



KEYS GRACE ACADEMY
KALASHO EMPOWERMENT OF YOUNG SCHOLARS

2016-2017 HANDBOOK

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It is the policy and practice of the academy to provide equal educational opportunities. Programs will be administered without regard to race, religion, physical or mental challenges, gender, national origin, ancestry, age, weight, height, marital status, or any other legally protected characteristic. This policy is Carried out in all of the school's practices.



Family and Student Handbook

Academy Mission Statement

To prepare 21st century students to think and succeed in a diverse, technological and ever-changing world through a partnership of homes, school and community.

KEYS Message

The mission of KEYS Grace Academy is “To prepare 21st century students to think and succeed in a diverse, technological and ever-changing world through a partnership of homes, school and community.” We will accomplish this by offering a challenging academic program that prioritizes a tri-lingual approach and effectively anticipates the scaffolding needs of English Language Learners. We will support the program by providing transportation to and from school, conducting monthly events at school for our families with the purpose of building engagement, partnering with medical providers for health and wellness education and resources for our families, providing social/emotional support that anticipates the specialized needs of refugees, and a parent education program that boosts adult literacy and supports societal navigation. Our students will be ready for High School, College and Career, tri-lingual, morally and ethically sound, disciplined, appropriate and engaging. We will build the next generation of confident, motivated and responsible citizens.

Our Vision

Our vision to build the next generation of confident, motivated and responsible citizens.

Our Values

We value structure, high expectations for academic and behavioral performance, commitment to improving oneself, and leadership that leads through service to others.

Board of Directors

KEYS Grace Academy charter academy has its own Board of Directors. The Board consists of community members, parents of students, and outstanding citizens nominated to these positions. The Charter Authorizer approves each Board member. The School Board is the governing body of KEYS Grace Academy and the respective schools under KEYS’s jurisdiction. The School Board holds monthly meetings to resolve important school matters. Members of the public are always welcome and encouraged to attend School Board meetings. The schedule is posted in the office at each school and on the school’s website.

Service Provider

Nathan Yousif Kalasho founded KEYS in 2015 to offer the high quality educational services. Mr. Kalasho has extensive experience in educational management and leadership. He has worked with start-up schools for over eight years, providing business and management expertise to enable academies to maximize resources while maintaining an excellent educational environment.

As the educational service provider, KEYS manages financial information, human resources, development of the academy implementation of a curriculum, grant writing, the implementation of government regulations, the maintenance of the school's physical facility and environment, and student educational record-keeping. With the guidance of the School Board, KEYS Grace Academy recruits and engages academy staff members, including teachers and administrators who are best suited to the school and its student community.

Admission Policy

KEYS academy is a public charter school. KEYS academy do not deny admission to anyone on the basis of intellectual or athletic ability, measures of achievement or aptitude, physical handicaps, religion, creed, race, gender, color, or national origin.

Application Process

There are two enrollment periods for KEYS charter schools. There is an open enrollment period for students interested in attending a KEYS Academy for the first time. The re-enrollment time period is for students returning to a KEYS Academy for another year.

Open Enrollment (for new students)

- After accommodating all re-enrolling students, siblings have second priority.
- New students have the next priority. During the open enrollment period new students should send in their applications.
- If there are more new students than there are spaces available for them (after siblings and returning students) a random selection drawing will be scheduled.
- Public officials will conduct the random selection drawing and the new students will be placed on the waiting list according to their order in the lottery selection.
- Students who apply after the lottery drawing will be added on the list in the order they enroll.
- Whenever spaces become available during the academic year, families on the waiting list will be contacted. If interested, the child will be registered immediately only if the student has a complete application on file or the next person on the list will be contacted until all spaces are filled. It is very important to update your contact information so you don't miss the opportunity when it comes.
- Registration and waiting lists will NOT carry over to the following academic year. Interested families must fill out a new Student Enrollment Application for each academic year.
- Students who have been expelled from other schools will not be admitted to the Academy.
- Only legal guardians or parents may enroll a student.

Re-enrollment (for returning students)

- Interested students must re-enroll for the following school year during the time period set by the School Board by submitting an application form by the deadline established by the Academy.

Attendance

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year.

Excused Absences

An absence will be considered excused when the parent/guardian informs the school by 9:00 a.m. the day of the absence. If there is no notification before this time, the absence WILL BE UNEXCUSED. NO

EXCEPTIONS.

Excused absences are:

- Religious observations
- Personal sickness (including medical and dental visits) or illness of a family member
- Death in the family
- Court Matters
- Other urgent situations

All homework missed due to excused absences can be made up. Students are allowed two days to make up a missed assignment. It is the student's responsibility to find out what assignments they have missed.

Unexcused Absences

When the parent/guardian does not inform the school of the child's absence and reason for the absence by 9:00 a.m. that school day, the absence is marked unexcused. After the third (3rd) unexcused absence, a meeting will be held with the principal and the parent. If the matter is not resolved through the meeting with the principal, the matter will be referred to the truancy prosecution office in the county.

- Homework due the day of an unexcused absence will not be accepted.
- Homework assigned on the day of an unexcused absence cannot be made up.

Truancy

Truancy is a child's willful absence without lawful excuse from one or more class periods on ten or more different school days. When a student is classified as a continuing truant, the school may notify the student's parent or legal guardian that the child is considered truant and inform the parents of the provisions of Michigan Compulsory Attendance Law regarding truant students. The school may also refer a continuing truant to the County Attorney's Office Truancy Intervention Program.

- Maintaining good school attendance is necessary to ensure the successful academic achievement of students. However, if there is a pattern of poor attendance, which includes unexcused or truant absences, the parent and student will be subject to appear at a truancy adjudication hearing.
- After the student has five (5) unexcused absences, the school will call the parent/guardian or send a reminder letter about the student's attendance.
- After ten (10) unexcused absences, the school will send a warning letter, reminding the parent of the need to improve the student's attendance and compulsory attendance law. The school will work closely with both student and parent to improve the student's attendance.
- However, after a student has eighteen (18) – twenty (20) unexcused absences, school officials may file a truancy petition for court action.

Loss of Credit

After ten (10) excused or unexcused absences, a student may lose credit for the classes the student is enrolled in that semester.

Extended Absences (Excused or Unexcused)

After 10 consecutive absences the school board has the authority under conference with the parent and school administration to withdraw a student from the Academy and the student can reapply to the KEYS Grace Academy during enrollment period.

Tardiness

- A tardy is considered excused if the parent walks in with the child and signs his/her child in if they arrive before the 9:00 a.m. absence deadline.
- If a student is going to arrive at school later than 9:00 a.m., the parent must call the attendance line and let the school know.
- If there is no phone call prior to 9:00 a.m. the student will be marked absent.
- Five (5) unexcused tardies will be counted as one unexcused absence.
- After the fifth (5) unexcused tardy a student will NOT be allowed in school without a parent-principal conference held to develop a plan on how to decrease the student's tardiness.

Retention Policy

The school board has the authority to retain pupils on the basis of their failure to achieve at the appropriate level or on school year attendance. It is the policy of the school board that students who fail three of the five core subjects (Reading, Writing, Math, Science and Social Studies) the student will be retained. Regarding the rights of a parent on this issue, the law does recognize: "It is the natural, fundamental rights of parents as legal guardians to direct the care, teaching and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parent and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive manner."

This authority does not give a parent the ability to determine at what grade level their child shall be placed. While the school board policy may consider the recommendation of a parent as an objective standard and incorporate it in the promotion and retention recommendations, the ultimate decision lies with the school and school board.

High school students may have the opportunity to recover credit at the Academy, after school or on a Saturday based on student and Academy schedules. Only those students who have transferred into the Academy from a school out of state or the United States can recover credit during school day hours.

Summer school programs for elementary and middle schools are not a recovery program. For those students who participate in the summer school program, it does not replace the recommendation for retention by the Academy.

Absence from Physical Education Classes and/or Recess

Requests that a child be excused from Physical Education or outdoor play at recess need to be accompanied by a note from the parent or physician explaining the reason. Parents that request their child not participate in Physical Education or recess for more than a day should submit a physician's statement giving the physical reason for the excuse from gym. Both physical education and outdoor recess are considered a part of the school program and children are expected to participate in them.

Building Hours

KEYS Grace Academy– Pre-K: 8:30 am - 3:35 pm FULL DAY (Monday - Thursday)	KEYS Grace Academy– Elementary: 8:30 am - 3:35 pm FULL DAY
KEYS Grace Academy – Middle: 8:00 am - 3:05 pm FULL DAY	

Contact Information

Please feel free to call the school at any time with questions or concerns. The contact information for each academy is listed on the Handbook Cover. If the parent needs to reach a teacher, the best times to call are before or after the school day. During the school day the parent may leave a message and the call will be returned when the teacher is available. Students with urgent or emergency matters have a phone available to them during the day in the school office. Parents are not permitted to call or text the child's cell phone during the school day as this will result in a discipline violation for the student and confiscation of the student's phone.

Character Traits

We believe that building strong character traits is an integral aspect of the educational experience. Here at KEYS we are not only interested in producing good students but also good people. The KEYS Grace Academy staff has identified the following character traits as important for the development of responsible students and citizens. These character traits are taught and practiced throughout the school year in a variety of lessons and settings.

Respect -Respect is the foundation for a safe and peaceful school environment that is conducive to learning. Respect may be further divided into respect for oneself, respect for others and respect for property

Responsible - We are responsible for our own thoughts, actions and feelings, taking pride in our efforts and successes. It also means that we admit when there is need for improvement. We apply what we have learned and make appropriate decisions.

Appreciate- Appreciating the wonder and beauty of the world and its people

Commit- Being committed to their learning, persevering, and showing self-discipline and responsibility

Cooperate- We believe that by working together we will produce quality work and achieve academic excellence

Creative- Being creative and imaginative in their thinking and in their approach to problems and dilemmas

Curious- Being curious about the nature of learning and of the world, its people and cultures

Empathy- Imaginatively projecting ones self into another's situation, in order to understand his/her thoughts, reasoning and emotions

Integrity- Having integrity and a firm sense of fairness and honesty

Tolerant- Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

Computer/Internet Policy

Internet services are available to all students for the purposes of instruction and academic support. Students are expected to conduct themselves ethically and be mindful of all applicable laws and regulations. They should be familiar with procedures for accessing email and/or the Internet and have participated in training provided by the school. **School policy states that ALL students must have a signed Acceptable Use Policy form on file before they are allowed to use the Internet independently.**

The following are unacceptable uses of e-mail/Internet by students who access the network through school accounts or using school-owned equipment, any of which will result in the revocation of Internet privileges for either the remainder of the school year or while the student is enrolled or, depending on the nature of the offense, detention or suspension.

All students should be aware that the school tracks all student use of computers through a system that not only records where the student visited on the Internet but names and passwords; therefore if a student accesses a password protected site (i.e. Facebook) from a school computer that student's account falls under Search and Seizure laws.

Unacceptable use includes but is not limited to:

- Accessing any social network programs, chat rooms or video websites
- Sending or displaying offensive messages or pictures;
- Using obscene, harassing, or insulting language;
- Violating copyright laws or fair use practices;
- Trespassing in others' folders, documents, or files;
- Using the network for commercial or political purposes;
- Using the network to access inappropriate materials;
- Intentionally damaging computers, computer systems, or computer networks;
- Using other's passwords;
- Indiscriminate personal use – purchases, personal emailing, or “instant messaging”;
- Downloading software without permission of school administration or network technician ;
- Other behaviors in violation of Academy policy, state statutes, or federal laws.

Student Responsibilities

Authorized usage: Students using school district technology as an educational resource shall also accept the responsibility for the preservation and care of that technology. Only those students with appropriate and explicit authorization may use Academy technology resources. It is the student's responsibility to obtain written permission from an authorized person before removing any technology resource from the school premises. Each student who takes possession of school equipment acknowledges that he/she will be the sole operator, whether on or off the school premises.

Video Filming and Presentation

It is the student's responsibility to secure permission from the principal to air a video production in a classroom or online (i.e. Facebook or YouTube). Appropriate visual, textual, and audio content is expected. It is the student's responsibility to obtain the appropriate consent of people, places and/or events being shown in a video production. It is the student's responsibility to be aware that cultural traditions may preclude an individual from participating in video production. The supervising teacher or a designated individual will assist students in making appropriate decisions.

Any video/multimedia display not authorized by the Academy administration that is distributed on the internet subjects the student to school and legal authority. Disciplinary actions can range from suspension to expulsion.

Privacy of Individuals and/or the District

It is the student's responsibility to respect the privacy of others and to maintain his/her own privacy regarding electronic resources and passwords.

Students shall not access, copy, or modify passwords, files, email, voice mail, or other materials belonging to other users without explicit authorization of the supervising teacher or designated supervisor. In the case of suspected misuse or threat to electronic systems, system administrators have the responsibility to review passwords, files, email, voice mail, or other materials stored on any district system by users.

A student shall not publish the works of others in print or electronically. A student shall not publish or disseminate personally identifiable information of a student. Personally identifiable information includes, but is not limited to, the student's name, name of the student's parent or other family member, address of the student or student's family, a personal identifier (such as the student's social security number or student number), or a list of personal characteristics or other information that would make the student's identity easily traceable, including visual images.

Dress Code Policy

Dress Code Summary

Grades K-8		
SHIRTS	Navy blue and Grey polo shirts embroidered with school name	
PANTS	Khaki dress pants or slacks NO DENIM (JEANS), SWEATPANTS, NYLON PANTS, SHORTS	
SOCKS	Navy blue, white, or black socks Must be worn at all times	
SHOES	Black Rubber Sole Shoes recommended No sandals or flip-flops. No high-heeled shoes	

Dress Code Notes:

Decisions made by the administration regarding a student's dress are based on the distraction that the clothing causes to the learning environment or safety to the student and others

Please observe the following at all times:

- Clothes, jewelry, symbols, or anything that may be offensive, inappropriate, and/or disruptive or denote membership in a gang are not allowed.
- No graffiti on the school uniform is permitted (including signatures on shirts and other clothing)
- Belts must not have any large displays or graphics on the belt or the buckle.
- Modesty in general appearance (including nails, make-up, and hairstyles) for both girls and boys.
- No flashy jewelry of any kind is allowed. Any lost items are the student's responsibility.
- The girls' head cover, if worn, must be solid black or white.
- Girls' jilbab or coat, if worn, must be solid navy blue or black.
- Pants worn under the jilbab or coat must be navy blue or black dress pants. NO jeans will be allowed under the jilbab.
- Hats and doo-rags are not allowed to be worn inside the building.
- Students at the Academy must be in full school uniform at all times.
- Students out of uniform will be sent to the office.
- Students will not be permitted to return to class and will be sent home until they return in proper dress code.
- If there are financial difficulties in procuring a uniform, please inform the front-desk staff person and arrangements can be made.

Electronic Device Policy

All student cell phones/electronic devices must be kept in the student's locker or other location. Cell phones/electronic devices must also be turned off during the school day and are not to be used on school property during school hours. Failure to follow this policy could result in the confiscation of the cell phone/electronic device from the student for the remainder of the school year. The school is not responsible for any fees accrued during the time the cell phone/electronic device is under a staff member's control. The student who possesses the cell phone/electronic device assumes responsibility for its care and the Academy is not responsible for preventing theft, loss, or damage to the cell phone/electronic device brought onto its property or under the care of a KEYS employee.

Emergency and Illness Procedure

Student Emergency Cards must be on file at the school office at all times.

- Parents are responsible for informing the school office staff of any medical condition a child may have.
- The parent or guardian is responsible for keeping the information on the card current, including phone numbers, addresses, and guardians.
- If your child requires emergency room care at a hospital, his/her Emergency Card will be consulted and a copy of the card will accompany the child to the emergency room to authorize necessary emergency treatment if a parent is not immediately available.

Illness

If a student becomes ill or has an accident/injury at school, a school staff member will contact the parent/guardian and recommend that the student be picked up. Please make sure that you sign out ill children from the school office before taking them home. If the school sees the need for urgent care and parents cannot be contacted, 911 will be called to assist. If the incident is an accident/injury, an Injury/Accident Report Form will be completed and forwarded to the parent. A copy of this form will be maintained in the school office and the student's file.

Any student reasonably suspected of having a communicable disease—defined as “an illness due to a specific infectious agent or its toxic products that results from transmission of that infectious agent or its products from a reservoir to a susceptible host directly, as from an infected individual or animal, or indirectly through the agency of an intermediate plant or animal host, vector, or the inanimate environment,” [Section 5101 of the Public Health Code, MCL 333.5101(1)]—will be contacted and may be excluded from school until the individual's physician submits a written recommendation for continuation of attendance. The Academy Board may require students to submit to periodic health examinations.

Medication

Medication is defined as: prescription, non-prescription, herbal, and includes those taken by mouth, inhaler, injection, or applied to eyes, nose, or skin. The student's parent/guardian must give the school written permission and sign a request to administer medication. Written directions for the administration of medication must be from a physician that describes how the medication is administered. Medications must be administered by one adult in the presence of another adult except when emergency threatens the student's life. A student may self-administer medication so long as written permission from the parent is on file and the medication is labeled from a pharmacy. If the student abuses this privilege, it may be removed.

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents and students over 18 years of age (“eligible or adult students”) certain rights with respect to the student's education records. These rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the Academy receives a request for access.

- Parents or adult students should submit a written request to the school principal indicating as precisely as possible the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or adult student, of the time and place where the records may be inspected.
- If a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.
- If the student's record involves answers to a standardized test, the district will not provide the requestor a copy of standardized test questions.

2. The right to request amendment of the student’s education records that the parent or adult student believes is inaccurate or misleading.

- Parents or adult students may ask the Academy to amend a record that they believe is inaccurate or misleading. This request should be made in writing and given to the principal. The request should clearly identify the part of the record they want changed and should specify why it is inaccurate or misleading. The Academy may or may not comply with the request.

3. The right to consent to disclosures of personally identifiable information contained in the student’s records, except to the extent that FERPA authorizes disclosure without consent.

- FERPA permits disclosure of school records without consent to school officials with legitimate educational interests. A school official is a person employed by the Academy as an administrator, supervisor, instructor, or support staff member (including health person or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- The student or parent will be notified if a court has requested access to the student’s records. Parents of adult students will be allowed access to the records without the student’s consent providing the student is considered a dependent under Section 152 of the Internal Revenue Code and has not graduated from the district. Observations and personal notes kept in the sole possession of an individual teacher, counselor, or administrator as a memory assistance device are not part of the student’s educational record. If these are shared with another staff member or used in evaluation or in planning, they are then considered part of the educational record.
- Upon request, the Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- Parents or adult students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office; U.S. Department of Education; 400
Maryland Avenue, SW, Washington, DC 20202--5901.

Field Trip Policy

Field trips enhance learning and provide depth to a student’s educational experience. Individual classroom teachers plan school-sponsored field trips. A permission slip with details of the trip will be sent home for a parent’s signature whenever a field trip is planned. Only three field trips per elementary classroom or middle/high school grade level will be approved.

- A signed permission slip must be returned to the school in order for a child to go on a field trip.
- Parent volunteers are encouraged to participate on field trips. Younger siblings are not allowed.

Lost & Found Policy

Students should first check their classrooms and school cafeteria and grounds for lost or misplaced items. We strongly encourage parents to clearly mark their child's name on all personal items and clothing articles. We also recommend that expensive items not be brought to school; ex., electronic devices and jewelry. The Academy is **NOT responsible** for any lost, damaged, or stolen items belonging to the student.

Parent Participation Policy

The Board of Directors believes that the education of children is a joint responsibility, one it shares with the parents of the Academy. To ensure that the best interests of the child are served in this process, a strong program of communication between home and the KEYS Grace Academy must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (Academy Visitors), the Academy shall provide the opportunity for parents to review curriculum and instructional materials and to visit the Academy to observe the instructional process.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- supporting the Academy in requiring that the children observe all Academy rules and regulations and by accepting their own responsibility for children's willful in-behavior;
- sending children to school with proper attention to their health, personal cleanliness, and dress;
- maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- reading all communications from the Academy, signing, and returning them promptly when required
- cooperating with the Academy in attending conferences set up for the exchange of information of the child's progress in school

KEYS Grace Academies offer Parent Family University to all parents and family members of KEYS Grace Academy students. As part of the University each parent/guardian who participates will have an identification card for identification purposes when they are in the building. The University will offer the following courses at the various KEYS Grace Academies (Effective Parenting, Literacy, GED, Foreign Language Instruction, Job Search Skills, School Volunteerism, Financial Literacy, Goal Setting, Homework Help, Early Language Development etc.). Parents also receive points for participating in school events and parents who earn at a certain level of points will be recognized by the Academy.

Public Visitation Policy

Visitors are always welcome and appreciated. For the safety of all students and staff, and as required by state law, we request that all visitors report to the school office **BEFORE** proceeding anywhere in the school buildings. No siblings under the age of 5 may visit the classrooms while class is in session, even when accompanied by a parent. State law prohibits parents/visitors from visiting on testing days.

In the office the visitor will:

- Sign-in and specify classroom(s) to be visited and duration of time to be spent in each
- Be issued a visitor pass to be worn for the duration of the visit
- Sign out when the visit is over

Guest students age 7 and older are welcome as invited visitors to the Academy. However, the host student must obtain written permission from the principal at least ONE DAY PRIOR to the actual visit. On the day of the visit, the guest must report to the school office to obtain a visitor's pass BEFORE proceeding anywhere in the school. He/she must also sign in on the Academy visitor's log and remember to sign-out when the visit is over. During the last two weeks of school, no guest permissions will be given to any students.

Student guests are expected to observe all Academy rules, including proper dress code. Student guests are also the responsibility of the student whom they are visiting. Please remember that the host/hostess student must still follow his/her daily routine and is not exempt from any schoolwork or scheduled exams. Please be advised that no more than one (1) visitor will be allowed in any one classroom in one day. Moreover, the principal reserves the right to deny permission to any request for visitation.

Reports & Conferences

An academic year is divided into four (4) marking periods or quarters. The first two quarters make up the first semester and the remaining two quarters make up the second semester. For 1st through 12th grades, report cards are issued and mailed to the homes of students after every quarter. Teachers will conduct parent/teacher conferences twice a year. Progress reports will be given out at each mid-quarter. Please consult the school calendar for exact dates of scheduled conferences, report cards, and progress reports. Kindergarten report cards go home at the end of each semester. Pre-K teachers have two parent/teacher conferences each year in addition to two home visits per year.

Academic Information

The school's curriculum aligns to the Michigan Curriculum Framework standards and benchmarks and Grade Level Content Expectations/High School Content Expectations. At a minimum, subjects to be taught must include language arts, mathematics, science, social studies and health as required by law. According to the MCL 380.1278:

- (3) The board of each school district, considering academic curricular objectives defined _____ and recommended pursuant to subsection (2), shall:
 - (a) Establish a core academic curriculum for its pupils at the elementary, middle, and secondary school levels. The core academic curriculum shall define academic objectives to be achieved by all pupils and shall be based upon the school district's educational mission, long-range pupil goals, and pupil performance objectives. The core academic curriculum may vary from the model core academic curriculum content standards recommended by the state board pursuant to subsection (2).

Middle School (6th – 8th Grade)

Any student who fails four of the five core classes (English, Writing, Math, Social Studies, Science) in the 6th, 7th or 8th grade must repeat the grade.

High School (9th – 12th Grade)

REQUIRED CORE CLASSES – CLASS OF 2019 and 2020

- 14 credits of core subjects. (Four years of English, Math, and three years of Social Studies)

OTHER CLASSES

- 2 credits of Modern Aramaic and 2 credits of an additional foreign language
- 1 credit of PE/Health
- 1 credit of Art
- 3 credits of electives (Class of 2013 has 1 Required Writing Elective)(SAT is a required elective for 11th grade)
- Required 75 hours of community service
- Required on-line learning experience

TOTAL CREDITS NEEDED FOR GRADUATION= 23 credits

REQUIRED CORE CLASSES – CLASS OF 2014 and beyond

- 14 credits of core subjects. (Four years of English, and Math, and three years of Science and Social Studies)

OTHER CLASSES

- 3 credits of Arabic
- 1 credit of PE/Health
- 1 credit of Art
- 1 credit of ACT Prep
- 3 credits of electives (2 Credits are Required Writing Electives)
- Required 75 hours of community service
- Required on-line learning experience

TOTAL CREDITS NEEDED FOR GRADUATION= 23 credits

Honor Roll

KEYS Grace encourages all students to maintain high academic standards by honoring middle and high-school students who achieve a cumulative Grade Point Average (GPA) of 3.0 and above at the end of each marking period. GPA's will be calculated for each student based on individual grades in each subject area.

Honor Roll students may be:

- Silver --GPA between 3.0 and 3.59
- Gold --GPA between 3.6 and 4.0

Guidance & Counseling

Guidance & Counseling services are provided to secondary school students, including:

- Academic and At-Risk Advising
- College and Career Counseling
- SAT and PSAT Guidance

Community Service Programs

Community Programs provides opportunities for students in high school to pursue individual interests through real-life experiences. Students registered in Community Programs will earn credits towards graduation through one of the following programs: In-and out-of-school placements, Independent Study, or a job placement. Any questions or concerns regarding the program should be addressed to the school counselor. Authorization from the counselor and the principal is required before registering in any program (**75 hours of community service is required**).

Student Assessment

State Law requires that students in grades 1 through 5 administer annually a nationally norm-referenced test or another assessment, which may include a locally adopted assessment approved by the superintendent of public instruction. The nationally norm-referenced tests that are offered by the Academies is the M-STEP. The elementary students also participate in the M-STEP test as an assessment for the students' learning of the Michigan State Core Curriculum. The students also take the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) or DRA (Developmental Reading Assessment) for Response to Intervention and Reading placement purposes. Students in grades 6 through 8 participate in the M-STEP test as an assessment for the students' learning of

the Michigan State Core Curriculum. The students also take the DRA (Developmental Reading Assessment) for Response to Intervention and Reading placement purposes. The nationally norm- referenced test that is offered by the Academy is Northwest Education Association MAP test.

Students in 11th grade participate in the M-STEP test as an assessment for the students' learning of the Social Studies Michigan State Core Curriculum. The 11th grade students participate in the Michigan Merit Exam composed of 4 parts; SAT, SAT Work Keys, Social Studies, and Science tests. This is the test that colleges and the work force use to determine acceptance and employment.

The WIAA is given to students who speak a language other than English at home and/or have English as a second language. This test is given in the spring each year and to incoming students in the fall.

Textbook Policy

State law allows KEYS Grace Academy to charge for damaged to or lost school property when such property has been provided to students without charge. KEYS Grace Academy may require students to place a deposit to cover damaged textbooks, nonconsumable materials, or for supplies provided free by the academy for those economically able to pay as determined by school authorities, after consulting with the parent. These deposits must be reasonable and refundable.

KEYS Grace Academy may determine the quality and quantity of school supplies provided -- such as textbooks, paper, and pencils --that are reasonable for the use of pupils, and may also determine the length of time such materials shall be provided. Likewise, pupils may voluntarily bring their own school supplies for any subject.

Athletic Policy

Athlete Requirements

All students must have a current physical examination in order to participate.

In order for a student to participate on the team; a student must have a 2.5 GPA (this is a KEYS Grace Academy requirement, per board policy). If a student during the sport season drops below a 2.5; to between a 2.0 to 2.5 that student will be placed on probation. If a student during the sport season has an E in any class; that student cannot play until the grade is raised from the E. If a student during the sport season has a D in any class; that student is on two week probation and the teacher must sign off for the student to play any games while the student has a D.

Any student who is sent to the office for discipline reasons will not play the game scheduled for that day.

For home games, team members may either wear the school uniform or another dress shirt or tie to school the day of a game. For away games team members cannot wear sneakers or jeans for travel.

Performance Enhancing Substances

Any student under the influence of any performance enhancing substances will be removed from the team.

Title IX: Discrimination Policy

Pursuant to Title IX of the Education Amendments of 1972, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Using the guideline of the Title IX Amendment KEYS Grace Academy is committed to providing students with a learning environment free from sexual harassment or gender discriminatory behavior. It shall be a violation of policy for any student, teacher, administrator, school personnel, agents, volunteers, or third parties, subject to the supervision and control of the KEYS Grace Academy school board, to harass or discriminate against a student based upon their gender. Acts of sexual harassment or inappropriate employee-student relations or student-peer relations are prohibited at all times during the school day, including while on school-sponsored transportation, during observation or participation in after-school activities, and during school-related functions such as sporting events, social activities, or field trips.

Sexual Harassment Defined

Sexual harassment is any unwelcome conduct of a sexual nature that is sufficiently severe, persistent, or pervasive as to create an intimidating, hostile, or abusive educational environment, or substantially or unreasonably interfere with an individual’s education or limit an individual’s ability to participate in or benefit from the education program.

Gender Discrimination Defined

Gender discrimination occurs when different treatment or consideration takes place due to the sex or gender of the individual rather than individual merit. The behavior complained of must be directed toward a specific gender and free from any reasonable justification. Under the regulation of Title IX, the School Board prohibits gender discrimination.

Any student who believes he or she has been the victim of harassment or discriminatory behavior must immediately report such behavior to the Title IX Coordinator, who is the Academy Principal. If the student has a complaint against the school principal, the student may contact the KEYS Grace Academy Title IX coordinator at 248--662--7900, ext. 206.

LEGAL REFERENCES: Title VI, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972; Executive Order 11246, as amended by E.O. 11375; Title IX, Education Amendments of 1972; 34 C.F.R. Sect. 106.41 of the Title IX Regulation. Section 504, Rehabilitation Act of 1973; Education for all Handicapped children Act of 1975; Age Discrimination Act of 1975, P.L. 94--135; 15CFR8.a



Code of Conduct

Goals & Objectives

The Student Code of Conduct focuses on the concept of responsibility and rights based on democratic principles. This code is intended to help:

- Establish a school environment that provides an atmosphere conducive to active involvement in learning;
- Provide opportunity for self-direction and self-discipline;
- Provide experiences that develop attitudes of responsible citizenship and self-achievement;
- Provide for the safety and physical wellbeing of all students;
- Implement conditions that clarify the responsibilities and rights of all participants in our school community;
- Convey that each student is an individual and that there are situational variations involving misconduct. Therefore, discipline and control will be treated as an individual matter for each pupil;
- Foster the idea that the best discipline is self-directed and preventive in nature rather than regulatory and restrictive;
- Encourage behavioral responsibility on the part of each individual within the school community; and
- Encourage communication that will clarify appropriate guidelines for behavior and clarify the roles of persons in the school setting.

Legal Basis for School Discipline

The power of the Board of Education to authorize suspension or expulsion and to make reasonable rules and regulations regarding discipline is granted in the School Code. (*GENERAL SCHOOL LAWS OF MICHIGAN 1976, 380.1300--1301 and .1311*)

Section 1300: The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the public schools of the district, including regulations relative to conduct of pupils concerning their safety while in attendance at school or en route to and from school.

Section 1301: A person who has not completed high school may not be expelled or excluded from a public school because of being pregnant.

Section 1311: The Board may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience when, in the Board's judgment, the interest of the school may demand the authorization or order. If there is reasonable cause to believe that the pupil is handicapped and the school district has not evaluated the pupil in accordance with rules of the state Board, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with Section 1711.

A student identified as handicapped under the INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 20 U.S.C., SECTION 504 OF THE REHABILITATION ACT OF 1973, AMERICANS WITH DISABILITIES ACT OF 1990 (ADA), 42 USC, or ACT 451 of P.A. 1976 AS AMENDED.

Responsibilities & Rights of Students

The Constitution of the United States, through the Bill of Rights and subsequent amendments, gives each citizen certain rights. The Supreme Court has declared that a student does not shed those constitutional rights by walking through the school door. As students have had their rights clarified through litigation, so too have they been reminded of, and instructed in, their responsibilities. Rights, as afforded us by the Constitution, are a legal requirement. Responsibilities, on the other hand, refer mainly to the individual's obligation to others within society. In order for individuals to preserve their own rights, they must take upon themselves a sense of responsibility toward the preservation of the rights of others. This is to say that students do have rights to pursue their own self-fulfillment. Those rights terminate at the point where they begin to infringe upon the rights of others.

Responsibilities and rights included in this document are those related to: Classroom Behavioral Expectations, Protection from Corporal Punishment, Law Enforcement, Search and Seizure, Dress and Grooming, Freedom of Speech, Student Publications, Married and/or Pregnant Students, Access and Privacy of Records, and Students with special needs.

STUDENT RESPONSIBILITIES:

- Respect the inherent human dignity and worth of every individual;
- Be informed of and adhere to rules and regulations established by the Board of Education and implemented by school administrators and teachers for the welfare and safety of students;
- Study diligently and maintain the best possible level of academic achievement;
- Be punctual and present for the school program;
- Observe fair rules in conversation and responsible journalism free of libelous or slanderous remarks and obscenities in verbal and written expression;
- Dress and appear in a manner that meets reasonable standards of health, cleanliness, safety, and decency;
- Help maintain and improve the school environment, preserve school property and exercise the utmost care while using school facilities;
- Behave in an appropriate manner while in attendance at school, on school buses, or at school related functions held on or off school grounds; and
- Possess and carry at all times a high school or middle school Student I.D. Card and present it as requested by school personnel.

CLASSROOM BEHAVIORAL EXPECTATIONS

Generally, standards for behavior throughout the school should be the same. However, each teacher may specify particular rules and procedures suited to the specific needs of the class. Teachers cannot permit disturbances that interrupt the learning process. When a student feels 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 disrupts a class or refuses to accept the teacher's authority, that student should be referred to an administrator for appropriate action. If a teacher finds it necessary to send a student from a classroom for any disciplinary reason, the student must report immediately to the office.

KEYS GRACE ACADEMY ANTI-BULLYING POLICY

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

Reference: Policies on Bullying, Michigan State Board of Education, 7---19---01
Model Anti-Bullying Policy, Michigan State Board of Education, 9---12---06

The KEYS GRACE ACADEMY board of directors recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil.

It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior. "Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,

- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The KEYS GRACE ACADEMY board of directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The KEYS GRACE ACADEMY board of directors believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The KEYS GRACE ACADEMY board of directors recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The KEYS GRACE ACADEMY board of directors believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The KEYS GRACE ACADEMY board of directors believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future. Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The KEYS GRACE ACADEMY board of directors requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths

- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics) Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students. Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the

developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored

- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy Strategies for Environmental Change (Classroom, School Building, or School District):
 - Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally neutral and strength-based approach
 - School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
 - Change process to improve school culture
 - School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
 - Adoption of research-based, systemic bullying prevention programs
 - Modifications of schedules
 - Adjustments in hallway traffic
 - Modifications in student routes or patterns traveling to and from school
 - Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
 - General professional development programs for certificated and noncertificated staff
 - Professional development plans for staff in key disciplinary roles
 - Disciplinary action for school staff who contributed to the problem
 - Parent conferences
 - Referral to family counseling
 - Increased involvement of parent-teacher organizations
 - Increased involvement of community-based organizations
 - Increased opportunities for parent input and engagement in school initiatives and activities
 - Development of a general bullying/harassment response plan
 - Peer support groups

- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The KEYS GRACE ACADEMY board of directors requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The KEYS GRACE ACADEMY board of directors requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review. The KEYS GRACE ACADEMY board of directors prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The KEYS GRACE ACADEMY board of directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The KEYS GRACE ACADEMY board of directors requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

Freedom of Speech

The Academy recognizes that freedom of speech is a right of every American. A student may express his/her personal opinions, whether in the context of a class, general discussion, a campaign speech for student government office, or an editorial in a student publication. It is understood that the student's freedom of expression is not absolute and is limited in the following ways:

Respect for the rights of others;

- A student does not have the right to infringe upon the rights of others, encourage the breaking of

existing laws or policies, or exceed the bounds of lawful assembly.

Violence is to be avoided;

- Physical aggression or threats against persons or their property will not be tolerated.

Decency is expected at all times.

- A student's printed material, oral language, physical acts or displays are unacceptable if obscene.

Student Publications

All middle and senior high schools have students involved in the process of writing, publishing, and distributing student publications. A policy has been written to safeguard the advisors, principals, and students involved from editorial practices which could result in legal action. The advisor, editor, and his/her staff will enforce this student publication policy. The Board of Education reserves the right to designate which publications and productions violate the rights of others and are not protected by the right of free expression, and therefore prohibit their publication and distribution. The actions of the editorial board are

subject to approval from the advisor of the school publication. The policy is as follows:

- Any material which will injure an individual's reputation, psyche, or future, or will expose an individual to unnecessary harassment or embarrassment, will not be published.
- Any material which is irrational and/or void of truth will not be published.
- Any material which is in poor taste and has no social worth will not be published.
- Any material which is prejudicial to a religious, ethnic, racial or other delineated group will not be published.
- Any material which is libelous to any specific person or persons will not be published.
- Language, pictures, music, or symbols that are obscene, libelous, or offensive to good taste shall be avoided.
- A by-line shall accompany every printed article, story, or presentation.
- School publications/productions shall not endorse any candidate for public office or take a political stand on any issue.
- All materials to be printed or produced are subject to review by the advisors and/or principal. Those who are denied approval for inclusion of materials in school publications/productions may appeal to a committee composed of the principal, the relevant advisors, and the presidents of each class. The function of this committee is to review and the appeal is conducted in an advisory capacity only. The final decision remains with the principal.
- Any material relating to issues which are not within the province of a school publication will not be published.

The following regulations apply:

High schools may solicit business sponsorships to defray the cost of yearbooks. The principal has formulated guidelines for the sale of sponsorships and guidelines to ensure that such sponsorships are acknowledged in the yearbooks in a dignified manner. Display advertising will not be accepted.

Advertising in school publications may be accepted provided it meets criteria established by the principal.

Married and/or Pregnant Students

Married students under the compulsory school age may participate in the regular school program. Upon presentation of written permission from a doctor, a pregnant student under the compulsory school age may participate in the regular school program. However, such students shall be counseled about alternative educational programs available to them. A pregnant student who is under the compulsory school age may withdraw from a regular public school program. The Board may develop and provide an accredited alternative educational program for persons who are pregnant and voluntarily withdraw from the regular public school program or the Board may contract with the intermediate school district offering an educational program.

Special Education Students

A special education student from birth through age twenty-five has a right to a free and appropriate public

education in the least restrictive environment which complies with federal and state laws, regardless of the nature or severity of the disability. The standards of conduct contained within this code apply to all students, including special education students. However, due to the unique needs of special education students and federal/state laws, the procedures determining appropriate disciplinary action will vary when a special education student is involved. Therefore, specific policies and procedures developed by the Academy pertaining to special education students must be followed.

Code Violations and Consequences

The following list of violations/penalties is not all-inclusive but is meant to give students/parents an idea of the possible penalty for violations.

OFFENSES --- Should a violation occur, the minimum penalty listed shall be imposed. The nature of the circumstances surrounding the offense may result in more serious punishments or penalties, including referral to the School Board for expulsion.

OFFENSE	PENALTY
<p>ALTERING SCHOOL DOCUMENTS-FALSIFICATION OF RECORDS</p> <p>The act of changing, altering, or forging any school-related document, including but not limited to passes, re-entries, progress reports, report cards, transcripts, and computer/on-line records.</p>	<p>Administrative intervention to expulsion.</p>
<p>ARSON</p> <p>The willful and malicious burning of or attempt to burn any building or part of any building or any property of the school district.</p>	<p>MINIMUM PENALTY – Expulsion for at least 180 days; also parent contact and possible referral to authorities.</p>
<p>BOMB THREAT</p> <p>The deliberate attempt through verbal or written communication to disrupt normal school operations by reporting an impending threat of explosives on school property when no such threat exists.</p>	<p>MINIMUM PENALTY – Expulsion up to 180 days; also parent contact and possible referral to authorities.</p>
<p>BULLYING</p> <p>Harassment or bullying is any gesture or written, verbal, graphic or physical act (including electronically transmitted acts – i.e. internet, cell phone or wireless handheld device) that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or mental, physical or sensory disability or impairment or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function or in a school vehicle. The conduct must be directed at one or more pupils; substantially</p>	<p>MINIMUM PENALTY – Suspension to expulsion and possible referral to authorities.</p>

interferes with educational opportunities, benefits or programs of one or more pupils; adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and is based on a pupil's actual or perceived distinguishing characteristic or is based on an association with another person who has or is perceived to have any of these characteristics.	
CRIMINAL ACTS The act of committing or participating in any conduct or act defined as a crime by federal or state law or local ordinance.	Suspension to expulsion.
CRIMINAL SEXUAL CONDUCT Violation set forth in Chapter LXXVI of the Michigan Penal Code (<i>MCL 750.520b to 750520g</i>).	Suspension to expulsion.
DISCRIMINATORY HARASSMENT The act of engaging in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct relating to a person's gender, race, national origin, religion, height, weight, marital status, handicap or disability (ex., sexual or racial comments, threats or insults, unwanted sexual touching,	Administrative intervention to expulsion.
DISRUPTION OF SCHOOL Inciting and/or contributing to the disruption of the educational process and/or school-sponsored activities.	Administrative intervention to expulsion.
DISTRIBUTION OF PRINTED MATERIAL The act of distributing unauthorized material on Academy property.	Administrative intervention to expulsion.
DRUGS/ALCOHOLIC BEVERAGES, SALE/DISTRIBUTION The sale, distribution, or transfer of illegal drugs, look-alike drugs, or alcoholic beverages.	Ten-day suspension; also parent conference, referral to civil authorities, & possible expulsion up to 180 days.
DRUGS/ALCOHOLIC BEVERAGES, POSSESSION OR USE OF Possession, use, or under the influence of alcoholic, illegal drugs, look-alike drugs, or other substances which produce irregular or abnormal behavior.	Ten-day suspension; also parent conference, referral to civil authorities.
EXTORTION The act of taking or attempting to take any money or things of value from a student in school in the presence of either an implied or expressed	Suspension to expulsion.
FALSE ALARM The intentional act of initiating or participating in the setting of a false fire alarm or making a false fire, bomb, or catastrophe report.	MINIMUM PENALTY – Five-day suspension, and possible referral to civil authorities.
FALSE ALLEGATIONS The act of libel or slander or to make false allegations against another student,	Administrative intervention to expulsion.

academy staff members, Board of Education members, or volunteers.	
FIGHTING The act of engaging with another person in bodily contact in a physically threatening and/or destructive manner.	Suspension to expulsion. (<i>See Physical Assault</i>)
FIREWORKS/EXPLOSIVE MATERIALS, USE OF Use of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – Five-day suspension and confiscation; also parental contact.
FIREWORKS/EXPLOSIVE MATERIALS, POSSESSION Possession of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – One-day suspension and confiscation; also parental contact.
FIREWORKS/EXPLOSIVE MATERIALS, DISTRIBUTION Distribution of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – Three-day suspension and confiscation; also parent contact.
FORGERY The act of fraudulently using, in writing, the name of another person or falsifying times, dates, grades, addresses, or other data on school forms, documents, or stickers.	Administrative intervention to expulsion.
GAMBLING The act of playing any game of chance for money or valuables, including but not limited to card and dice playing.	Administrative intervention to expulsion.
GANG ACTIVITY A group of two or more persons whose purposes or activities include the commission of illegal acts or violation of Academy rules and/or	Administrative intervention to expulsion.
GROSS DISRESPECT Willful and extreme rudeness directed toward school employees or other adults, including derogatory remarks and obscene gestures.	Administrative intervention to expulsion.
HAZING Any activity which endangers the physical safety of a student produces mental or physical discomfort, causes embarrassment or fright, or degrades the student.	Administrative intervention to expulsion.
IMPROPER COMMUNICATION The act of making threatening, annoying, nuisance, vulgar, and/or obscene communications --verbally, in writing, or by gestures -- to any students or	Administrative intervention to expulsion.
IMPROPER USE OF TECHNOLOGY The act of violating the “Acceptable Use Policy and Procedures” student contract for the use of computers, electronic information, resources, or other technologies (e.g., use of networks operated by the school district, etc.) nor shall the student violate the verbal or written directions of school district personnel regarding the acceptable use of computers and other	Administrative intervention to expulsion.

<p>INDECENCY</p> <p>The act of offending against commonly recognized standards of good taste, including offensive displays of affection or use of ethnically offensive</p>	Administrative intervention to expulsion.
<p>INSUBORDINATION/FAILURE TO COOPERATE</p> <p>The failure to respond or carry out a reasonable request by authorized school personnel.</p>	Administrative intervention to expulsion.
<p>INTIMIDATION</p> <p>Interference with the normal school operation by threat of force or violence.</p>	Administrative intervention to expulsion.
<p>OBSCENITY/PROFANITY</p> <p>The act of using obscene or profane language by pupils, in verbal or written form or in pictures, caricatures, or obscene gestures.</p>	Administrative intervention to expulsion.
<p>PARAPHERNALIA</p> <p>Items related to or identified with the use of alcohol, tobacco and/or drugs, including but not limited to lighters, matches, pipes, rolling papers, etc.</p>	MINIMUM PENALTY – Confiscation of items; also possible remittance to authorities.
<p>PERSONAL PROTECTION DEVICES</p> <p>The act of possessing, attempting to possess, handling, or transmitting a personal protection device (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.</p>	Administrative intervention to expulsion.
<p>PETITIONS</p> <p>The act of presenting petitions which are not free from obscene or libelous statements, personal attacks, or are not within bounds of reasonable conduct.</p>	Administrative intervention to expulsion.
<p>PHYSICAL ASSAULT</p> <p>The willful, unprovoked striking, physically threatening to strike, or act of intentionally injuring any student or employee.</p>	MINIMUM PENALTY – <i>Against another student:</i> suspension or expulsion up to 180 days. <i>Against a school employee, contractor or volunteer:</i> permanent expulsion [MCL 380.1311a.]
<p>PLAGIARISM</p> <p>The act of using another person’s ideas or writings as one’s own. Includes the copying of language, structure, idea, and/or thought of another and representing it as one’s own original work.</p>	Administrative intervention to expulsion.
<p>SCHOLASTIC DISHONESTY</p> <p>Includes but is not limited to the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.</p>	Administrative intervention to expulsion.

<p>SMOKING</p> <p>The act of using cigarettes or other tobacco products anywhere on school property. More specifically: smoking in the building at any age, smoking in front of the school or on the sides of the building at any age, or smoking behind the school building at any age.</p>	<p>MINIMUM PENALTY-</p> <p>1st offense: Three-day suspension; also parent contact and referral to civil authorities.</p> <p>2nd offense: Five-day suspension; also parent contact and referral to civil authorities.</p> <p>3rd offense: Ten-day suspension; also parent contact and referral to civil authorities.</p>
<p>STEALING OR KNOWING POSSESSION OF STOLEN PROPERTY</p> <p>The act of dishonestly acquiring the property of others and/or knowing and concealing the location or possession of such property.</p>	<p>Administrative intervention to expulsion.</p>
<p>TOBACCO POSSESSION</p> <p>The act of possessing cigarettes or other tobacco products.</p>	<p>MINIMUM PENALTY – Verbal warning and confiscation.</p>
<p>TRESPASSING/LOITERING</p> <p>The act of prowling or loitering on foot, in a motor vehicle, or in other manner, in or around the school buildings or property without</p>	<p>Administrative intervention to expulsion.</p>
<p>TRUANCY</p> <p>The act of unauthorized and willful absence from a specific class or school for any period of time.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNAUTHORIZED PROTEST</p> <p>The act of protesting which results in disruption of the school without the authorization of a principal.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNAUTHORIZED USE OF SCHOOL EQUIPMENT</p> <p>The act of using school equipment (e.g., fax machines, copiers, computer equipment, laboratory equipment, athletic supplies, etc.) in any unauthorized, dangerous, or illegal fashion.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNLAWFUL DISRUPTION OF EDUCATIONAL PROCESS</p> <p>Including but not limited to an act of violence, in possession of a weapon, alcohol or drugs, or any act that interrupts the learning process.</p> <p>(UNLAWFUL DISRUPTION OF EDUCATIONAL PROCESS CONT'D)</p>	<p>Possible suspension or expulsion up to 180 days; suspended from all after school activities for 90 days or more; referral to civil authorities, and possible transportation to police station.</p>
<p>VANDALISM</p> <p>The act of willful destruction of property belonging to others or the destruction, damage, or defacement of school property.</p>	<p>Administrative intervention to expulsion.</p>
<p>VERBAL ASSAULT</p> <p>Any act, oral or written, which can reasonably be expected to induce another</p>	<p>MINIMUM PENALTY –</p> <p>Suspension or expulsion up to 180 days</p>

<p>person to be in apprehension of danger of bodily injury or harm, or the use of offensive language directed at a person where such language is likely to provoke a reasonable person to physical violence.</p>	
<p>VIOLATIONS OF BUILDING’S RULES AND REGULATIONS The act of committing or participating in any conduct or act prohibited by a school building’s rules or regulations.</p>	Administrative intervention to expulsion.
<p>WEAPONS-USE/POSSESSION The act of possessing, using, or threatening to use any weapon, any reasonable weapon-like tool, or any instrument capable of inflicting bodily injury. <i>Includes look-a-like weapons.</i></p>	<i>Possession:</i> Confiscation, suspension or expulsion up to 180 days and parent contact; referral to civil authorities. <i>Use:</i> Expulsion from school, parent contact, and referral to civil authorities.
<p>WEAPONS-DANGEROUS A firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, or an automobile or motorized vehicle.</p>	Permanent expulsion pursuant to MCL 380.1311.
<p>CELL PHONES, PAGERS, OTHER ELECTRONIC COMMUNICATION DEVICES Pocket pagers, cell phones, radios, televisions, audio devices, or</p>	MINIMUM PENALTY – Confiscation and possible remittance to authorities.

RANGE OF PENALTIES

These disciplinary penalties are not to be construed as an all-inclusive list. They are not intended to limit the authority of school officials to deal appropriately either with violations of an individual school building’s rules and regulations or with other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

Suspensions and Expulsions in General

The Revised School Code provides each school board with the authority to establish a local discipline policy. Each local school board has the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance and management of the schools in the district. Districts shall develop and implement a code of student conduct and enforce its provisions with regard to a pupil’s misconduct in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises. Students guilty of gross misdemeanor or persistent disobedience may be suspended or expelled. A local or intermediate school district or a public school academy must develop and implement a code of student conduct and enforce the provisions of that code regarding misconduct [MCL 380.11a, 380.1311, 380.1312].

Due Process

Fairness dictates that students be given notice of the types of conduct which are prohibited and the potential consequences of the misconduct. A school's rules and procedures for suspending or expelling a student should be outlined in the handbook adopted by the local board of education.

- **Suspension–10 Days or Less**

For a suspension of 10 days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

- **Suspension – More Than 10 Days and Expulsions**

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. The student shall be given reasonable time to prepare for the hearing. The person conducting the disciplinary hearing must be impartial. The board of education, a school administrator or disciplinary panel may conduct the hearing as long as they are truly impartial.

- **Students with Disabilities**

Students with disabilities are afforded specific due process protection in cases of suspension or expulsion under state and federal law. For further information, contact your local or intermediate special education director or the Office of Special Education and Early Intervention Services at (517) 373-0923 or toll-free at (888) 320-8384.

Michigan Department of Education - <http://www.michigan.gov/studentissues>

Types of Suspensions and Expulsions

Michigan Law requires a school district to permanently expel a student who possesses a dangerous weapon, commits arson or criminal sexual conduct. Subsequent laws were enacted that allow a one-day snap suspension by a teacher for a student who creates a safety threat; requires school districts to suspend or expel a student for up to 180 school days who commits a physical assault against another student; requires that a student be suspended or expelled for a verbal assault or a bomb threat; and requires a student who commits a physical assault against a school employee or volunteer to be permanently expelled. The following information describes the law.

- **Weapons, Arson or Criminal Sexual Conduct Expulsion**

School districts are required to permanently expel a student who possesses a dangerous weapon, commits arson, or criminal sexual conduct [MCL 380.1311]. Information on Expulsions Due to Weapons, Arson, and Criminal Sexual Conduct is available at www.michigan.gov/studentissues.

- **Teacher “Snap” Suspension**

A teacher may suspend a student from the classroom for up to one day if the student creates a safety threat as defined by local policy. The policy shall be adopted as part of the school district's code of

student conduct and specify the types of behavior for which a student may be suspended. If a student is retained in the school he or she must be under appropriate supervision. A parent-teacher conference shall follow the suspension as soon as possible and may include a school counselor, school psychologist, or school social worker. A student may return that school day to the classroom, subject or activity for which he or she was suspended, with the concurrence of the teacher and the school principal [MCL 380.1309].

- **Verbal Assault and Bomb Threats**

A student in grade 6 or above who commits verbal assault, as defined by school board policy, against an employee or volunteer of a school district or makes a bomb threat or similar threat at a school building, other school property, or a school-related event, shall be suspended or expelled for a period of time as determined by the school board or its designee. The school board policy should include the types of behavior for which a student who commits verbal assault, or makes a bomb threat or similar threat, would be suspended or expelled. The term “verbal assault” would need to be defined by the school district’s local policy [MCL 380.1311a]. The United States District Court ruled that the verbal assault law unlawfully prohibits students’ speech that is protected by the First Amendment [Smith v Mount Pleasant Public Schools, E Dist. Mich, 2003].

- **Physical Assault - Student to Student**

A student in grade 6 or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

Michigan Department of Education --- <http://www.michigan.gov/studentissues>

- **Physical Assault - Student to Employee or Volunteer**

A student in grade 6 or above who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement provided for in the law. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a].

If a student is permanently expelled pursuant to section 380.1311a, the expelling school district must enter that fact on the student’s permanent record. Within 3 days of permanently expelling a student an official of the school district must refer the student to the appropriate county department of social services or county community mental health agency. Notification of this referral must be given by the school district official to the expelled student if he or she is at least 18 years of age or is an emancipated minor, or to the student’s parent or legal guardian.

Petitioning for Reinstatement

Although the law calls for the “permanent” expulsion of a student who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, subsection (5) provides a process for petitioning for reinstatement to school. It is the responsibility of the petitioning person (a

parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor), to prepare and submit the petition for reinstatement. The school board is not required to assist in the preparation of the petition. If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available.

A parent, legal guardian, or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion. The local school board may include conditions in a petition for reinstatement. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement.

- **Committee Review and Recommendation**

Within 10 school days after receiving a petition for reinstatement, the school board must appoint a committee comprised of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner. During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

Not later than 10 school days after being appointed, the committee must review the petition and supporting information together with information provided by the school district and submits a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions.

The committee's recommendation must be based on all of the following factors:

1. The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
2. The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
3. The age and maturity of the individual.
4. The student's school record before the incident that caused the expulsion.
5. The student's attitude concerning the incident that caused the expulsion.
6. The student's behavior since the expulsion and the prospects for remediation.
7. If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

- **School Board Decision**

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly-scheduled board meeting. The school board must decide to reinstate the

student, conditionally reinstate the student, or deny reinstatement.

Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

1. Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency;
2. Participation in, or completion of, an anger management program or other appropriate counseling;
3. Periodic progress reviews; and
4. Specified immediate consequences for failure to abide by a condition.

The law provides that the decision of the school board is final.

THE APPEAL PROCESS

Discipline Cases Other than Expulsion

In all cases where disciplinary sanctions have been imposed, a student and/or his/her parent has the right to a hearing with the appropriate administrator. Hearings on appeal need not repeat matters or procedures accomplished at a prior hearing. In cases involving suspension of five days or less, the principal's decision is final. In cases involving suspension of more than five days, but no more than ten days, the parent or adult student may appeal such decision to the designee of KEYS Grace Academy within five school days following the principal's decision. The decision of KEYS Grace Academy is final. In cases involving a suspension of more than ten days, but not more than thirty days, the parent may appeal such decision to the Board within five school days following the decision of KEYS Grace Academy or its designee. The Board shall affirm or modify the decision of KEYS in writing within five school days from hearing the appeal. The Board's decision is final.

Appeal of Expulsion Cases

The decision of the Board to expel is final. However, it shall be the prerogative of the Board, upon receiving written request, to grant a second hearing before the Board if, in its judgment, such a hearing is justified. Such hearings, if held, shall be conducted in accordance with state law and School Code.

KEYS Grace Academy Schools

Parent-Student Title I Compact

2016-2017

The KEYS Grace Academy Schools and the parents of the students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) and participating children, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities

The KEYS Grace Academy Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.
2. Curriculum maps will be available to parents, which state the curriculum content and aligned state standards.
3. Hold Parent/Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held:
 - In the Fall at Parent/Teacher Conferences
 - In the Spring at the Portfolio Review
 - Whenever a parent wishes for a conference with a teacher
4. Provide parents with frequent reports on their child's progress. Specifically, the school will provide the following reports:
 - At the end of each nine week period (report cards)
 - M-Step/ results when received from the state
5. Provide parents reasonable access to staff. Particularly, staff will be available for consultation with parents:
 - Parents may call the office and request to talk to a teacher. If the teacher is unavailable, parents can leave their name and number, and their call will be returned.
 - Parents may setup an appointment to discuss their child's progress at any time throughout the school year.
6. KEYS Grace Academy schools have Open Door Policies, in which, parents may come and visit when they request. We must follow outlined policy and procedures, having parents sign in at the front office and receive a visitor's badge. We want to maintain an environment conducive to learning and ask that parents respect our protected instructional time by giving the school prior notice before entering a classroom. KEYS Grace Academy schools will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through:
 - P.T.O. (Parent-Teacher Organization)
 - Field Trips
 - Mentoring
 - Assisting teachers with classroom activities

Parent Responsibilities

We, as parents, will support our children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Promoting positive use of my child's extracurricular time by monitoring the amount of electronic usage (television, computer, video games) our children utilize.
- Attending school functions and conferences.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Encouraging my child to demonstrate respect for school personnel, his/her classmates, and school property.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities (Parents, please read with your child)

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards by:

- Completing assigned homework every day and ask for help when I need to.
- Attending school regularly and on time.
- Developing a positive attitude toward school.
- Being a cooperative learner and carry out the teacher's instructions and directions.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Adhere to anti-bullying policy and the KEYS Grace Academy School District Code of Conduct.

Superintendent/Principal's Signature: _____ Date: ___/___/_____

Parent/Legal Guardian Signature: _____ Date: ___/___/_____ /

Parent/Student Acknowledgment of Receipt of Family & Student Handbook and Code of Conduct

I confirm that I have received and reviewed a copy of the KEYS Grace Academy Student/Parent Handbook & Code of Conduct with my child.

I understand that this handbook is designed to acquaint me with the current Academy Policies and Procedures that govern students attending the Academy.

I understand that KEYS Grace Academy and/or the Academy Board reserves the right to interpret, modify, or eliminate any of the policies and procedures at any time, and that if there are changes made, that they will be made available to the public.

As a recipient of this handbook I understand that I am responsible for knowing its contents and ensuring that my child understands its contents. I understand that I may contact the Academy Leader at any time to ask for explanation or clarification of any policy or procedure contained herein.

I understand that this version of KEYS Grace Academy's Parent & Student Handbook & Code of Conduct supersedes any and all prior Parent/Student Handbooks I may have received.

I understand that this handbook is an extension of the Academy's adopted Board Policies and Procedures which I can review at any time in the Academy office or on the Academy website, and that this handbook is not, nor is it meant to be, a complete rendition of the Academy's Policies and Procedures.

I understand that I am required to return this signed acknowledgement to my child's teacher before the third week of school and that if I fail to return this form, it can result in my child not being able to participate in school activities until it is received.

Print Parent/Legal Guardian Name: _____ Date: __ / __ / _____

Sign Parent/Legal Guardian Name:

Print Student Name: _____ Date: __ / __ / _____

Sign Student Name:

Academy:

Teacher:

Grade:

[This copy is to be signed and returned to the Academy Administration office]

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I confirm that I have received and reviewed a copy of the KEYS Grace Academy Student/Parent Handbook & Code of Conduct with my child.

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Print Parent/Legal Guardian Name: _____ Date: __/__/_____

Sign Parent/Legal Guardian Name:

Print Student Name: _____ Date: __/__/_____

Sign Student Name:

Academy:

Teacher:

Grade: