accurate response to a request:

- A. Make sure the correspondence is addressed to the "FOIA Coordinator" and includes the proper address and/or fax number.
- B. Clearly state that the request is being made for a public record(s) pursuant to the "Freedom of Information Act" or the "FOIA."
- C. Describe the public record(s) requested in sufficient detail so that it can be more-easily identified and located.
- D. Describe the subject matter of the public record(s) requested and, if possible, the approximate date that the public record(s) was created.
- E. Clearly state the manner in which you prefer the Academy to provide the public records, such as: paper copies, non-paper physical media, email, etc. (please note, all requests must be within the technological capabilities of the Academy).
- F. You can stipulate that public records be provided on nonpaper, physical media, electronically mailed, or otherwise electronically provided in lieu of paper copies. If the requested public records are available on the Academy's website and the response includes the website address, then any request for paper format or other form, such as electronic form, may result in additional charges.

How to Understand the Academy's Written Responses

When the FOIA Coordinator receives a written request for a public record, the FOIA Coordinator, or his or her designee, shall, in not more than five (5) business days after the Academy receives the request, respond to the request in one of the following ways:

- A. Grant the request.
- B. Issue a written notice to the requestor denying the request.
- C. Grant the request in part and issue a written notice to the requestor denying the request in part.
- D. Issue a written notice extending, for not more than ten (10) business days, the period during which the Academy shall respond to the request.

Deposit Requirements

If the estimated cost of responding to a request exceeds \$50.00, the Academy may require a good faith deposit of 50% to be submitted before the request is processed. Once the good faith deposit is submitted, the Academy will process the request. The balance of the cost of the request must be paid before copies may be picked up, mailed, or delivered. Good faith deposits and fees charged for responding to FOIA requests may be mailed to the following address:

FOIA Coordinator
Kelli Glenn
WAY Program
369 N. Main Street
Bellville, MI 48111

Fee Calculations

Please review the attached Fee Itemization Form, which provides a line-by-line summary and explanation of the fees that the Academy may charge in response to a request, pursuant to Section 4 of the Act (MCL 15.234(1)).

Avenues for Challenge and Appeal

If the requestor believes the fee estimated or charged for the request exceeds the amount permitted under the Academy's procedures and guidelines or Section 4 of the Act, the requestor must:

- A. Submit to the Board a written appeal for a fee reduction that specifically states the word "appeal" and identifies why the requestor believes the required fee exceeds the amount permitted under the Academy's procedures and guidelines or Section 4 of the Act. If the requestor disagrees with the Academy's final determination, the requestor may, after exhausting internal administrative remedies, commence a civil action in Circuit Court where the Academy is located for a fee reduction. The civil action must be filed within 45 days of the public body's final determination to deny a request pursuant to Section 10(1)(b) of the Act.

Any written response denying a request for a public record, in whole or in part, is a final determination to deny the request or portion of that request. A requestor may file an appeal with the Board or may seek judicial review of the denial, pursuant to Section 10 of the Act (MCL 15.240).

A requestor may receive attorneys' fees and damages pursuant to the Act if the Court determines that the Academy has not complied with Section 5 (MCL 15.235) of the Act and orders the disclosure of all or a portion of a public record.

New Guideline Fall 2017

FREEDOM OF INFORMATION ACT FEE ITEMIZATION FORM

Pursuant to Section 4 of the Michigan Freedom of Information Act, MCL 15.234 (the "FOIA" or the "Act"), the following costs will be charged for responses to FOIA requests, pursuant to the FOIA Fee Schedule adopted and periodically revised by the Academy.ⁱ

Y / N (circle one): A fee for labor cost is being charged because the failure to do so will result in unreasonably high costs to the Academy because of the nature of the request in this particular instance. Specifically, [identify the nature of this unreasonably high cost(s)].

Labor costs shall not be more than the hourly wage of the Academy's lowest-paid employee capable of performing the labor in the particular instance, regardless of whether that person is available or actually performs the labor. Labor costs will be estimated and charged in [# must be 15-minutes or more]-minute time increments. All partial time increments will be rounded down. No overtime will be charged unless the person making the request provides written approval. If the number of minutes is less than 15, there will be no charge. If the Academy charges to cover or partially cover the cost of fringe benefits, it will use a [# cannot exceed 50]-percent multiplier to account for those benefits.ⁱⁱ

1. LABOR COST TO LOCATE ⁱⁱⁱ		
Hourly Wage Charged = \$ _____. OT Wages (as Stipulated by the Requestor) = \$ _____ Charge per increment = \$ _____.	It is estimated to take [] minutes to perform this task ÷ [] minute increments = _____ increment(s).	Subtotal Cost = \$ _____
or		
Hourly Wage with Fringe Benefit Cost = \$ _____. Charge per increment = \$ _____.		
2. LABOR COST TO COPY ^{iv}		
Hourly Wage Charged = \$ _____. OT Wages (as Stipulated by the Requestor) = \$ _____ Charge per increment = \$ _____.	It is estimated to take [] minutes to perform this task ÷ [] minute increments = _____ increment(s).	Subtotal Cost = \$ _____
or		
Hourly Wage with Fringe Benefit Cost = \$ _____. Charge per increment = \$ _____.		
3. EMPLOYEE LABOR COST TO SEPARATE EXEMPT FROM NON-EXEMPT MATERIAL ^v		
Hourly Wage Charged = \$ _____. Charge per increment = \$ _____.	It is estimated to take [] minutes to perform this task ÷ [] minute increments = _____ increment(s).	Subtotal Cost = \$ _____
or		
Hourly Wage with Fringe Benefit Cost = \$ _____.		

Charge per increment = \$ _____.	
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4. CONTRACTED LABOR COST TO SEPARATE EXEMPT FROM NON-EXEMPT MATERIAL ^{vi}		
Name of contracted person or firm = _____		
Hourly Wage Charged = \$ _____. Charge per increment = \$ _____.	It is estimated to take [] minutes to perform this task ÷ [] minute increments = _____ increment(s).	Subtotal Cost ^{vii} = \$ _____
or Hourly Wage with Fringe Benefit Cost = \$ _____. Charge per increment = \$ _____.		

5. COPYING (DUPLICATION OR PRINTING) COST ^{viii}		
Letter (8 1/2 x 11-inch, single- or double-sided): _____ cents per sheet	Number of sheets = _____	Cost = \$ _____
Legal (8 1/2 x 14-inch, single- or double-sided): _____ cents per sheet	Number of sheets = _____	Cost = \$ _____
Other paper sizes (single- or double-sided): _____ cents per sheet	Number of sheets = _____	Cost = \$ _____
Actual and most reasonably economical cost of non-paper physical digital media (or being provided to the requestor in such format as stipulated) = \$ _____ <i>Circle applicable: Disc / Tape / Drive / Other Digital Medium Cost per Item:</i>	Number of items = _____	Cost = \$ _____
		Subtotal Cost = \$ _____

6. MAILING COST ^{ix}		
	Number of envelope(s), package(s), stamp(s), etc.	
Cost of Envelope or Package = \$ _____	_____	Cost = \$ _____
Postage = \$ _____ per stamp.	_____	Cost = \$ _____
Postage = \$ _____ per pound.	_____	Cost = \$ _____
Postage = \$ _____ per package.	_____	Cost = \$ _____
Postal Delivery Confirmation = \$ _____.	_____	Cost = \$ _____
Expedited Shipping or Insurance, if requested = \$ _____.	_____	Cost = \$ _____
		Subtotal Cost = \$ _____

Affidavit of Indigency Submitted? <u>Y</u> / <u>N</u> ^x Qualified Non-Profit Organization per Section 4(2)(f)(2)(b) of the FOIA? <u>Y</u> / <u>N</u>	If Yes, subtract \$20.00	(\$ _____)
TOTAL ESTIMATED FEE = \$ _____		
If the estimated cost exceeds \$50.00, a good faith deposit of 50% is required before the request will be processed.	50% Deposit = \$ _____.	Date Paid = ____ / ____ / ____.
The request will be processed, but the balance of the cost must be paid before copies may be	Balance Due = \$ _____.	Date Paid = ____ / ____ / ____.

picked up, delivered, or mailed.		
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ⁱ The Academy may require a one-hundred percent (100%) deposit from a requestor who has not previously paid a fulfilled FOIA request, provided the requirements in Section 5 of the Act are met.

ⁱⁱ Please note, 100% of fringe benefit costs will be added to the applicable labor charge if a requestor is notified in writing that public records are available on the Academy's website or webpage and the requestor continues to request that the Academy provide a copy, in any format, of the available public record.

ⁱⁱⁱ This is the cost of labor directly associated with the necessary searching for, locating, and examining public records in conjunction with receiving and fulfilling a granted written request.

^{iv} This is the cost of labor directly associated with duplication of publication, including making paper copies, making digital copies, or transferring digital public records to be given to the requestor on non-paper physical media or through the Internet or other electronic means as stipulated by the requestor.

^v This is the cost of labor of an in-house, Academy employee, including necessary review, directly associated with separating and deleting exempt from nonexempt information.

^{vi} As this Academy does not employ a person in-house who is capable of separating exempt from non-exempt information in this particular instance, as determined by the FOIA Coordinator, this is the cost of labor of a contractor (i.e., outside attorney), including necessary review, directly associated with separating and deleting exempt information from nonexempt information. The Academy will not charge for labor directly associated with redaction if it knows or has reason to know that it previously redacted the record in question and still has the redacted version in its possession.

^{vii} This amount shall not exceed six (6) times the State minimum hourly wage rate.

^{viii} Copying costs may be charged if a copy of a public record is requested, or for the necessary copying of a record for inspection (i.e., to redact exempt information, to protect old or delicate original public records, or because the original public record is a digital file or database not available for public inspection). No more than the actual cost of a sheet of paper will be charged, up to maximum 10 cents per sheet. Whenever feasible double-sided printing will be utilized.

^{ix} The Academy will charge the actual cost of mailing, if any, for sending records in a reasonably economical and justifiable manner. The Academy will not charge more for expedited shipping or insurance unless specifically requested by the requestor. The Academy may charge for the least expensive form of postal delivery confirmation.

^x Persons establishing indigence (i.e. affidavit that the individual is receiving specific public assistance, or if not stating facts showing an inability to pay) and nonprofit organizations formally designated by the State of Michigan to carry out activities under Developmental Disabilities Assistance and Bill of Rights Act, Public Law 106-402 or the Protection and Advocacy for Individuals with Mental Illness Act, Public Law 99-139, are entitled to a discount.

If a requestor is ineligible for the discount, the Academy shall inform the requestor specifically of the reason for ineligibility in its written response.

New Guideline Fall 2017

LITIGATION HOLD PROCEDURE

Source: F.R.C.P. 34, 37(f)
R.C.P. 34, 37(F)

Any Board member or employee who receives specific information and/or written notification regarding one of the following instances shall immediately provide that information and/or written notification to the Administrator:

- A. an individual, parent or student intends to appeal a student discipline to State court;
- B. litigation is imminent even though the litigation has not yet been filed in Federal or State court;
- C. the Board is served with litigation, including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;
- D. an employee, labor union or other person intends to file a claim against the Board, its member, employees or agents at an administrative agency such as the Equal Employment Opportunity Commission, Michigan Civil Rights Commission, State Employment Relations Board, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission;
- E. an administrative agency, such as the Equal Employment Opportunity Commission, Michigan Civil Rights Commission, State Employment Relations Board, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission, intends to investigate a claim against the Board, its members, employees or agents;
- F. a third party requests that a Board member or employee maintain information that could be at issue in litigation or potential litigation against that third party;
- G. the Administrator recommends the termination of an employee to the Board pursuant to a labor contract;
- H. the Board is exploring, contemplating or initiating litigation.

Upon receipt, the Administrator shall review the specific information and/or written notification to determine whether Policy 8315 - Information Management - applies. If it does, the Administrator shall initiate a Litigation Hold applicable to all relevant information. The Administrator also will notify the Board of the scope of and reason for implementation of the Litigation Hold.

To initiate a "Litigation Hold," the Administrator or designee shall immediately notify the School Records Commission to suspend all records disposal procedures until the matter under the "Litigation Hold" is fully defined and information falling under the "Litigation Hold" identified. The notification to the School Records Commission shall be documented.

A "Litigation Hold" is a procedure that identifies and preserves information relevant to a matter by identifying individuals in possession or custody of paper documents, electronically stored information ("ESI") and electronic media storing ESI, and informing them of their obligation to preserve such information outside the "Records Retention Schedule". Third parties with control or custody of paper documents, ESI or electronic media storing ESI also are notified of the "Litigation Hold" and requested to preserve that information until notified otherwise. All information covered by a "Litigation Hold" must be prospectively preserved and cannot be disposed of under the "Records Retention and Disposal" requirements until the "Litigation Hold" is removed.

New Guideline Fall 2017

PERSONNEL RECORDS

Certain information concerning Academy employees is confidential, to be reviewed on a need-to-know basis and only under conditions which guarantee protection of both management's right to access information and the employee's right to unnecessary invasion of privacy. Most information in the personnel files, however, is not confidential and is available for inspection in accordance with State law.

Initial Employment

Upon employment, each employee is to submit the following items when it applies:

Personnel File

- A. a completed employment application form
- B. a copy of certification, if applicable
- C. transcripts, if applicable
- D. completed right-to-know forms

Payroll File

- A. W-4 forms
- B. retirement registration
- C. completed forms for life and disability insurance, without the medical examination portion
- D. completed annuity forms
- E. payroll deduction authorization
- F. accumulated sick leave, if applicable
- G. I-9 forms

Confidential File

- A. applications for health insurance
- B. record of a recent physical examination
- C. history of any medical treatment/conditions
- D. criminal history record check

- E. results of drug tests
- F. unprofessional background check, if required

Professional staff members shall also be responsible, upon employment, for providing a complete transcript of their education and records of all prior teaching experience.

All information concerning employees' health status, including mental or physical examinations and treatments, are to be kept in a confidential file. Access is limited to the employee, the employee's supervisor, the School Leader, other Academy administrators who have a supervisory relationship to the employee, and others authorized by law.

Contents

During the period of employment the following data shall be maintained in personnel files:

- A. current correct name, address, and telephone number
- B. current data on education completed, including transcripts of all academic work
- C. an accurate record of work experience
- D. proof of fulfillment of requirements for change in salary classification
- E. current data pertaining to certificates required by the State
- F. record of assignments
- G. proof of discharge from military service
- H. rate of compensation
- I. completed evaluations
- J. disciplinary incidents
- K. special awards or distinctions
- L. letters and other correspondence received concerning a staff member, providing the correspondence is relevant to his/her employment

The following information shall not be included in the personnel file:

- A. Employee references supplied to an employer, if the identity of the person making the reference would be disclosed.
- B. Materials relating to the employer's staff planning with respect to more than one (1) employee, including salary increases, management bonus plans, promotions, and job assignments.
- C. Medical reports and records made or obtained by the employer, if the records or reports are available to the employee from the doctor or medical facility involved.

- D. Information of a personal nature about a person, other than the employee, if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
- E. Information kept separately from other records that relates to an investigation by the employer pursuant to section 9 of Section 423.509.
- F. Records limited to grievance investigations kept separately and not used for the purposes provided in this subdivision.
- G. Records maintained by an educational institution directly related to a student and considered to be educational records under Section 513(a) of title of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.

Records made by an executive, administrative, or professional employee that are kept in the sole possession of the maker of the record and are not accessible to, or shared with, other persons. However, a record concerning an occurrence or fact about an employee kept pursuant to this subparagraph may be entered into a personnel record, if entered not more than six (6) months after the date of the occurrence or the date the fact becomes known.

Employees who wish to review their own personnel file shall follow this procedure:

- A. request access in writing;
- B. review the record in the presence of the administrator (or designee) designated to maintain records;
- C. make no alterations or additions to the record and remove no material from the record;
- D. sign and date a log attached to the file.

Employees who wish copies of material in their personnel file shall follow this procedure:

- A. request copies in writing;
- B. pay a copying fee, as determined annually by the Academy.
- C. receive copies free of charge.

Employees wishing to appeal material in their record shall make a request in writing to the School Director and specify therein:

- A. name and date;
- B. materials to be appealed;
- C. reason for appeal.

The School Director shall hear the appeal and make a determination within ninety (90) days of the appeal, in accordance with law.

If the appeal does not resolve the disagreement, the employee may submit a written statement, not to exceed five pages of 8 ½ (eight and one half) by 11 (eleven) inch paper, explaining the employee's position. This written statement shall be kept in the employee's file.

The School Director shall maintain a written record of any persons, other than the employee, who have had access to each employee's file.

Although most information in personnel files is a matter of public record, only verification of employment should be provided by telephone request. Any other information about an employee should be requested in writing or in person and addressed to the Academy Records Officer (ARO). Prior to releasing any information from a personnel file to a requesting party, the file is to be reviewed and any disciplinary reports, letters of reprimand, or other disciplinary actions more than four (4) years old are to be deleted. If any disciplinary reports are to be released, a written notice is to be sent to the employee on or before the day the information is released. Neither the deletions referred to above nor the written notice is necessary if the release is ordered in a legal action or arbitration. Further, deleting disciplinary records more than four (4) years old and providing written notice will not apply to requests for records of unprofessional conduct. (M.C.L.A. 423.510 states "this act shall not be construed to diminish a right of access to records as provided in Act No. 442 of the Public Acts of 1976, being sections 15.231 to 15.246 of the Michigan Compiled Laws, or as otherwise provided by law".)

New Guideline Fall 2017

STUDENT RECORDS

Reference: 20 U.S.C. 1232g
34 C.F.R. Part 99

Student records shall be maintained in accordance with Board of Education Policy 8330 and State/Federal laws and regulations.

The student record is the legal record for each student. All information contained in the student record must be factual, verifiable, and of a constructive nature. The Board shall collect, maintain, and use only information necessary for legally mandated functions.

Education Records, as defined in 34 C.F.R. 99.3 (Family Educational Rights and Privacy Act), means those records, files, documents and other materials that are: (1) directly related to a student; and (2) maintained by Board or by a party acting for the Board. "Record" means any information recorded in any way, including, but not limited to: handwriting; print; computer media; tape; film; microfilm and microfiche.

Student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent(s) or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the School reasonably believes knows the identity of the student to whom the education record relates.

The term, Education Records, does not include:

- A. records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto that are:
 - 1. kept in the sole possession of the maker thereof; and
 - 2. used only as a personal memory aid; and
 - 3. not accessible or revealed to any other person except a temporary substitute for the maker of the record;

For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his/her position.

- B. records maintained by a law enforcement unit (e.g., School Resource Officer) of the School that were created by that law enforcement unit for the purpose of law enforcement.
- C. records relating to an individual who is employed by the Board, that:
 - 1. are made and maintained in the normal course of business;

2. relate exclusively to the individual in that individual's capacity as an employee; and
3. are not available for use for any other purpose.

Records, however, relating to an individual at the School who is employed as a result of his/her status as a student are education records.

- D. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:
1. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity, or assisting in a paraprofessional capacity; and
 2. made, maintained, or used only in connection with treatment of the student; and
 3. disclosed only to individuals providing the treatment (except, that the records can be personally reviewed by a physician or other appropriate professional of the student's choice). For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the educational agency or institution;
- E. records created or received by the Board after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student (e.g. information pertaining to the accomplishments of alumni);
- F. grades on peer-graded papers before they are collected and recorded by a teacher.

The School maintains or may establish video surveillance for security reasons at various areas around its facilities and on its buses. Video recordings which show students may constitute a student record, under certain circumstances. This is generally where the record is maintained to document student conduct or misconduct, unless it is maintained for law enforcement purposes as described above. Generally video taken of athletic events or other student performances which are open to the public will not be considered student records. The School Leader or designee will determine whether the video constitutes a student record prior to the release of any video surveillance containing students, other than to authorized individuals.

The student's school record shall contain the following information that shall be retained permanently or for one hundred years:

- A. name, address and telephone listing of parent (see Form 8330 F1)
- B. enrollment data to include validated birth record, proof of residency, immunization records, and social security number or computer number
- C. attendance records

- D. grades and/or transcripts
- E. standardized and/or mandated achievement test data, including proficiency/achievement test records that include the date each student meets the proficient level for the test administered; and
- F. date of graduation and/or transfer or withdrawal

The student's education records shall contain, if applicable to the individual, the following information, to be retained for a period not less than two (2) years beyond the date of high school graduation:

- A. health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law
- B. court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records
- C. awards and recognitions
- D. information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act or other applicable State laws and regulations
- E. reports and such other confidential information generated by professionals or agencies outside the School relevant to the student's educational program
- F. such other verifiable, factual and relevant information to be used in making decisions regarding the student's educational program, including disciplinary records. Disciplinary records are **not** to be removed from the permanent record when the student leaves the school.
- G. disciplinary records including any suspension and expulsion action must be included in records transferred to a receiving school

Whenever the Academy is notified by the Michigan Department of Health and Human Services and/or applicable custodial agency that a student has been placed into foster care or has a change in his/her foster care status or living arrangements, the staff member in charge of admission shall update that student's records to reflect the foster care placement or change in foster care status or living arrangements. The student's records shall be updated within twenty-four hours (24) of receiving notification from the MDHHS or the applicable custodial agency.

RESPONSIBILITY

The Custodian of Records (COR) shall be the principal who may delegate certain responsibilities to the school secretary. The COR is responsible for maintaining the confidentiality of directory information, if the parents or eligible student have so requested, and other personally identifiable information in the education records. The COR is responsible for the implementation of this Board's policies and procedures regarding confidentiality, including informing all personnel in this School who collect, maintain, use, or

otherwise have access to student records of this Board's policies and procedures on confidentiality.

The School's Records Officer (DRO) shall prepare an annual notice to parents/eligible students that informs them of their rights to (see Form 8330 F9):

- A. inspect and review the student's education records;
- B. request an amendment to the records if the parent or eligible student believes the information to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- C. limit the disclosure of personally-identifiable information defined as directory information within Policy 8330 or to such other disclosures not required by law;
- D. request a hearing if the Board refuses to amend records believed by the parent or eligible student to be misleading or inaccurate and to file a complaint with the United States Department of Education if the parent /eligible student is dissatisfied with the results of the hearing;
- E. obtain a copy of the Board's policy on student records.

The notice may be in the form of a section of the local newspaper, School's newsletter, and/or the student handbooks (see Form 8330 F9).

The School Leader will also develop a list of uses for which the Academy commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his or her child's directory information disclosed for 1 or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first 30 days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the Academy by a student's parent or legal guardian, the Academy shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age 18 or is an emancipated minor may act on his or her own behalf with respect to the opt-out form.

Ongoing Maintenance of Records

- A. Public Listing of Authorized Employees (see Form 8330 F2)
 1. Each COR shall maintain a current listing of those employees and other persons, approved by the DRO, authorized to access personally-identifiable information housed at the location specified.
 2. Each COR shall post and maintain the listing for public inspection at his/her respective location.
- B. Types and Location of Records
 1. The DRO shall prepare a listing of the types and locations of records

collected, maintained, or used by the School, and the name of the COR at each location.

The list shall be provided to parents/eligible students upon request.

2. Education records shall be stored in secured facilities and/or equipment, and shall be available only to those specified in policy or these guidelines. Reasonable and appropriate methods (including but not limited to physical and/or technological access controls) shall be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest. The COR is directed to utilize reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the School discloses personally identifiable information from education records.

C. Consent to Disclose Information (see Form 8330 F4 and Form 8330 F8)

1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain written and dated consent, prior to disclosure of records, from parents/eligible students, which includes:
 - a. the records that may be disclosed;
 - b. the purpose for which the disclosure may be made;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. whether or not the parents/eligible students wish to have a copy of the records disclosed and/or, if the student is not an eligible student, whether the Board should provide that student with a copy of the disclosed record.

Signed permission should be obtained from eligible students prior to allowing their parents access to the records provided the student is not considered a dependent under Section 152 of the Internal Revenue Code.

2. Prior consent will not be needed if:
 - a. the disclosure is to school officials, including teachers, who have a legitimate educational interest (as defined by Board policy) in the information;

In order for a contractor, consultant, volunteer or other party to whom the Board has outsourced institutional services or functions to be considered a school official, the outside party must:

- 1) perform an institutional service or function for which the Board would otherwise use employees;
 - 2) be under the direct control of the Board with respect to the use and maintenance of education records; and
 - 3) be subject to applicable provisions governing the use and re-disclosure of personally identifiable information from education records.
- b. the disclosure is to another school, or postsecondary institution, as stated in Board policy;
 - c. the disclosure is, subject to the conditions set forth in applicable Federal and/or State statutes and/or regulations, to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the United States Secretary of Education, or State and local educational authorities;
 - d. the disclosure is in connections with a student's application for or receipt of financial aid; (See section below entitled: "Disclosure for Student Financial Aid");
 - e. the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction;

Disclosures pursuant to this paragraph are limited to circumstances when the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information; the information is destroyed when no longer needed for the purposes for which the study was conducted; and the Board enters into a written agreement with the organization that contains all the content required by applicable Federal regulations;

This written agreement will include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

- f. The disclosure is to authorized representatives of the Comptroller General, the Attorney General, the Secretary of Education, or state and local authorities, and is made for the purpose of conducting an audit or evaluation of a federal or state supported education program, or to enforce or comply with federal requirements relating to those programs. A written agreement between the parties is also required under this exception. Mandatory elements of this written agreement include: (1) designation of the receiving entity as an authorized representative; (2) specification of the information to be disclosed; (3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government supported educational program or to enforce or comply with the program's legal requirements; (4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; (5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and (6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Pursuant to the audit exception, the School will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the School will verify, to the greatest extent practical, that the personally identifiable information is used only for the audit, evaluation or enforcement of a government-supported educational program. The School will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the School will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the School will verify that the information is destroyed when no longer needed for the audit, evaluation or compliance activity.

- g. the disclosure is to accrediting organizations to carry out their accrediting functions;
- h. the disclosure is to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- i. the disclosure is to comply with a judicial order or lawfully issued subpoena;

Disclosures permitted by this paragraph may only occur after the Board makes a reasonable effort to notify the parent or eligible student of the order or subpoena, so the parent or eligible student may seek protective action, unless the disclosure is authorized by applicable Federal regulations. The Board need not notify the parent when the parent is a party to a court proceeding involving child abuse and neglect (as defined in Section 3 of the Child Abuse Prevention and Treatment Act) or dependency matters, and the order is issued in the context of that proceeding. Additionally, if the Board initiates legal action against a parent or student, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to proceed with the legal action as plaintiff. Likewise, if a parent or student initiates legal action against the Board, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to defend itself.

- j. the disclosure is in connection with an emergency; (See section below entitled: "Emergency Release");
- k. the disclosure is information the Board has designated as "directory information";
- l. the disclosure is to the parent of a student who is not an eligible student, or to the student;
- m. the disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, and the information was provided to the Board pursuant to that law and its implementing regulations;
- n. the disclosure concerns the juvenile justice system and its ability to serve, prior to adjudication, the student whose records are released, providing the officials to whom the records are released certify, in writing, to the *School* that the information will not be released to a third party, except as provided by State law, without the prior written consent of the parents;
- o. the disclosure is to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student's case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties;

The agency or organization may release the education records and personally identifiable information to an individual or entity engaged in addressing the student's

education needs and authorized by the agency or organization to receive such disclosure and such disclosure is consistent with State or tribal laws applicable to protecting the confidentiality of a student's education records.

p. the disclosure is authorized by other sections of Family Education Rights and Privacy Act (FERPA).

3. De-identified Records and Information – The School may release education records without prior consent if all personally identifiable information has been removed provided the administration (i.e., the DRO and COR) have made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

4. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this School that the student is under the care of a shelter for victims of domestic violence.

D. Notification of Collection, Creation and Disclosure

Upon written request by a student's parent or legal guardian, the Academy shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

If the Academy provides any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records to any person, agency, or organization, then the Academy shall disclose to the student's parent or legal guardian upon his or her written request:

1. The specific information that was disclosed.
2. The name and contact information of each person, agency, or organization to which the information has been disclosed.
3. The legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within 30 days after the Academy receives the written request and without charge to the parent or legal guardian.

The Academy is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

1. Provision of such information to the Michigan Department of Education or CEPI.
2. Provision of such information to the student's parent or legal guardian.
3. Provision of such information to its authorizing body or to an educational management organization with which it has a management agreement.
4. Provision of such information to or from its intermediate school board or to another intermediate school board providing services to the Academy or its students pursuant to a written agreement.
5. Provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age 18, the student.
6. Provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction.
7. Provision of such information as necessary for standardized testing that measures the student's academic progress and achievement.
8. Provision of such information that is covered by the opt-out form described above, unless the student's parent or legal guardian or, if the student is at least age 18 or is an emancipated minor, the student has signed and submitted the opt-out form referenced below.

Parents: Disclosure, Inspection, Review of Records

The COR shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records that are maintained by the School that relate to the student's education. The following conditions shall apply:

- A. At times, agencies or individuals outside the School provide the School with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the School only with the written consent of the parent. Upon parental request the Board will notify the parent with the date and source of any record generated outside the School so that parents may access these records through the originator.
- B. If any education record includes information on more than one (1) student, the parents/eligible student shall have the right to review and inspect only the part of the record that relates to the student, or to be informed of that specific information.
- C. The request for access to records must be honored within a reasonable period, but in no case later than forty-five (45) days from receipt of the request. Requests to inspect and review education records that are collected, maintained or used by the School with respect to students with disabilities must be honored without unnecessary delay, and before any

meeting regarding an individualized educational program (IEP), hearing relating to the identification, evaluation, or placement of the student, or resolution session, and in no case more than forty-five (45) days after the request was made.

D. The parents/eligible students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent that:

1. specifies the records that may be disclosed;
2. states the purpose of disclosure;
3. identifies the party or class of parties to whom the disclosure may be made.

E. The Board shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

If the parents/eligible students request an opportunity to inspect and review records, a written request is necessary.

F. The parents/eligible students are to complete the Board's Request for Information Form 8330 F5 prior to receiving copies of any record.

The COR shall arrange a mutually-agreeable time for the review with the parents/eligible students.

G. Subject to the limitations within the law, policy, and/or guidelines, the COR shall provide parents/eligible students with copies of any information in the student's education records and shall respond to reasonable requests for explanation and interpretation of the records. Copies of the records shall be provided for the current cost of duplication unless that fee effectively prevents the parents/eligible students from exercising the right to inspect and review the records.

H. If the parents/eligible students request disclosure of specific information by telephone, the COR shall not disclose requested information.

I. The School shall not destroy any education record if there is an outstanding request to inspect and review the record.

J. Parents/Eligible students who have provided the School with signed security and release documents may access the confidential attendance and academic record information about their student through the Internet. Neither the School nor its employees will be held responsible for any privacy violation by the parent/eligible student or any unauthorized party.

Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the COR shall permit inspection and review of a student's education records, disclose specified information, or provide copies of education records only after the requesting party has agreed not to share the information with a third party unless the

parents/eligible students have so consented or the particular circumstances meet the requirements of the law on third-party disclosure.

Amendments of Records (see Form 8330 F6a, Form 8330 F6b, Form 8330 F6c)

The COR shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their child is inaccurate, misleading, or violates the student's privacy.

- A. Upon receipt of a written request to amend records, the COR shall ascertain the specific information that is requested to be amended and the reason for the change.

The COR shall decide whether or not to amend the record.

- B. If the COR decides not to amend, the parents/eligible students shall be so informed of the decision as well as of their rights to a hearing. The parents/eligible students also have the right to place a statement in the records commenting on the contested information in the records and/or stating s/he disagrees with the decision of the COR. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

- C. Unless specified otherwise in law, third parties seeking to access confidential information in a student's record that has been generated by a professional or agency outside the School may access these records only through the originator and in compliance with the laws governing disclosure.

- D. If the Board and parents/eligible students agree to the requested amendments, the COR shall make necessary changes in the student record and send the parents/eligible students written confirmation that the changes have been made.

- E. If the parents/eligible students request a Records Hearing, the School Leader shall:

- 1. select the Records Hearing Officer (RHO) (who may be an official of the School who does not have a direct interest in the outcome of the hearing);
- 2. direct the person selected as the RHO to arrange a hearing with the parents/eligible students within ten (10) business days from the date of the hearing request or at a mutually agreed time.

The RHO shall inform the parents/eligible students that they shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

The RHO is responsible for maintaining the student's record during the appeal process so that no information is lost or destroyed.

- F. The RHO shall conduct the hearing by:
1. introducing the participants;
 2. reviewing the agenda for the hearing;
 3. identifying the records in question;
 4. reviewing the items for which amendment is being requested;
 5. allowing the parents/eligible students and/or their representative to present evidence related to the issues;
 6. allowing the Board's representative(s) to present evidence related to the issues;
 7. recording the evidence presented by both parties;
 8. allowing each party a reasonable period of time to question the evidence of the other party;
 9. adjourning the hearing.
- G. No later than ten (10) business days from the conclusion of the records hearing, the RHO shall summarize and send a copy of the findings to the School Leader (see Form 8330 F7).
- H. The School Leader, within ten (10) business days after receiving the findings of the RHO, shall make a decision, based solely upon the evidence presented at the hearing, and send to the parents/eligible students:
1. a letter stating the decision and the justification for the decision;
 2. a copy of the RHO's Report;
 3. copies of the amended records, if any;
 4. a notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

EMERGENCY RELEASE

The COR may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties, including parents of eligible students, in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the COR, shall consider the totality of the circumstances pertaining to a threat to the health or safety of others. If the COR determines that an articulable and significant threat exists, s/he may release information from education records to any necessary individuals. If the COR or another school official releases

personally identifiable information pursuant to this Section, s/he must record in the student's education records the basis for the decision that a health or safety emergency existed.

TRANSFER OF RECORDS TO OTHER SCHOOLS

Transfer of student records must be within twenty (20) days of request and shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this School.

The COR shall transfer a student's records to another school when requested by the School in which the student intends to enroll, provided that:

- A. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible students; or Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
- B. the parent or eligible student, upon request, receives a copy of the record; and
- C. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record.

A copy of the cover letter sent to the school shall be retained in the student's file.

If parents/eligible students request a copy of the records being transferred, they shall be provided free of charge.

If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

DISCLOSURE FOR STUDENT FINANCIAL AID

The COR may release, without parents' consent, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the education records of the student may be used only to:

- A. determine the eligibility of the student for financial aid;
- B. determine the amount of financial aid;
- C. determine the conditions which will be imposed regarding the financial aid;
- D. enforce the terms or conditions of the financial aid.

DISCLOSURE FOR PURPOSES OF MARKETING OR SELLING INFORMATION

The Academy shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a student's education records. This does not apply to any of the following situations:

- A. Providing the information to an educational management organization with which the Academy has a management agreement.
- B. Providing the information as necessary for standardized testing that measures the student's academic progress and achievement.
- C. Providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with the Academy.

The parent of a student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. The parent must submit a written request to the building principal at least fifteen (15) days before the scheduled date of the activity. The instrument will be provided within ten (10) business days of the principal receiving the request. Parents will be notified at least annually at the beginning of the school year of the specific or approximate date(s) during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment;
- B. book clubs, magazines, and programs providing access to low-cost literary products;
- C. curriculum and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. the sale by students of products or services to raise funds for school-related or education-related activities; or
- F. student recognition programs.

Safeguarding Education Records and Responding to Data Breaches

Significant challenges exist with respect to the safeguarding of education records from unauthorized access and disclosure. These challenges include inadvertent posting of students' grades or financial information on publicly available Web servers; theft or loss of laptops and other portable devices that contain education records; computer hacking; and failure to retrieve education records at termination of employment or service as a contractor, consultant or volunteer. In light of these challenges, the DRO and COR are directed to work with the School's IT Department/Staff to identify, implement and administer appropriate

methods and security controls to protect education records, especially those in electronic information/data systems.

The School's IT Department/Staff is encouraged to review the National Institute of Standards and Technology (NIST) Special Publication (SP) (800-100, "Information Security Handbook: A Guide for Managers," and NIST SP 800-53, "Recommended Security Controls for Federal Information Systems" for guidance and to use any methods or technologies they determine are reasonable to mitigate the risk of unauthorized access and disclosure taking into account the likely harm that would result. The IT Department/Staff is charged with development of appropriate responses to data breaches and other unauthorized disclosures, and said steps should include at a minimum the following:

- A. reporting the incident to law enforcement authorities;
- B. determining exactly what information was compromised (e.g. names, addresses, SSNs, ID numbers, grades, etc.);
- C. taking steps to immediately retrieve data and prevent further disclosures;
- D. identifying all affected records and students;
- E. determining how the incident occurred, including which school officials had control of and responsibility for the information that was compromised;
- F. determining whether the incident occurred because of a lack of monitoring or oversight;
- G. determining whether any Board policies and/or School procedures were violated;
- H. conducting a risk assessment and identifying appropriate physical, technological and administrative measures to prevent similar incidents in the future; and
- I. notify students and parents that the United States Department of Education's Office of Inspector General maintains a Web site describing steps students may take if they suspect they are a victim of identity theft.

While notification of students is not required in all circumstances, it shall be the DRO's responsibility to determine, in conjunction with the School Leader, whether students and/or parents will be notified of any breaches. If the decision is made not to issue a direct notice to a parent or student upon an unauthorized disclosure of education records, the DRO or COR shall nevertheless record the disclosure so the parent or student will become aware of it during an inspection of the student's education record.

DESTRUCTION AND REVIEW OF RECORDS

If a student is identified as a student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973, the COR shall:

- A. maintain the student's educational records for five (5) years after termination of special education programs, services, and/or graduation; and
- B. only destroy such educational records after notifying the parents/eligible

students that the information is no longer needed to provide educational services and will be destroyed.

The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes (see Form 8330 F9).

It is important that the address used in Form 8330 F9 be checked annually to verify the accuracy of the address for complaints regarding the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).

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PROVIDING A REFERENCE

Administrators who choose to provide a letter of reference, when asked, for any current or former employee of the Academy shall adhere to the following when preparing such a letter:

- A. The request shall be reduced to writing and submitted at least ten (10) days before the letter needs to be mailed.
 - A. The request shall be submitted on Form 8340 F1.
 - B. The request shall include the name and title and the complete mailing address of the person to whom the reference is directed.
- B. The administrator shall obtain the approval of the following persons:
 - A. School Leaderbefore preparing any Letter of Reference.
- C. The letter of reference shall include only statements that are truthful and factual and able to be substantiated by the employee's personnel file. When drafting the letter, the administrator shall include the following:
 1. The first paragraph shall include a description of the position that the administrator holds, the position to which the employee was assigned at the Academy, and the period of time upon which the administrator's comments are based.
 2. The second paragraph shall describe the duties assigned to the employee and the manner in which he/she performed those duties and responsibilities. Any and all comments pertaining to the employee's job performance shall be based upon information contained in the employee's evaluation or personnel file.
 3. If appropriate, the third paragraph shall describe any additional duties or assignments of the employee, such as extracurricular or co-curricular assignments, and the manner in which the employee performed those duties and responsibilities.
 4. The fourth and final paragraph shall include the administrator's recommendation to the prospective employer.
- D. The letter of reference shall not include any of the following:
 1. any statements that the administrator knows to be untrue;
 2. any statements made in bad faith;
 3. any statements that are motivated by anger, grudges, jealousy, resentment, or ill will toward the employee;

4. any statements that include exaggerations;
 5. any conclusion of misconduct based upon incomplete investigations involving the employee.
- E. The administrator shall obtain the review and approval of the School Leader prior to signing or releasing any Letter of Reference.
- F. In all cases, a copy of any letter of reference provided by an administrator for an employee of the Academy shall be filed in the employee's personnel file.

An administrator shall not provide any verbal references for current or former employees of the Academy.

An administrator who chooses to provide a reference by phone for an employee of the Academy shall adhere to the guidelines delineated in B and C above.

The administrator shall document the date, time, name, and title and school/company affiliation of the individual requesting the reference and include this information in the employee's personnel file.

New Guideline Fall 2017

LIMITED USE OF SOCIAL SECURITY NUMBER

Reference: MCL 445.83, 445.84

The Board of Directors recognizes the need to safeguard privacy and restrict access to personally identifiable information collected in the course of the Academy's business and employee and student personnel records.

The following uses of the social security number of an employee, student, or other individuals are prohibited:

- A. Public display of all or more than four (4) sequential digits of the social security number.
- B. Use of all or more than four (4) sequential digits of the social security number as the primary account number for an individual.
- C. Visibly print all or more than four (4) sequential digits of the social number on any identification badge or card, membership card, or permit or license.
- D. Require an individual to use or transmit all or more than four (4) sequential digits of his/her social security number over the Internet or a computer system or network, unless the connection is secure or the transmission is encrypted.
- E. Require an individual to use or transmit all or more than four (4) sequential digits of his/her social security number to gain access to an Internet site or a computer system or network, unless the connection is secure, the transmission is encrypted, or a password or other unique personal identification number or other authentication device is also required to gain access to the Internet site or computer system or network.
- F. Include all or more than four (4) sequential digits of the social security number in or on any document or information mailed or otherwise sent to an individual if it is visible, without manipulations, on or from outside of the envelope or packaging.
- G. Include all or more than four (4) sequential digits of the social number in any document or information mailed to a person, unless any of the following apply:
 1. State or Federal law, rule, regulation, or court order or rule authorizes, permits, or requires that a social security number appear in the document.
 2. The document is sent as part of an application or enrollment process initiated by the individual.
 3. The document is sent to establish, confirm the status of, service, amend, or terminate an account, contract, policy, or employee or health insurance benefit or to confirm the accuracy of a social security number of an individual who has an account, contract, policy, or employee or health insurance benefit.

4. The document or information is mailed by a public body, under any of the following circumstances:
 - a. The document or information is a public record and is mailed in compliance with the Freedom of Information Act, 1976 PA 442, M.C.L.A. 15.231 to 15.246.
 - b. The document or information is a copy of a public record filed; or recorded with a county clerk; or register of deeds office and is mailed by that office to a person entitled to receive that record.
 - c. The document or information is a copy of a vital record recorded, as provided by law, and is mailed to a person entitled to receive that record.
5. The document or information is mailed by, or at the request of, an individual whose social security number appears in the document or information or his/her parent or legal guardian.
6. The document or information is mailed in a manner or for a purpose consistent with subtitle A of title V of the Gramm-Leach-Bliley Act, 15 U.S.C. 6801 to 6809; with the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191; or with Section 537 or 539 of the Insurance Code of 1956, 1956 PA 218, M.C.L.A. 500.537 and 500.539.

The following uses of social security numbers are permitted:

- A. A use of all or more than four (4) sequential digits of a social security number that is authorized or required by State or Federal statute, rule, or regulation, by court order or rule, or pursuant to legal discovery or process.
- B. A use of all or more than four (4) sequential digits of a social security number by a title IV-D agency, law enforcement agency, court, or prosecutor as part of a criminal investigation or prosecution, or provision of all or more than four (4) sequential digits of a social security number to a title IV-D agency, law enforcement agency, court, or prosecutor as part of a criminal investigation or prosecution.
- C. Use of all or more than four (4) sequential digits of a social security number, if the use is any of the following:
 1. An administrative use of all or more than four (4) sequential digits of the social security number in the ordinary course of a business, by a person or a vendor or contractor of a person, to do any of the following:
 - a. Verify an individual's identity, identify an individual, or do a similar administrative action related to an account, transaction, product, service, or employment or proposed account, transaction, product, service, or employment.

- b. Investigate an individual's claim, credit, criminal, or driving history.
 - c. Detect, prevent, or deter identity theft or another crime.
 - d. Lawfully pursue or enforce a person's legal rights, including, but not limited to, an audit, collection, investigation, or transfer a tax, employee benefit, debt, claim, receivable, or account for interest in a receivable or account.
 - e. Lawfully investigate, collect, or enforce a child or spousal support obligation or tax liability.
 - f. Provide or administer employee health insurance or membership benefits, claims, or retirement programs or to administer the ownership of shares of stock or other investments.
2. Use of all or more than four (4) sequential digits of a social security number as a primary number that meets both of the following:
- a. The use began before the effective date of this act (January 1, 2006).
 - b. The use is ongoing, continuous, and in the ordinary course of business. If the use is stopped for any reason, this subdivision no longer applies.

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BREACH OF CONFIDENTIAL INFORMATION

Upon receiving information of a security breach in the School's information, the Administrator shall:

- A. Determine how the breach occurred;
- B. Take immediate steps to correct and stop further unauthorized access;
- C. Determine if notification is required to any individuals whose personal information may have been compromised.

Notification is not required, but may be done, when it has been determined (based on a reasonable review of the facts) that a security breach is not likely to result in identify theft or result in substantial loss/injury to the individuals who are affected by the security breach. In making this determination, the Administrator shall consider (at a minimum) whether the information accessed by an unauthorized individual was:

- A. Unencrypted and unredacted personal information; or
- B. Encrypted but accessed by a person with access to the encryption code.

If the Administrator determines that notice should be given, it shall be done without unreasonable delay. The notice shall be by one of the following methods:

- A. Written notice to the address on record for the individual(s).
- B. Written notice sent electronically provided there is a business relationship which uses electronic mail communications and there is reasonable belief that the e-mail address is current.
- C. By telephone, provided that actual direct conversation is held with the individual within three (3) days of the first attempted call.

The notice shall include:

- A. Description of the security breach in general terms;
- B. The type of personal information that may have been accessed;
- C. General description of the measures taken to stop further security breaches;
- D. A telephone number where the person may obtain assistance or additional information;
- E. Reminder to be vigilant and monitor for fraud or identity theft.

If over 1,000 Michigan residents are affected by the security breach, credit reporting agencies shall be notified.

SAFETY AT THE ACADEMY

In the event the Academy is designated as *persistently dangerous*, or the Board perceives a problem with weapons-related or violent incidents, the Board of Directors will develop and implement a plan of corrective action to reduce the rate of weapon-related incidents and violent criminal offenses when such offenses

- A. occur in or on Academy grounds (i.e., in or on Academy buildings and grounds; in or on bus transportation to and from the Academy; and at Academy-sponsored activities and designated bus stops); and/or
- B. result in students being removed from the Academy.

The plan will be developed within twenty (20) days of the designation of the Academy as *persistently dangerous* and will determine corrective action, including, but not limited to, the following:

- A. hire additional personnel to supervise students in common areas;
- B. increase instructional activities in areas such as conflict resolution;
- C. work with law enforcement officials to identify and eliminate gang-related activities;
- D. conduct in-service training of teachers and administrators regarding the consistent enforcement of the Academy's discipline rules and policies;
- E. limit access to the Academy's campus;
- F. hire additional security personnel and security equipment.

In the event the Academy is designated as *persistently dangerous* and the plan of corrective action has been implemented and completed, the Board will apply to the State Board of Education to have the Academy removed from the list of persistently dangerous schools. However, should the Academy remain on the list, students will be provided with the opportunity to transfer to a safe school, in accordance with Policy 5113.02 and AG 5113.02.

New Guideline Fall 2017

CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Well-functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

Focus on Academic Achievement

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.

Involve Families in Meaningful Ways

Students whose families are involved in their growth both in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children -- and they support families in getting the help they need to address behaviors of concern.

Develop Links to Community

Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened, and the opportunity to serve children who are at risk for violence, or who may be affected by it, is decreased.

Emphasize Positive Relationships Among Students and Staff

Research shows that a positive relationship with an adult, who is available to provide support when needed, is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations -- they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

Discuss Safety Issues Openly

Children come to school with many different perceptions -- and misconceptions -- about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.

Treat Students with Equal Respect

A major source of conflict in many schools is the perceived, or real, problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor -- both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. A deliberate and systematic effort (e. g., displaying children's artwork, posting academic work prominently throughout the building) to establish a climate that demonstrates care and a sense of community, while respecting students' diversity.

Create Ways for Students to Share Concerns

Peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report troubling behaviors that may lead to dangerous situations, and students who report potential school violence must be protected. Schools must support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

Help Children Feel Safe Expressing Feelings

It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out.

Have in Place a System for Referring Children Suspected of Being Abused or Neglected

The referral system must be appropriate and reflect federal and state guidelines.

Offer Extended Day Programs for Children

School-based programs before and after school can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling; tutoring; mentoring; cultural arts; community service; clubs; access to computers; and help with homework.

Promote Good Citizenship and Character

In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local

communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.

Identify Problems and Assess Progress Toward Solutions

Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.

Support Students' Transition to Adult Life and the Workplace

Youth need assistance in planning their future and developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

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EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE

Early Warning Signs

The following early warning signs are not equally significant and are not presented in order of seriousness:

- A. Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- B. Excessive feelings of isolation and being alone. Research has shown the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that, in some cases, feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- C. Excessive feelings of rejection. In the process of growing up and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways, including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- D. Being a victim of violence. Children who are victims of violence, including physical or sexual abuse, in the community, at school, or at home are at risk of becoming violent toward themselves and/or others.
- E. Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways, including possible aggression or violence.
- F. Low interest and poor academic performance. Poor achievement can be the result of many factors. Consider if there is a drastic change in performance (and/or poor performance becomes a chronic condition) that limits the child's capacity to learn. In some situations, such as when the low achiever feels frustrated, unworthy, chastised, and denigrated, acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- G. Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that, for the most part, is harmless, when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults), consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, the guidance of a qualified professional (e.g., psychologist, counselor, or other mental health specialist) should be sought to determine the meaning.
- H. Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- I. Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors (e.g., constant hitting and bullying of others) that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- J. History of discipline problems. Chronic behavior and disciplinary problems, both in school and at home, may signify that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- K. Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth with a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior, across multiple settings and frequently, are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors (e.g., bullying, generalized aggression and defiance) and covert behaviors (e.g., stealing, vandalism, lying, cheating, and fire setting) also are at risk for more serious aggressive behavior. Research suggests that *age of onset* may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs, a review of the child's history must be made with behavioral experts and parents whose observations and insights are usually helpful.
- L. Prejudicial attitudes and intolerance of differences. All children have likes and dislikes. However, an intense prejudice toward others, based on racial; ethnic; religious; language; gender; sexual orientation; ability; and physical appearance, when coupled with other factors, may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- M. Drug use and alcohol use. Apart from being unhealthy behaviors, both drug and alcohol use reduces self control and exposes children and youth to violence, either as perpetrators, victims, or both.
- N. Affiliation with gangs. Gangs that support anti-social values and behaviors, including extortion, intimidation, and acts of violence toward other students, cause fear and stress among other students. Youth who are influenced by these groups (those who emulate and copy their behavior, as well as those who become affiliated with them) may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- O. Inappropriate access to, possession of, and use of firearms. Children and youth who inappropriately possess, or have access to, firearms can have an increased risk for violence. Research shows such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- P. Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and prevent them from being carried out.

Interpretation of Early Warning Signs

Unfortunately, a real danger exists that early warning signs will be misinterpreted. Educators and parents -- and in some cases, students -- can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include the following:

- A. Do no harm. Certain risks are associated with the use of early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for the child early. The early warning signs should not to be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- B. Understand violence and aggression within a context. Violence is contextual. Violent and aggressive behavior, as an expression of emotion, may have many antecedent factors that exist within the Academy, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills and if they have learned to react with aggression.

- C. Avoid stereotypes. Stereotypes can interfere with, and even harm, the school community's ability to identify and help children. It is important to be aware of false cues, including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- D. View warning signs within a developmental context. Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is typically developmental behavior, so those behaviors are not misinterpreted.
- E. Understand that children typically exhibit multiple warning signs. Children who are troubled commonly exhibit multiple signs. Research confirms that most children, who are troubled and at risk for aggression, exhibit more than one warning sign repeatedly and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

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IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually occur as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as to the child's family.

Imminent warning signs may include, but are not limited to, the following:

- A. serious physical fighting with peers or family members;
- B. severe destruction of property;
- C. severe rage for seemingly minor reasons;
- D. detailed threats of lethal violence;
- E. possession and/or use of firearms and other weapons;
- F. other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities, and possibly law enforcement officers, is needed when a student exhibits the following behavior:

- A. The child has presented a detailed plan (time, place, method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- B. The child is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where a child presents other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services, community mental health, and local law enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

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PRINCIPLES UNDERLYING INTERVENTION

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists, trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

Intervention Principles

When drafting a violence prevention and response plan, schools should consider certain principles that have a significant impact on success, as shown through research and expert-based experience. The principles for creating a plan for violence prevention and response should include the following:

- A. Share responsibility by establishing a partnership with the child, school, home, and community. Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies; law enforcement and juvenile justice systems; mental health agencies; businesses; faith and ethnic leaders; and other community agencies.
- B. Inform parents and listen to them when early warning signs are observed. Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by a) informing them routinely about school discipline policies, procedures, and rules; b) informing them about their children's behavior (both good and bad); c) involving them in making decisions concerning school-wide disciplinary policies and procedures; and d) encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their child and how they can support the child's success.
- C. Maintain confidentiality and parents' right to privacy. Parental involvement and consent is required before personally identifiable information can be shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to, or sharing of, information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties (e.g., law enforcement officials, trained medical personnel, and other emergency personnel) when responsible personnel determine there is an emergency (imminent danger).

- D. Develop the capacity of staff, students, and families to intervene. Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community -- teachers, students, parents, support staff -- with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.
- E. Support students in being responsible for their actions. Effective school communities encourage students to see themselves as responsible for their actions and actively engage them in planning, implementing, and evaluating violence prevention initiatives.
- F. Simplify staff requests for urgent assistance. Many school systems and community agencies have complex legalistic referral systems, with timelines and waiting lists. Children who are at risk of endangering themselves or others must not be placed on waiting lists.
- G. Make interventions available as early as possible. Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed early and promptly and that feedback is provided to the referring individual.
- H. Use sustained, multiple, coordinated interventions. Children are rarely violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. Such interventions help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of, and responsive to, the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful and may actually do harm.
- I. Analyze the context in which violent behavior occurs. School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.
- J. Build upon and coordinate internal school resources. In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff (e.g., special education, safe and drug free school programs, pupil services, and Title I).

Violent behavior is a problem for everyone. It is a normal response to become angry, or even frightened, in the presence of a violent child. But it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

INTERVENING EARLY WITH STUDENTS AT RISK FOR BEHAVIORAL PROBLEMS

Examples of early intervention components that work include the following actions:

- A. Provide training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- B. Teach the child alternative, socially appropriate replacement responses, such as problem solving and anger control skills.
- C. Provide skill training, therapeutic assistance, and other support to the family through community-based services.
- D. Encourage the family to ensure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage and with guidelines for addressing children's access to, and possession of, firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools use to provide early intervention to students at risk of becoming violent toward themselves or others.

Intervention Tactics

A. Teach Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn how to use interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react and how to listen effectively.

B. Provide Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team, together with the child and family, designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community.

C. Refer the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, a formal assessment should be conducted to determine if the child is disabled and eligible for special education and related services under the *Individuals with Disabilities Education Act* (IDEA). If a multidisciplinary team determines that the

child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the school, the child (if appropriate), and others. This team will identify the support necessary to enable the child to learn, including the strategies and support systems necessary to address any behavior that may impede both the child's learning and the learning of his/her peers.

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ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

What To Look For -- Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that

___ are responsive to all children?

What To Look For -- Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families

___ understand the principles underlying the identification of early warning signs?

___ know how to identify and respond to imminent warning signs?

___ are able to identify early warning signs?

What To Do -- Intervention: Getting Help for Troubled Children

Does my school

___ understand the principles underlying intervention?

___ make early intervention available for students at risk of behavioral problems?

___ provide individualized, intensive interventions for students with severe behavioral problems?

___ have school-wide preventive strategies in place that support early intervention?

What To Do--Crisis Response

Does my school

___ understand the principles underlying crisis response?

___ have a procedure for intervening during a crisis to ensure safety?

___ know how to respond in the aftermath of tragedy?

CRISIS PROCEDURE CHECKLIST

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

- Assess life/safety issues immediately.
- Provide immediate emergency medical care.
- Call 911 and notify police/rescue first. Call the School Leader second.
- Convene the crisis team to assess the situation and implement the crisis response procedures.
- Evaluate available and needed resources.
- Alert staff to the situation.
- Activate the crisis communication procedure and system of verification.
- Secure all areas.
- Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- Adjust the bell schedule to ensure safety during the crisis.
- Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- Contact appropriate community agencies and the Academy's public information office, if appropriate.
- Implement post-crisis procedures.

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CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

Prevention starts by making sure the Academy campus is a safe and caring place. An effective and safe Academy communicates a strong sense of security. The Academy's officials can enhance physical safety by the following actions:

- A. Supervising access to the building and grounds.
- B. Reducing class size and the Academy's size.
- C. Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- D. Conducting an Academy safety audit in consultation with the Academy's security personnel and/or law enforcement experts. (Effective schools adhere to Federal, State, and local nondiscrimination and public safety laws, and use guidelines set by the State Department of Education.)
- E. Closing the Academy campus during lunch periods.
- F. Adopting a policy on Academy uniforms.
- G. Arranging supervision at critical times (e.g., in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- H. Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.
- I. Having adults visibly present throughout the Academy building. This includes encouraging parents to visit the Academy.
- J. Staggering dismissal times and lunch periods.
- K. Monitoring the Academy grounds, including landscaping, parking lots, and bus stops.
- L. Coordinating with local police to ensure that there are safe routes to and from Academy.

In addition to targeting areas for increased safety measures, the Academy also should identify safe areas where staff and children should go in the event of a crisis.

The physical condition of the Academy building also has an impact on student attitude, behavior, and motivation to achieve. Typically, more incidents of fighting and violence occur in buildings that are dirty; too cold or too hot; filled with graffiti; in need of repair; or unsanitary.

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TIPS FOR PARENTS

- A. Discuss the Academy's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence he/she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when he/she follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model appropriate responses for your child -- and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child (e.g., frequent angry outbursts; excessive fighting and bullying of other children; cruelty to animals; fire setting; frequent behavior problems at the Academy and in the neighborhood; lack of friends; alcohol or drug use). These disturbing behaviors can be signs of serious problems. Get help for your child. Talk with a trusted professional at the Academy (e.g., teacher, counselor, School Leader) or in the community.
- H. Keep the lines of communication open with your child, even when it is tough. Encourage your child always to let you know where and with whom he/she will be. Get to know your child's friends.
- I. Listen to your child if he/she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional at the Academy, such as the psychologist, School Leader, or teacher.
- J. Be involved in your child's life at the Academy by supporting and reviewing homework, talking with his/her teacher(s), and attending Academy-sponsored functions, such as parent conferences, class programs, concerts, open houses, and PTA meetings.
- K. Work with the Academy personnel to make the Academy more responsive to all students and to all families. Share your ideas about how the Academy can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. Encourage the Academy's Board of Directors to offer programs before and after the academic day.
- M. Volunteer to work with Academy-sponsored groups concerned with violence prevention. If none exists, offer to form one.

- N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure the safety of all the children.
- P. Find out if your employer offers provisions for parents to participate in the Academy's activities.

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TELEPHONE BOMB THREATS

The following guidelines may be helpful when a telephone caller announces a bomb threat.

- A. Be alert to any of the following background sounds that may give a clue to the location of the caller: radio playing; voices; sirens; construction noise; TV; whistles; traffic noise; bells; etc.
- B. Ask questions of the caller:
 - Where is the bomb located?
 - What time is it to go off?
 - What kind of a bomb is it?
 - What is your name?
 - Where are you calling from?
- C. Make a note about speech characteristics such as these: male; female; low tone; high pitch; stutter or stammer; regional or foreign accent
- D. Note impressions such as the following:
 - Does the voice sound familiar?
 - Does the caller sound sincere?
 - Does the caller seem familiar with the Academy?
- E. Write down exactly what the caller says; ask him/her to repeat the message.
- F. Try to signal someone about the nature of the conversation while you keep the caller on the line.

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WRITTEN HAZARD COMMUNICATION PROGRAM

Use of these guidelines will produce a toxic hazard communication program in compliance with Policy 8431. Some methods go beyond the minimum requirements of the standard to more effectively communicate hazards to staff members (e.g., having them sign training statements).

General

The written hazard communication program will be available in the Academy office for review by all employees.

A. Hazard Determination

The Chief of Operations will rely on Material Safety Data Sheets from material suppliers to meet hazard determination requirements.

B. Labeling

The Chief of Operations will be responsible for ensuring the following:

1. all in-incoming labels are properly labeled;
2. all in-coming products are checked for identity, hazard warning, and name and address of the responsible party;
3. all portable containers are labeled with identity and hazard warning;
4. piping systems are painted at access points and every ten (10) feet where the piping is eight (8) feet or closer to employee contact.

C. Material Safety Data Sheets (MSDS)

1. The Chief of Operations will be responsible for compiling the master MSDS file. It will be kept in the School office.
2. MSDSs will be available for review to all employees. Copies will be available upon request to the School Leaders and other supervisors.
3. The Chief of Operations shall make requests for MSDSs on all purchase orders. A file of follow-up letters shall be maintained for all shipments received without MSDSs.
4. The Chief of Operations shall provide employees with the required OSHA Right to Know poster and postings notifying them of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

D. Employee Information and Training

1. The THP Officer shall coordinate and maintain records of training.

2. Before starting work, each new employee will attend a safety class and be given a Hazardous Materials Handbook, which will have information on the following:
 - a. chemicals and their hazards in their work areas;
 - b. how to lessen or prevent exposure to these hazardous chemicals;
 - c. what has been done to lessen or prevent workers' exposure to these chemicals;
 - d. procedures to follow if they are exposed to these chemicals;
 - e. how to read and interpret labels and MSDS.
3. After attending the training class, each employee will sign a form stating that he/she received the written materials outlined above and received the safety training.
4. Before any new hazardous material is allowed in the Academy, appropriate employees will be given information in the same manner as during the safety class. The Chief of Operations will be responsible for seeing that MSDS on the new chemical are available.

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INTEGRATED PEST MANAGEMENT

Reference: MCL 324.8301 et. seq.
AC 285.637.1 et. seq.
AC 285.636.1 et. seq.

Integrated Pest Management (IPM) is a pest management system that utilizes all suitable techniques in a total pest management system, with the intent of preventing pests from reaching unacceptable levels or reducing an existing population to an acceptable level. An emphasis is placed on manipulation of the pest environment to the point that a pest population will no longer be supported.

Michigan law requires certain conditions to be met prior to making a pesticide application (other than sanitizers, germicides, disinfectants, or anti-microbial agents) in schools, public buildings, or health care facilities. These conditions include the following:

- A. the pesticide applicator must have attended an approved IPM program;
- B. there must be an IPM plan in place for the building.

This IPM plan is intended to reduce the incidence of pest infestation, while also reducing the need for chemical pesticide applications. The plan is also intended to satisfy the requirement for having an IPM plan in place for the building. *Note: In a situation where there are multiple buildings, the plan will include a site description and evaluation for each building.*

IPM Program Evaluation

The program shall be evaluated on a continual basis to determine the program's effectiveness and the need for program modification.

Key Terms

Certified

Applicator: A person authorized by the State to use and supervise the use of a restricted-use pesticide.

Commercial

Applicator: A person or entity that holds themselves out to the public as being in the business of applying pesticides

General Use

Pesticide: A pesticide that may be purchased by an individual who is not required to be a certified applicator. (A pesticide product that is not general-use is a restricted-use product.)

Pest: An unwanted insect, rodent, nematode, fungus, weed, or other form of terrestrial or aquatic plant or animal life, virus, bacteria, or other microorganism.

Pesticide: A substance or mixture of substances intended for preventing, destroying, repelling, or mitigating pests -- or intended for use as a plant regulator, defoliant, or desiccant. Note that products such as *Weed-and-Feed*, *Roundup*, or *Raid* are pesticides.

Ready-to-Use

Pesticide: A pesticide applied directly from its original container, consistent with label directions, such as an aerosol insecticide or rodent bait box, which does not require mixing or loading prior to application.

Registered

Applicator: A classification of applicators authorized by the State to apply pesticides as a scheduled and required work assignment. Most often, this is a staff employee. Requires supervision by a certified applicator, unless applying only general use pesticides.

Administration

Communication – Sighting Log

Proper implementation of an IPM program requires careful administration. The building manager and administrative staff must communicate with the pesticide applicator(s) to ensure full implementation of the IPM program. To meet this goal, a Pest Sighting Log and recordkeeping data will be used as part of the communication process. The building manager will ensure that pest sightings are recorded in the log.

Applicator Credentials

A person who applies a pesticide (other than a sanitizer, germicide, disinfectant, or anti-microbial agent) in schools, public buildings, or health care facilities must have attended an approved IPM training session.

Pesticide applicators that conduct applications for hire (i.e., an outside contractor) must be licensed and certified. However, staff members who have attended an approved IPM training session may use a general-use ready-to-use product without being certified. Note that staff members who use a pesticide product that is not ready-to-use must be certified. This includes items such as granular *Weed-and-Feed* or any product that must be mixed prior to use.

A staff member of the Academy who has attended an approved IPM training session can apply a general-use ready-to-use pesticide. However, whenever possible, pesticide applications should be conducted by the person responsible for pest control in the Academy.

Pesticide Applications

Pesticide applications for non-emergency situations shall be conducted by an appropriately licensed applicator, who has attended an approved IPM training program, and shall be made in accordance with this IPM plan. Applications must be made in accordance with the pesticide labeling. The applicator shall use personal protective equipment, appropriate relative to the potential exposure. Minimum personal protective equipment for applications using products that are not ready-to-use includes long pants; protective footwear; gloves that

are impervious to the pesticide being applied; and long-sleeve clothing. Short-sleeve clothing may be worn, if wash water or waterless soap is immediately available and it is not prohibited by the pesticide label.

Pesticide Application Records

Records of all pesticide applications shall be maintained on forms provided by the building manager. Such records shall contain the following:

- A. site address and the location of the areas or room(s) where pesticides are applied;
- B. the date of service;
- C. the target pest(s);
- D. an inspection report, including the number of pests found or reported (this information may be found in the sighting log), and the conditions conducive to pest infestation;
- E. pest management recommendations made by the applicator, such as structural or habitat modification;
- F. structural or habitat modifications or other measures initiated as a part of the IPM program;
- G. the name, concentration, and quantity of pesticide(s) used;
- H. the name of the applicator;
- I. the method and rate of application.

Pesticide Use In and Around the Academy

This section contains information regarding parental notification and applications of insecticides, fungicides, and herbicides made in and around Academy property.

Notification

- A. Within thirty (30) days of the beginning of each school year, the School Leader of the Academy, or his/her designee, shall provide written notification to parents (or guardians) of children attending the Academy of their right to be informed before any pesticide application is made to the Academy property. The notice shall be on a form containing statements that pesticides may periodically be applied to Academy property and that parents (or guardians) have a right to request prior notification of such pesticide applications. The form will also state that in the case of an emergency, pesticides may be applied without prior notice, but that those parents who request notification will be notified of the emergency application after it occurs.

The School Leader, or his/her designee, shall provide an annual notification, satisfying all of the following requirements:

- 1. be in writing;
- 2. specifying two (2) methods by which advance notice of the application of a pesticide will be given at least forty-eight (48) hours before the application:

- a. The first method shall be by posting at the entrances to the academy or day care center.
- b. The second method shall be one (1) of the following:
 - 1.) Posting in a public, common area of the academy or day care center, other than an entrance.
 - 2.) A telephone call by which direct contact is made with a parent or guardian of a student of the Academy or a message is recorded on an answering machine.
 - 3.) Providing students of the Academy with a written notice to be delivered to their parents or guardians.
 - 4.) Posting on the Academy's Website and via email.

Written notification shall be sent to parents (or guardian) of children attending the Academy of their right to be informed before any pesticide application to Academy property. The notice shall be on a form containing statements that pesticides may periodically be applied to Academy property and that parents (or guardians) have a right to request prior notification of such pesticide applications. The form will also state that, in the case of an emergency, pesticides may be applied without prior notice, but that those parents who request notification will be notified of the emergency application after it occurs.

The notification requirements do not apply to common cleaners such as germicides and disinfectants. Notification requirements do not apply to bait or gel pesticide formulation.

Prior notification shall contain the following information:

1. the approximate location of the application;
2. the scheduled day or date of application;
3. the type of pesticide to be applied;
4. the method of application;
5. the target pest.

Prior notification shall be provided to those parents who request the notification by one (1) of the following means:

1. written notice mailed not less than three (3) days before the application
2. written notice sent home with the child
3. during months when Academy is not in regular session, a message notification system such as voice mail may be used that parents can access at least one (1) day before the application. If this method is used,

parents must be advised of the phone number where the information may be obtained.

B. Use of insecticides, fungicides, and herbicides

1. Liquid spray or aerosol insecticide applications shall not be made in a room of the Academy unless the room will remain unoccupied for at least four (4) hours unless the product label requires a longer re-entry period.
2. Liquid spray pesticides used for turf or ornamental applications may not be made on Academy grounds within 100 feet of occupied classrooms during normal Academy class hours or when persons are using the treatment area.
3. The pesticide applicator shall notify the Academy's building manager of any re-entry periods that are required by the product label.

IPM Program Evaluation

The program shall be evaluated on a continual basis to determine the program's effectiveness and the need for program modification.

Posting

When making an application of pesticides, other than a general-use ready-to-use pesticide, the applicator shall place the appropriate signs or markers at the primary point or points of entry. It is the responsibility of the building manager (or his/her designated representative) to ensure that the appropriate signs are posted.

A. Indoor Insecticide Applications

The primary point or points of entry must be posted. If multiple rooms or common areas such – as a cafeteria are treated, the main entry areas to the facility should be posted. If treatment was applied to a limited area (such as a single classroom), then the classroom can be posted. Postings shall remain posted at least forty-eight (48) hours after the most recent application of insecticide. Posting signs will be in compliance with Regulation 637, Rule 11(4). Signs shall be at least two and one-half (2 ½) inches square and shall depict a house surrounding by a cloud. The date shall be placed on the sign. See the rule for additional details on sign requirements.

B. Ornamental or Turf Applications

The primary point or points of entry must be posted. Postings shall remain at least twenty-four (24) hours. Postings will be in compliance with Regulation 637, Rule 11(2). Signs shall be at least four (4) inches high by five (5) inches wide and shall depict a picture of an adult and child walking a dog on a leash. The illustration shall depict, using a diagonal line across the circle, that this action is prohibited. See the rule for additional details on sign requirements.

Pest Management Strategy and Pest Biology

Strategy

IPM involves use of available methods or strategies to control pests including sanitation, exclusion, reservoir reduction, harborage reduction, and population reduction. These terms are defined below:

- A. Sanitation refers to a reduction of the food and water resources that are attractive to pests. By minimizing the resource of food and water available to the pests, we can greatly reduce the number of pests without the application of pesticides.
- B. Exclusion refers to the use of caulk, mortar, screens or similar materials that can reduce or eliminate the entry of pests into the building.
- C. Reservoir reduction refers to techniques such as removing a pest attraction feature such as a dumpster or mowing a weed field that provides harborage to mice.
- D. Harborage reduction refers to elimination of habitat that provides a home (or harborage) to pests. For example, cleaning old equipment from a storage room will reduce harborage for mice.
- E. Population reduction refers to means of control such as mechanical traps, use of repellents, or use of toxicants to drive away or kill pests. Chemical or biological pesticides may be utilized to reduce pest populations.

When considering what methods to utilize for pest control, the building manager shall consider the impact of human health and environment.

Pest Biology Information

The method used for control shall take into consideration the relationship between pest biology and pest management methods, giving due consideration to the impact on human health and the environment. When chemical controls are necessary, this program will attempt to use products that are least toxic to human health and the environment, while remaining effective in control of the target pest(s).

Some common pests and pest control measures are described below. It is important to identify the pest prior to implementing controls.

A. Pavement Ants

Ants commonly invade buildings through cracks in cement slab floors and exterior walls. Exclusion through sealing of the cracks is an effective means of control. Exterior perimeter treatments may also provide effective control. If ants still invade the building, baits are an effective means of control.

B. German Cockroaches

Roaches can carry germs and disease. They prefer areas of high humidity and nearby food. They prefer harborage where they can fit closely. Sanitation and reduction of harborage are important in reducing the incidence of roach infestation. Glue boards may be used to detect the presence of roaches. Where roaches are

found, baits can be an effective means of control. Crack and crevice or void treatments may also be used.

C. Mice

Mice may enter buildings to seek shelter. Exclusion and reservoir reduction are effective means of control. Keep weedy fields mowed. Move dumpsters away from the building. Clean the area of any debris that offers harborage. Use exclusion methods such as screens, caulk, and door sweeps. To eliminate mice present in the building, it is preferable to use mechanical methods such as traps or glue boards. Baits can be an effective tool, but should be used only with extreme caution and should NEVER be used in areas accessible to students.

D. Head Lice

Head Lice do not survive for more than a few hours when away from a host. Due to the biology of lice, insecticidal treatments to the school are NOT effective and should NOT be done. Instead, parents should be informed about the pest biology and given instruction for effective control measures on hosts (children) and garments such as hats that may be shared between students.

E. Flies and Gnats

There are many types of flies and gnats. Proper identification is important to determine the best type of pest control. Proper sanitation can provide effective control for most flies and gnats. Garbage containers should be closed and kept an appropriate distance from the buildings. Insecticides may be appropriate for reducing large populations of adult flies, but sanitation is the preferred means of control.

F. Other Pests

Other pests such as yellow jackets, hornets, and carpenter ants may occur. In all cases, the relationship between the pest biology and effective control measures must be considered.

Site Evaluation

Each school building is identified. Each building has areas identified in writing and with the attached map. The site evaluation includes recommended types of inspection and monitoring schedules.

A. Kitchens, Break Rooms, Cafeteria, and Home Education Room

Visual inspection with a particular emphasis on cockroach and rodent infestations. Look for droppings, gnawing, harborage, or unsanitary conditions. Monitoring devices such as glue boards may be used. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

B. Bathrooms, Locker Rooms, Store Rooms, and Closets

Visual inspection. Bathrooms and locker rooms may be attractive to roaches.

Look for droppings. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

C. Classrooms and Hallway

Visual inspection. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

D. Boiler Room and Maintenance Area

Visual inspection. Monitor for rodents with glue boards or traps. Monitor on bi-weekly basis.

E. Exterior Area

Monitor periodically. Look for entry points into the building. Look for area that can serve as a reservoir for pests as weedy areas or accumulations of debris.

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ON-THE-JOB INJURY

Any employee incurring an injury while engaged in his/her performance of duties at the Academy shall abide by the following procedures:

- A. The injured employee shall report to the School office and complete Form 8442 F1 before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken, and a report of the accident should be made to the School office at the earliest opportunity.
- B. The appropriate form shall be completed by the School office for injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.
- C. Dental injuries require an estimate and approval prior to correction.
- D. All physical examinations are to be given by a physician approved by the Academy.

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MANAGEMENT OF SELECTED CAUSAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
CHICKENPOX (Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have tear drop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 14-16	5 days before rash to 6 days after rash first starts.	When lesions are dry and crusted and no new eruptions. At least 7 days after rash first appears.
FIFTH DISEASE (Erythema Infectiosum)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	6-14 days	Probably 2 days.	Exclude for diagnosis. Before rash and 4-5 days later. Usually no treatment needed. Cause unknown.
INFLUENZA (Viral Influenza)	Starts suddenly with chills, fever, headache, muscle pains, and coughing. Followed by other cold symptoms.	24-72 hours	About 3 days from first symptoms.	About 3 days, at discretion of Academy nurse or director.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
SCARLET FEVER (Scarletina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunburn. Often the tongue has a "strawberry" appearance.	1-7 days av: 2-4 days	Variable. If not treated, can be contagious for months.	Exclude until 48 hours after treatment completed.
SPINAL MENINGITIS (Meningococcal) and (Haemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal meningitis small purplish spots are occasionally seen in skin and mucous membranes.	1-10 days av: 2-4 days	Unknown. Probably throughout the duration of symptoms.	Requires doctor's note for re-admittance to the Academy.
STREP THROAT (Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most pronounced symptoms.	1-7 days av: 2-4 days.	Same as above.	Same as above.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
ROSEOLA (Exanthem Subitum)	Sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Not until symptoms have disappeared.
RUBELLA (German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in the course of the illness.	14-21 days av: 16-18 days	7 days before to 7 days after rash onset.	7 days after rash onset.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
MEASLES (Rubeola)	Begins 3 to 4 days of gradually increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swelling inside the cheeks may be observed a day before the rash first appears. The rash usually last about five days. Sensitivity to light is also common.	8-13 days av: 10 days	4 days before rash and for up to 4 days after disappearance of the rash.	4 days after disappearance of the rash.
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101° - 102°F. or higher followed by swelling of one or both salivary glands. Swelling is below and in front of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the gland. Swelling usually lasts 5 to 7 days.	2 to 3 weeks av: 18 days	Usually 5 but may be as long as 7 to 9 days prior to the onset of salivary gland swelling.	5-9 days after onset and no symptoms.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
TUBERCULOSIS (TB)	Starts with fever, night sweats, and weight loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks	Variable. After starting treatment with anti TB drugs, a patient may become non-infectious in as little as two weeks.	Requires a doctor's note for re-admittance.
WHOOPING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	7-10 days av: 7 days	Early, when the patient has common cold-like symptoms. The patient becomes less infectious as the convulsive-like coughs begin. Infectious stage ends in about four weeks.	Requires doctor's note for re-admittance.

The following diseases are spread by contact with tiny parasites on contaminated belongings of others:

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
RINGWORM (Tinea Capitis; Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually reddish and filled with pus while the skin on the inside tends to return to normal.	4-14 days	As long as any untreated lesions are present and spores persist on contaminated materials.	Return after treatment has begun—cover with bandage or clothing, when possible.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching	3 weeks to 3 months	As long as the female worm survives in the intestine.	Return after treatment.

The following diseases are spread by the fecal-oral route – contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
CAMPYLOBACTER (Vibriosis Vibrionic Enteritis)	Sudden onset of fever and abdominal pain and diarrhea which may be severe. May also be vomiting and sometimes blood in the stool.	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days). If not treated, up to 7 weeks.	Requires doctor's note for re-admittance.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
GIARDIASIS (Protozoan Diarrhea)	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	1 to 4 weeks after exposure	Entire period of infection.	Same as above.
SALMONELLOSIS (Acute Gastro Enteritis) (Food Poisoning)	Sudden onset of fever, Abdominal cramps, diarrhea, and possibly vomiting.	6-72 hours av: 12-36 hours	Variable. Throughout course of illness.	Same as above.
SHIGELLOSIS (Bacillary Dysentery)	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucous, or pus in the stools.	1-7 days av: 2-3 days	From onset of illness until 4 weeks later.	Same as above.
VIRAL GASTROENTERITIS (Viral Diarrhea; Winter Vomiting Rotoviral Diarrhea)	Abrupt onset of nausea, vomiting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-48 hours	From onset of illness until symptoms subside.	Same as above.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
Hepatitis A (Infectious Hepatitis) (Epidemic Jaundice)	Sudden loss of appetite, nausea, and abdominal pain or discomfort. Within a few days, jaundice occurs with yellowing of eyes and skin and darkening of urine.	15-40 days av: 28 days	10-15 days before symptoms appear until the first few days of jaundice.	Same as above.

The following diseases are spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO ACADEMY
IMPETIGO (Impetigo Contagiosa)	Isolated pus filled spots which become crusted and break releasing a straw-colored fluid. Occurs around the mouth and nostrils.	4-10 days	As long as pus filled lesions continue to drain.	Return when lesions are dry, there is no seeping and under treatment. Cover, if possible, while at the Academy.
PINKEYE (Epidemic Form of Acute Conjunctivitis)	Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of a sticky fluid that dries to a straw-colored, crusty material accumulating at the corners of the eye.	27-72 hours	During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.	Until under treatment.

PEDICULOSIS (HEAD LICE)

Whenever a student is found to be infested with head lice, he/she may remain in school until the end of the school day but shall be restricted from activities involving close head-to-head contact or sharing personal items with other children.

The student may be readmitted to school the following day, but will be subject to examination by appropriate school personnel until no live lice and no nits within one quarter inch of the scalp are found

The necessary at home treatment for lice is contained in Form 8450A F1. Form 8450A F1, and the cover letter (Form 8450A F2) shall be provided to the parents/legal guardians of the student.

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USE OF AUTOMATIC EXTERNAL DEFIBRILLATORS (AED)

The School Leader will/may consult with the local Emergency Medical Service (EMS) Provider regarding the purchase of AED devices for the Academy. The consultation with the appropriate authorities will address the proper placement of the AED(s), appropriate training to be provided, appropriate maintenance and testing of the AED(s) purchased by the Academy, and guidelines for use on students and adults, according to manufacturer specifications.

The School Leader has designated a certified staff member as the AED Officer who is responsible for maintaining and testing the AED, according to the manufacturer's guidelines and according to input from the Medical Adviser. The AED Officer will notify the local emergency communications or dispatch center of the existence, location, and type of AED(s) obtained by the Academy. Additionally, the AED Officer will register the AED devices with the EMS system hospital in the vicinity of the Academy.

The AED Officer will follow the manufacturer's recommended maintenance schedule for servicing and testing the AED devices.

The School Leader will ensure that training is offered to personnel who desire to be trained in the use of AEDs. Training will be done in accordance with the American Red Cross, or the American Heart Association procedures and in accordance with rules or regulations adopted by State or Federal law regarding use of an AED. The School Leader will receive assurances that the individual(s) conducting the training are qualified to conduct such training. The training will also include training in cardio-pulmonary resuscitation (commonly referred to as *CPR*), in accordance with nationally recognized guidelines.

Only trained AED users shall operate the AED. A *trained user* means a person who has successfully completed a course of instruction, in accordance with the standards of a nationally recognized organization, such as the American Red Cross or the American Heart Association; or a course of instruction, in accordance with State and Federal law regarding use of an AED; or a person licensed to practice medicine in this State.

After the use of an AED, the AED Officer and Medical Service Provider will review the incident, including any data recorded by the AED.

New Guideline Fall 2017

EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS

All Academy staff should be aware of the risks involved when exposed to and dealing with body fluids. It must be assumed that all body fluids are potentially infectious. However, by following procedures for universal infection control, the risks can be greatly reduced and the possibility of accidental infection can be minimized or prevented. A surface should be considered contaminated if blood, or the reasonably anticipated presence of blood, or other potentially infectious body fluids occur, even if the contaminates have dried. Certain pathogens (e.g., HCV) remain viable for extended periods in dried blood.

Sources of Infectious Organisms in Body Fluids

<u>Source</u>	<u>Organism</u>	<u>Transmission</u>
Blood - cuts/abrasions - nosebleeds - menses - needles - human bites	HBV HCV HIV/AIDS Cytomegalovirus	Contact with broken skin or membrane
Feces	HAV Salmonella bacteria Shigella bacteria Rotavirus	Oral inoculation from hands or food
Urine	Cytomegalovirus	Bloodstream, oral, and mucus membrane inoculation from hands
Respiratory Secretions - saliva - nasal discharge	HBV Tuberculosis Mononucleosis V Influenza V Common cold V Meningitis	Bloodstream, oral, and mucous membrane
Vomit - may contain blood	Gastrointestinal V (Rotavirus) See "blood"	Oral from contaminated hands (see "blood")
Semen	HBV HIV/AIDS Venereal Disease	Sexual contact (unprotected)

Materials and Equipment Required and Made Available to Dispose of Body Fluids

Antibacterial soap
Potable water
Paper towels
Latex and non-allergenic gloves
Hazardous material bags (red) and labels
Hazardous material (sharps) container
(puncture proof and leak proof)
Buckets and mops
Disinfectant solutions from the following list:

- A. Sodium hypochlorite solution (household liquid bleach), one (1) part bleach to ten (10) parts water (e.g., 1-1/2 cups bleach to one (1) gallon of water, freshly prepared)
- B. Phenolic germicidal detergent in a one percent (1%) aqueous solution (Lysol)
- C. Quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (Tri-quat, Mytar, Sage)
- D. Iodophor germicidal detergent with 500ppm available iodine (Wescodyne)
- E. Sanitary absorbing agent (Chlora Sorb, X-O Odor Away)

Universal Infection Control Procedures

A. General

1. Wear disposable latex or non-allergenic gloves before making contact with body fluids during care, treatment, and all cleaning procedures.
2. Dispose of gloves and disposable cleaning materials in hazardous materials container (bag).
3. Wash hands with an antibacterial soap, even if gloves are worn.
4. Discard disposable items, including tampons, sanitary napkins, used bandages, and dressings in a hazardous materials container. (Rest rooms should have waste receptacles lined with hazardous waste bags.)
5. Close and label hazardous waste containers (bags) and dispose of them, in accordance with public health guidelines provided by the Genesee or Wayne Health Department. *Note: be sure your waste disposal carrier is authorized to dispose of hazardous waste materials.*
6. Use disposable items to handle body fluids whenever possible. Discard items in accordance with Item 5 above. If handling vomitus or feces, use a second barrier (i.e. plastic bag) in addition to gloves.

B. Hand Washing

1. Use anti-bacterial soap and warm, running water.
2. Rub hands together to work up a lather, and then scrub between fingers, knuckles, backs of hands, under fingernails.
3. Rinse thoroughly.
4. Dry with paper towel or hot air. If paper towels are used, dispose of them in an appropriate container.

C. Washable Surfaces

1. Tables, desks (wear gloves)
 - a. Use household bleach solution of one (1) part bleach to ten (10) parts water, freshly mixed.
 - b. Rinse with fresh water.
 - c. Repeat "a."
 - d. Repeat "b."
 - e. Allow to air dry.
 - f. Dispose of gloves and wiping materials in a hazardous waste container.
2. Floors (wear gloves)
 - a. Use household bleach solution, as previously described.
 - b. Use a mop and two buckets: one for bleach solution and one for rinse water (with bleach or Lysol solution), in this way:
 - 1) In bucket #1, dip, wring, mop up vomitus and/or blood.
 - 2) Dip, wring, and mop until body fluids are cleaned up.
 - 3) Dip mop into bucket #2, wring, re-mop (rinse) area.
 - 4) Continue cycle until all spills are cleaned up, using fresh solutions as necessary
 - c. Soak mop in disinfectant solution after use.
 - d. Disposable cleaning materials should be placed in a hazardous waste container.
 - e. Pour solutions down a drain pipe and flush thoroughly.

- f. Rinse non-disposable cleaning equipment in disinfectant.
- g. Dispose of gloves in a hazardous waste container.
- h. Wash hands as described in B.

D. Non-washable surfaces (rugs, upholstery)

1. Apply sanitary absorbing agent, dry, vacuum.
2. Remove solid materials with broom and dustpan, using second barrier (disposable latex gloves), if necessary, to use hands.
3. Apply rug or upholstery shampoo as directed, then vacuum according to directions.
4. Clean dustpan and broom (if used) in disinfectant solution and let air dry.
5. Dispose of gloves in a hazardous materials container.
6. Wash hands as described in B.

E. Washable Materials (clothing, towels, etc.)

1. Rinse item under running water.
2. Place item in a hazardous materials bag and seal, until item is ready to be washed. Bags containing soiled, washable material must be clearly identified as "*Hazardous Material*" if an outside laundry service is used. Contact-sports uniforms should be closely inspected for blood and handled in an appropriate manner.
3. Rinse and wipe sink with paper towels – dispose of towels in a hazardous waste container.
4. Wash potentially contaminated materials separate from others, then dry as usual. If material is color-fast, add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup non-chlorine bleach (e.g., *Clorox II* or *Borateem*) to the wash cycle.
5. Dispose of gloves in a hazardous waste container.
6. Wash hands as described in B.

Accessibility of Equipment and Materials

- A. Latex and/or non-allergenic gloves shall be available at all work stations and in all buildings and outdoor facilities.
- B. Cleaning equipment and solutions, as described in the Materials and Equipment section, shall be readily available to all work stations.

- C. A hazardous material container (biohazard container, sharps container), with a cover that is puncture-proof and leak-proof, shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced, in accordance with public health guidelines.
- D. Hazardous waste (red) trash can liners shall be used in all rest rooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.
- E. Broken glass, plastics, or other small materials that have been contaminated with body fluids shall be placed in a puncture-proof, leak-proof container with a lid, labeled as "*Hazardous Material*" and disposed of, in accordance with public health guidelines.

NOTE: This guideline is not meant as an all-inclusive list of infectious organisms that may be contained in body fluids. Additionally, the use of brand name cleaning agents or other products in this guideline are meant as examples only and are not endorsements of the specific products mentioned.

New Guideline Fall 2017

CONTROL OF BLOOD-BORNE PATHOGENS

Reference: 29 CFR 1910.1030

The following guidelines provide for the Academy's compliance with Federal regulations for protecting staff members against exposure to blood pathogens and other infectious materials that can cause Hepatitis B and/or HIV viruses.

Exposure Determination

Staff members in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially-infectious materials:

- A. custodians
- B. special education teachers and aides who work with students who are prone to biting, scratching, and other such actions that can cause bleeding or exposure to saliva and other body fluids
- C. members of a Academy staff who have been designated to provide first aid when and if necessary

Precautions

A plan should be developed to identify the likely situations where staff members could be exposed, to describe how such situations can be minimized, and the ways in which exposure will be managed. AG 8453 provides a set of procedures for the proper handling of bodily fluids. Each of the staff members in the "at-risk" categories identified above are to be trained in these procedures when employed and at the beginning of each school year. The instructor is to be someone knowledgeable about blood-borne pathogens and other potentially-infectious materials, how they may be transmitted in a school setting, vaccinations, and the precautionary procedures. At the completion of the training, each staff member is to sign Form 8453.01 F2 confirming the date and content of the training and that he/she understands the content.

Post-Exposure Evaluation and Follow-Up

Whenever a staff member has contact with blood or other potentially infectious material, he/she shall immediately contact the School Director and complete Form 8453.01 F3.

The parents of the student who caused the exposure are to be contacted promptly to obtain permission for testing the student's blood for Hepatitis B and HIV viruses, either in cooperation with their physician or by the health service department.

The exposed staff member is to be informed of the test results, if available, with the parents' consent and of the Federal and State laws concerning confidentiality. The staff member's blood should then be tested, with his/her consent. The staff member shall also receive post-exposure treatment, if so indicated by the Public Health Service or treating physician.

The healthcare professional conducting the medical evaluation is to be provided:

- A. a copy of the Federal regulations concerning the Exposure Control Plan;

- B. a copy of Form 8453.01 F2;
- C. a copy of the staff member's job responsibilities vis-a-vis the exposure;
- D. the results of the student's blood test, if available;
- E. a copy of the staff member's medical records.

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The health care professional shall, within five (5) days after the evaluation provide the Academy with a written opinion containing:

- A. a possible recommendation for Hepatitis B vaccination, if the staff member has not already been vaccinated;
- B. confirmation that the staff member has been adequately informed of the evaluation results and any further evaluation or treatment deemed necessary.

The staff member is to be given a copy of the written opinion within fifteen (15) days after receipt by the Academy. The original opinion is to be filed in the staff member's confidential medical file.

Training

Blood-borne pathogen training is required within ninety (90) days of initial employment, at the time of initial assignment to tasks where occupational exposure may take place, and at least annually thereafter from the date of initial training.

Medical and Training Records

Medical records of the staff members must identify them by name and social security number and include any and all results of the status to Hepatitis B, examinations, testing, follow-up care, and written opinions. All such information shall be kept in the staff member's confidential files (AG 8320) and retained for the period of their employment plus thirty (30) years.

Training records must include the dates and content of the training, the name and qualifications of the instructors, and the names and job titles of the staff members. Each staff member's training record (Form 8453.01 F2) shall be kept in his/her personnel file for three (3) years after the training date.

NUTRITIONAL GUIDELINES

The Michigan Department of Education (MDE), Office for Child Nutrition (OCN), and the U.S. Department of Agriculture (USDA) shall provide necessary guidelines for nutrition standards to be followed regarding food and beverage items available for sale at school. When the MDE software is provided, it shall be used to determine the nutritional value of each food item and beverage available for sale at school. In addition, the school shall comply with the following requirements of the Health Choices for Healthy Children Act and the USDA Smart Snacks in School nutrition standards:

- A. Any food sold in schools must:
 - 1. be a "whole grain-rich" grain product; or
 - 2. have the first ingredient a fruit, a vegetable, a dairy product, or a protein product; or
 - 3. be a combination food that contains at least one-fourth ($\frac{1}{4}$) cup of fruit and/or vegetable; or
 - 4. contain ten percent (10%) of the Daily Value of one of the following nutrients: calcium, potassium, vitamin D, or dietary fiber.

- B. "Entree items" are defined as items that are either:
 - 1. a combination food of meat or meat alternative and whole grain rich food; or
 - 2. a combination food of vegetable or fruit and meat or meat alternate; or
 - 3. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters, and meat snacks (such as dried beef jerky).

Entree items (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu) must meet the following criteria:

- 1. contain less than 350 calories
- 2. contain less than 480 milligrams of sodium
- 3. contain a total fat content that composes less than thirty-five (35%) of the calories
- 4. contain a saturated fat content that composes less than ten percent (10%) of the calories
- 5. contain no trans fat, and

6. contain a total weight from sugar of less than thirty-five percent (35%) of the total food

Food not meeting the definition of entree (including all snacks and a la carte items) must meet the following criteria:

1. contain less than 200 calories
2. contain less than 230 milligrams of sodium
3. contain a total fat content that composes less than thirty-five percent (35%) of the calories
4. contain a saturated fat content that composes less than ten percent (10%) of the calories
5. contain no trans fat, and
6. contain a total weight from sugar of less than thirty-five percent (35%) of the total food

The following items are exempt from all nutrition standards:

1. fresh fruits and vegetables with no added ingredients except water
2. canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup, and
3. canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable

The following items are exempt from the total fats standard:

1. reduced fat cheese (including part-skim mozzarella)
2. nuts and seeds and nut/seed butters
3. products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats, and
4. seafood with no added fat

The following items are exempt from the sugar standard:

1. dried whole fruits or vegetables
2. dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners
3. dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries), and

4. products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Accompaniments (condiments) such as cream cheese, salad dressing, and butter must be included in the nutrient profile as part of the food item sold.

C. Allowable beverages sold in school are limited to:

1. Elementary Schools:

- a. water (no flavors): unlimited container size;
- b. milk (low fat unflavored or fat free flavored or unflavored): up to eight (8) ounce container size; and
- c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to eight (8) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces.

2. Middle Schools:

- a. water (no flavors): unlimited container size;
- b. milk (low fat unflavored or fat free flavored or unflavored): up to twelve (12) ounce container size; and
- c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to ten (10) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces.

3. High Schools:

- a. water (no flavors): unlimited container size;
- b. milk (low fat unflavored or fat free flavored or unflavored): up to twelve (12) ounce container size;
- c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to twelve (12) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces;
- d. any beverage that contains no more than forty (40) calories per eight (8) ounces (or sixty (60) calories per twelve (12) ounces): up to twelve (12) ounce container size;
- e. calorie-free, flavored water: up to twenty (20) ounce container size; and
- f. any beverage that contains no more than five (5) calories per eight (8) ounces (or ten (10) calories per twenty (20) ounces)

including caffeinated beverages and beverages with added sweeteners, carbonation, or artificial flavoring: up to twenty (20) ounce container size.

New Guideline Fall 2017

RELIGIOUS ACTIVITIES/CEREMONIES

Much professional judgment is needed to ensure that Academy policy complies with Constitutional and legal safeguards regarding the practice of religion. A helpful guideline to follow is the following four-part test. Each activity -- that may appear to be of a religious nature or use materials, rituals, or symbols, which may be otherwise associated with a religion -- must meet all four (4) of the following conditions:

- A. The activity serves the educational purpose and goals of the Academy.
- B. The purpose of the activity is secular.
- C. The activity neither advances nor inhibits a religion.
- D. The activity avoids excessive entanglements between the Academy and a religion or religious group.

This guideline applies to any and all activities and programs, at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter.

Prior to planning or conducting an activity, Academy personnel should review the Board's two (2) policies dealing with religious matters -- Policy 2270 and Policy 8800. If a teacher has any question about the propriety of the activity, he/she should consult with the School Leader prior to making any plans or decisions.

New Guideline Fall 2017

THE FLAG AND PATRIOTIC CEREMONIES

Reference: MCL 380.1166, 380.1175, 380.1347, 380.1532

The following are the guidelines to be followed when dealing with the flag or patriotic ceremonies:

- A. The United States flag shall be displayed on a flagstaff erected on the Academy building(s) or at a conspicuous place on the Academy's grounds during school hours, except during inclement weather, in which case the flag shall be prominently displayed within the Academy building(s).
- B. The Board shall purchase United States flags, flagstaffs, and necessary appliances.
- C. Regular courses of instruction shall be given on the Constitution of the United States and the State's Constitution in the Academy. A one (1) semester course in Civics, stressing the rights and responsibilities of citizens, is required in high school.
- D. During the celebration of Martin Luther King, Jr. Day, Presidents' (Lincoln's and Washington's) Birthday, the date of the adoption of the United States Constitution (September 17th), Columbus Day, Veterans Day and certain other days, teachers and students shall observe the celebration by proper and appropriate commemorative exercises.
- E. Before a teaching certificate is valid, the holder shall make and subscribe to an oath to support the United States' and the State's Constitutions.

New Guideline Fall 2017

CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed, concerning the care, custody, and display of the flag of the United States of America:

- A. The U.S. flag should be displayed in or near every school building in the Academy, during each day the Academy is in session.
- B. The U.S. flag should be displayed every day in or near the Academy's administration or central office.
- C. The U.S. flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day, if properly illuminated during the hours of darkness.
- D. The U.S. flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the U.S. flag is carried in a procession with other flags, the others should be on the U.S. flag's own right. If in a line of flags, the U.S. flag should be in front of the center of the line.
- F. The U.S. flag should not be draped over the hood, top, sides, or back of a vehicle.
- G. When the U.S. flag is displayed with another flag against the wall from crossed staffs, the other flag should be on the U.S. flag's own right and the U.S. flag's staff should be in front of the staff of the other flag.
- H. When the U.S. flag is displayed from a staff, projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the U.S. flag is displayed, either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
- J. When the U.S. flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
- K. When the U.S. flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as he/she faces the audience. Any other flag should be displayed to the left of the speaker.
- L. The U.S. flag shall be flown at half-staff as follows:

From the day of death and ---

1. for thirty (30) days for the President or a former President.

2. for ten (10) days for the Vice President, the Chief Justice (or a retired Chief Justice) of the United States Supreme Court, and the Speaker of the House of Representatives.
3. until interment for an Associate Justice of the Supreme Court, a Secretary (of an executive or military department), a former Vice President, and the Governor of a State.
4. on the day of death and the following day for a member of Congress.
5. by order of the President.
6. by order of the Governor of Michigan.

The U.S. flag is flown at half-staff on Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

- M. The U.S. flag should not be dipped to any person or thing.
- N. The U.S. flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- O. The U.S. flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
- P. The U.S. flag should always be carried aloft and free.
- Q. The U.S. flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.
- R. The U.S. flag should never be used as a covering for a ceiling.
- S. The U.S. flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.
- T. The U.S. flag, when it is in such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.
- U. The U.S. flag should be folded as follows when being stored:
 1. Straighten out the flag to full length and fold lengthwise once.
 2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
 3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.

4. The outer point is then turned inward, parallel with the open edge, to form a second triangle.
5. This diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing, and the form is that of a cocked hat.

New Guideline Fall 2017

9000

RELATIONS

- 9150 Academy Visitors
- 9160A Accessibility of School Facilities
- 9270A Admission of Students from Home Schools

New Guideline Fall 2017

ACADEMY VISITORS

In order to protect the educational program of the Academy from undue disturbance, guidelines and procedures for visitors shall include the following:

- A. Persons wishing to visit the Academy are to make arrangement in advance through the Academy's office.
- B. Every visitor to the Academy must register at the main office and get a visitor's pass. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register at the Academy office is without authorization to be on Academy property and should be asked to either identify himself/herself properly and obtain permission by registering and getting a visitor's pass or to leave the Academy grounds. If the visitor refuses to leave the Academy grounds or creates any disturbance, the School Leader should request aid from the Security.
- C. No visitor may see a student in the Academy unless it is with the specific approval of the School Director. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the Academy with anyone who is not clearly identified as his/her parent or an appropriately authorized person.
- D. Students may not bring guests to the Academy, unless permission to do so has been granted by the School Director.
- E. Other than parents who have been asked by a teacher to be in the classroom, other parents who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the School Leader and the teacher and state the purpose of the visitation.

Parents must understand that, because classroom visitations can be distracting to the students, the following guidelines have been established for classroom visitations:

- A. Visitations are not to occur during examinations and independent study periods.
- B. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.
- C. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.
- D. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.

- E. Use of audio or visual equipment to record classroom activities must be approved by the School Leader and the teacher. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the School Leader, as it may violate the privacy rights of students unrelated to the visitor. Recording other Academy activities to which the public is invited will be in accordance with AG 9160 - Attendance at Public Events.
- F. If the nature and instructional purpose of any activity calls for students to be segregated by gender for purposes of privacy, only visitors of the same gender may observe those groups in the privacy areas.
- G. Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.
- H. If a parent or other visitor wishes to tape record a conversation with a teacher or the School Leader, he/she should request permission from the teacher or School Leader, although the person is not obligated to do so. If the teacher or School Leader wishes to record a conversation with a parent or other visitor, he/she is to inform that person that the conversation is being recorded before the conversation begins.

A copy of these guidelines and Form 9150 F1 is to be given to, and signed by, each non-staff visitor to a classroom, as an indication that he/she understands the guidelines and is willing to abide by them.

Visitors are encouraged to meet with the School Leader and teacher during non-instructional hours to discuss the observation and to obtain answers to their questions. If a parent has a concern about what may be transpiring in his/her child's classroom, he/she should follow the Board's Policy 9130, which states that the parent should address the matter first with the teacher and, if not rectified, only then meet with the School Leader.

No staff member is to transact business with a visitor who has not duly registered at the Academy office and received authorization to be present for the purpose of conducting business.

If a disabled person should visit the Academy and request accommodation and he/she has not submitted the Request for Accommodation Form 9160A F1 in advance, the School Leader should ask the person to allow the Academy adequate time to arrange for the accommodation, providing such accommodation is reasonable (see AG 9160A).

In a conspicuous place at each entrance, the School Leader shall post, the guidelines and procedures to be followed by visitors.

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ACCESSIBILITY OF SCHOOL FACILITIES

Building Section 504/ADA Compliance Officers, along with the School Section 504/ADA Compliance Officer(s) are responsible for making sure interested persons (e.g., applicants, participants, members of the public), including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities. This mandate requires that communications with disabled persons is effective as communications with nondisabled persons. As such, the School Academy shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program or activity conducted by the Board. The type of auxiliary aid or service necessary to enable effective communication will vary in accordance with the length and complexity of the communication involved, and determinations will be made on an individualized case by case basis. Factors to be considered in determining an appropriate accommodation/auxiliary aid/service include:

- A. the context in which the communication is taking place;
- B. the number of people involved;
- C. the expected or actual length of the interaction(s); and
- D. the importance of the communication.

Because modes of communication evolve, the Academy will reassess its effectiveness regularly, as circumstances and technologies change. When an auxiliary aid and/or service is required, the School will provide an opportunity for individuals with disabilities to request the auxiliary aids and/or services of their choice, and will give primary consideration to the choice expressed by the individual. The Academy will generally honor the requestor's choice, unless it can demonstrate that another equally effective means of communication is available, or that use of the means chosen would result in a fundamental alteration of the service, program or activity, or in undue financial and/or administrative burdens. This determination will be made by the Compliance Officer after considering the resources of the Academy, the impact on the program, service or activity, and the comparable efficacy of the various auxiliary aids and services, while giving primary consideration to the requests of the individual with disabilities. If the Compliance Officer denies a requestor's choice, s/he will notify, in writing, the person requesting the auxiliary aids/services of his/her determination, including the reasons for his/her decision.

<u>Examples of Auxiliary Aids/Services for Individuals who are Deaf or Hard of Hearing:</u>	
Qualified interpreters – an interpreter who is able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf; this communication must be conveyed effectively, accurately and impartially, through the use of any necessary specialized vocabulary.	
Telecommunication devices for deaf persons (TDDs).	Telephones compatible with hearing aids.
Computer-aided transcription services.	Closed caption decoders.
Written materials.	Note-takers.
Telephone handset amplifiers.	Videotext displays.

Assistive listening systems.	Exchange of written notes.
<u>Examples of Auxiliary Aids/Services for Individuals with Vision Impairments</u>	
Qualified readers.	Braille materials.
Taped texts.	Large print materials.
Audio recordings.	Assistance in locating items.
<u>Examples of Auxiliary Aids/Services for Individuals with Speech Impairments</u>	
TDDs.	Speech synthesizers.
Computer terminals.	Communication boards.

Because the standards for IDEA-compliance are not the same as ADA requirements, the Academy will consider students' effective communication needs separately from any IDEA obligations.

Since the School communicates by telephone with applicants and beneficiaries, TDDs or equally effective telecommunication systems will be used to communicate with individuals with impaired hearing or speech.

Administrators are responsible for verifying that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities and facilities. Additionally, administrators are directed to verify that proper signage is present at all inaccessible entrances to their facilities, directing users to an accessible entrance or to a location at which they can obtain information about accessible facilities. The international symbol for accessibility should be used at each accessible entrance to a facility.

The Compliance Officer(s), shall verify that the following notice is made a part of each communication concerning a school activity to which the public is invited:

"Upon request to the _____, the Academy shall make reasonable accommodation for a person with a disability to be able to participate in this activity." (see Form 9160A F1)

With regard to accessibility of facilities, the Academy will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, development and maintenance of an accessible Academy website, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the Academy will serve persons with disabilities in the most integrated setting appropriate.

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ADMISSION OF STUDENTS FROM HOME SCHOOLS

The following guideline applies to students who are transferring from a home-school, non-registered religious school, or foreign school. It does not apply to any school that has been chartered or licensed by a State education agency.

General Procedures:

- A. The parent is to submit to the School Director written notification of the intent to enter the school no later than seven (7) days prior to the expected date of enrollment.
- B. The School Director is responsible for conducting a thorough placement study including an assessment of current learnings relative to each course of study (see AG 5463). The placement study should also include a review of information provided by the parent such as student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments. No student is to be placed in any school or grade without a written placement review.
- C. A final meeting with the parent and student shall be scheduled to review the Academy's assessment results, establish credits (if applicable), and discuss placement.
- D. In the event the advance notice is not provided, a temporary placement decision may be made by the School Director while the placement review is conducted. The parent is to be informed of the Academy's placement review procedure.
- E. Prior to placement, the parent must complete normal enrollment procedures as outlined in AG 5111.
- F. A review of student progress shall be conducted Quarterly at the end of each grading period to evaluate effectiveness of the placement decision.
- G. A parent may request, during the placement procedure, that his/her child participate in special education programming. If so, the Academy's special education identification and evaluation procedure is to be followed. If there is no conclusive evidence that special education testing should be initiated or if the student does not qualify, the 504 evaluation procedure (AG 2260) may be applicable or the School Team may be notified prior to student placement.
- H. If the Academy's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and whose standardized test scores indicate qualification for gifted education, s/he may be referred to the School Director for placement.

Admission to Grades Nine Through Twelve

Placement into a grade shall be made on the basis of credits earned.

Placement into each subject (e.g. English) shall be made based on:

- A. age appropriateness;
- B. data resulting from the assessment procedure described in AG 5463 - Student Transfer from Non-Accredited Schools;
- C. results of examination of the student's most recent annual academic assessment report which shall include one (1) of the following:
 - 1. results of a nationally normed, standardized achievement test in the subject area
 - 2. a portfolio of the student's work that demonstrates s/he has developed the knowledge and skills at the previous grade level to the one the student should be placed in based on his/her age
- D. review of previous regular education program records, if any, to check last grade placement;
- E. results on the Michigan Merit Exam or other state required tests, or a normed, criterion-referenced test in the subject area, if applicable to the grade placement.

Procedures for Receiving Credits/Grades

Students shall receive credit for their academic work on the following basis to:

- A. receive credit in language arts, social studies, mathematics, and/or science, the student must:
 - 1. receive a passing grade in the final examination in the subject, plus satisfactory completion of any academic projects student must complete to demonstrate competence in the subject area.
- B. receive credit in courses other than language arts, social studies, mathematics, and/or science, the student must demonstrate proficiency as determined by the building administrator and the teacher.

In accordance with Board Policy 5463, no letter or number grades will be recorded for courses for which credit is granted. Credit will be issued on a pass/fail (P/F) basis and the transcript will indicate "home-school" credit. The credit will be recognized for high school graduation requirements. Students entering school at any point following the conclusion of the first grading period will be evaluated on a pass/fail basis for competency in the course work dealt with during the grading period(s).

Procedure for Determining Grade Point Average (GPA)/Class Rank/Honors

Grade point average (GPA), class rank, and honors shall be determined in accordance with AG 5430 - Class Rank.

Graduation and Commencement Exercises

Before a diploma will be presented, the student must meet all of the Board's graduation requirements.

For a student to qualify for participation in the commencement exercises, s/he must be enrolled in the high school.

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