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Family Handbook 2015-16

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VISION

- Our educators and faculty are driven by personal relationships with students and their parents or caregivers. The teachers and administration will use a developmental lens to view every child's personality, confidence level, family circumstance and learning style in order to best serve the individual learner. These relationships also help us to know when we as a community can come alongside the families that need or want our support.
- We provide a safe, positive, academic learning environment by validating every child's personal learning style. As a result, each child will have his or her own learning plan to develop academic skills, self-esteem, and confidence levels.
- We equip children to maximize their academic potential through our instructional design and well-prepared classrooms. We believe the internal reward structures that result from a series of successes builds self-motivated learners. By instilling in children the means and desire to learn independently, LOTWA creates a strong foundation for success at the high-school and university level.
- Because we are committed to bringing to fruition the full potential of the whole child, we maintain high moral standards in character education. We believe the core values of love, peace, joy, patience, kindness, goodness, faithfulness, gentleness and self-control develop a mindset of compassion and an active awareness of responsibility to one's community. When students are fulfilled and teach one another, their social interactions become positive interactions.
- Because our Montessori teaching methods are firmly rooted in individualized formative assessments and differentiation, we maintain small class sizes and student-to-teacher ratios. We will therefore grow based on our ability to serve each child and family fully, and not seek growth for its own sake.
- We recognize and celebrate our role in the local and global community, seeing in both many opportunities to live out our values by serving others. Students, teachers and staff participate in local and international service projects that are integrated into classroom activities. Our physical building is offered to the community as a safe and welcoming environment for social and civic activities, extracurricular clubs, fitness classes, educational outreach and more. We will continue to be a warm home not only to our children, but also to their parents, grandparents, caregivers and neighbors.

MISSION STATEMENT

Light of the World Academy will provide a Montessori-based education which follows the child's individual growth intellectually, socially, emotionally, and physically by creating multi-age grouped classrooms which celebrate the learning process through independence, discovery, and exploration and provide a safe, peaceful, and respectful community that is grounded in service both locally and globally.

CORE VALUES

We believe the core values of love, peace, joy, patience, kindness, goodness, faithfulness,

gentleness and self-control develop a mindset of compassion and an active awareness of responsibility to one's community. When students are fulfilled and teach one another, their social interactions become positive interactions.

BOARD OF DIRECTORS

The Board of Directors is the governing body for Light of the World Academy. The Grand Valley State University Board of Trustees appoints board members. Meetings are scheduled for the last Thursday of the month at the Academy. Special meetings are scheduled when needed. All Board meeting notices are posted at the main entrance of the Academy and are open to the public.

The Academy Board contracts with Global Psychological Services for management and employment services.

Academy Board of Directors

Laura Burwell (President)

Vicky Lovell (Vice President)

Dennis Brewer (Secretary)

Patricia Lin (Treasurer)

Jim Reese, Principal

Kathy Moorehouse, Director of Montessori Programming and Culture

Management Company

Global Psychological Services

Anthony Pendleton

Dr. Christopher Plum

PARENT INVOLVEMENT PLAN

Our educators and faculty are driven by personal relationships with students and their parents or caregivers. The teachers and administration will use a developmental lens to view every child's personality, confidence level, family circumstance and learning style in order to best serve the individual learner. These relationships also help us to know when we as a community can come alongside the families that need or want our support.

Our physical building is offered to the community as a safe and welcoming environment for social and civic activities, extracurricular clubs, fitness classes, educational outreach and more. We will continue to be a warm home not only to our children, but also to their parents, grandparents and neighbors.

Light of the World Academy enjoys a cooperative spirit between families, caregivers and school staff.

There are many opportunities for parents, caregivers and extended families to partner with the school. These include:

- Becoming involved with our Parent-Teacher Organization (PTO). The PTO holds regularly scheduled meetings and helps with fundraisers, school enhancements, school improvement, classroom and teacher support.

- The PTO sponsors a mentorship program, in which returning families partner with new families.
- There will be a room at the school dedicated for family and parent use to meet and network with other school families and parents on a daily basis.
- Volunteer in the classrooms as a volunteer reader or teacher helper.
- Take part in afterschool clubs and activities (including Theater Club, sports clubs, outreach projects, etc.), as well as school outings (including our annual Great Wolf Lodge/Kalahari trip, our fall outing, our Meet You at the Park event and more) and field trips.
- Taking part in our fall and spring cleanup days.
- Parents can sit on school committees, including the Curriculum Committee, Outreach Committee, Character Development Committee and School Improvement Committee, as well as student leadership opportunities.
- Parents can volunteer to chair or help with our many local and global outreach programs, including 5K Run for the Gold; We Day Event; and our annual fundraiser auction.
- Light of the World Academy believes that ongoing communication with families is essential to the success of the student. Light of the World Academy communicates in several ways, including:
 - There are two parent-teacher conferences scheduled during the year – in November and May. The staff is always available to meet outside these times to discuss student progress, special circumstances and other matters.
 - Weekly newsletters from each class and the school.
 - The staff makes themselves available every day for communication with families before and after school.
 - The staff can be reached via phone or email
 - We have an active Facebook page and website that keeps families informed about school activities and news.
 - Connect families in need with community resources.
 - For special circumstances, we can design daily or weekly communication systems. These include individual learning challenges, health situations, family circumstances, etc.

We have several events during the year that help facilitate parent involvement, including:

- Orientation meetings, curriculum nights, parenting classes and support opportunities.
- School participation in community events (fairs, festivals, parades, etc.).

GOALS IN THE MONTESSORI EXPERIENCE

- The goal of Light of the World Academy is to:
- Provide a warm and loving environment in which each child feels secure, respected and loved
- Support and encourage the growth and development of the whole child
- Develop social skills, emotional growth, physical coordination, as well as cognitive preparation
- Help build self-confidence, self-esteem and motivation
- Foster the natural desire to learn
- Develop freedom within limits
- Develop and refine each child's sensory motor skills

- Lengthen each child's attention span
- Enable each child to move smoothly and purposefully
- Encourage the development of creativity in each child
- Provide a framework of discipline through which each child can develop self-discipline and personal strength
- Provide an environment with safe limits in which each child can become an active explorer and learner
- Provide opportunities for each child to develop social grace and courtesy
- Develop skills in observation, questioning and listening
- Promote order, coordination, concentration and independence
- Refine and develop each child's physical and mental capabilities and interests as they expand
- Help develop respect for themselves, for others, and for their environment
- To encourage a positive attitude toward school and learning
- To encourage concentration and positive learning habits
- To allow the child to progress at his own pace and rhythm by trusting his intuitive nature

MONTESSORI PHILOSOPHY AND METHOD

Montessori education was founded in 1907 by Dr. Maria Montessori, the first female physician in Italy. She based her educational methods on scientific observation of children's learning processes. Her child-centered approach to academic excellence offers a rigorous course of study. It focuses on educating the whole child, and addresses character development through topics like the merits of service and peace education. The Montessori method is a philosophy that respects the unique individuality of each child. Dr. Montessori believed in the worthiness, value and importance of children. Her method does not compare a child to norms or standards that are measured by traditional educational systems. It is founded on the belief that children should be free to learn without restriction or criticism.

Montessori education is characterized by multiage classrooms, a special set of educational materials, student-chosen work in long time blocks, individual and small-group instruction in both academic and social skills. The classrooms are meticulously prepared learning environments that include Montessori materials and specially trained Montessori teachers. Global education is an integral part of the Montessori education, where children learn from the earliest age that there is a world outside their school walls.

Montessori emphasizes learning through all five senses, not just "traditional" learning, watching or reading. Activities include kinetic movement, spacial refinement, small and large motor skill coordination, and concrete knowledge that lead later to abstraction. Children in a Montessori classroom learn by doing and experimentation.

Children in Montessori classes learn at their own individual pace and according to their own interests and choice of activities from hundreds of possibilities. Montessori promotes the joy of learning. This joy develops a well-adjusted person who has a purpose and direction in his or her own life. Learning is an exciting process of discovery leading to concentration, motivation, self-discipline and love of learning. Montessori works in a methodical way. Each step in the process

leads to the next level of learning. Repetition of activities is an integral part of the learning process. It encourages children to develop their observation skills by doing many types of activities.

Another important skill it teaches is self-reliance and independence. It helps a child become independent by teaching life skills. The end result of all of Dr. Montessori's work is encouraging life-long learning, the joy of learning and happiness about one's path and purpose in life.

THE MONTESSORI CURRICULUM

Preprimary Classrooms (Preschool-Kindergarten)

The Light of the World Academy Pre--Primary Program combines children in Preschool and Kindergarten. In this program, children enjoy exploring in beautifully prepared Montessori environments. Our classes are designed to offer individualized learning and provide the necessary Montessori materials to help each student develop skills essential for this age group. Each classroom offers the children experiences in the practical life, sensorial, language, math and cultural (geography, history, science, music and art) areas. The materials in these curriculum areas are self--correcting.

This enables each child to gain greater confidence and perfection through his choice and repetition. Children gain a sense of independence as they take an active role in the Montessori environment. Below is a list of skills students in the Pre-- Primary program work towards developing.

Montessori Curricula Areas:

Practical Life develops:

- Independence
- Coordination
- Fine motor development
- Sense of order
- Concentration

Sensorial develops:

- Differentiate each of the five senses
- Improve each of the five senses
- Build a foundation for learning

Mathematics develops:

- Number concepts
- Operations
- Mathematical thinking
- Time and money
- Measuring

Language develops:

- Letter sounds
- Handwriting
- Grammar
- Vocabulary
- Reading

Additional Studies:

- Geography
- History
- Science
- Art
- Music

Lower Elementary Class (1-3)

Freedom of movement, open work areas and uninterrupted blocks of time for individual and group projects help to support the child's drive toward autonomy. Students are guided through a rich and challenging curriculum as they continue to work both individually, and in small groups. The program permits a variety of approaches using colorful manipulatives that make sense of abstract principles. The subject matter includes: math, reading, grammar, sentence analysis, penmanship, spelling, creative writing, geography, history, general science, botany, zoology, and art.

Upper Elementary (4-6)

The upper elementary curriculum is built upon the foundation laid in the primary and lower elementary classrooms. New materials are introduced as the child moves from concrete to abstract thinking. The curriculum is integrated, individualized, academically challenging and meets the developmental needs of each child, intellectually, socially, physically and emotionally. The students experience individual, small and large group lessons and projects. Subject areas include: Language Arts (penmanship, spelling, grammar, reading, study of words, creative writing, sentence analysis and diagramming of sentences), Math (arithmetic, geometry, algebra), Geography (physical, political, economical), History, Science (botany, human anatomy, zoology, astronomy, chemistry, physics) and Practical Life (cooking, sewing, cleaning, community service). Children build time lines, record science experiments, research and present written reports and projects and learn computer skills. Field trips that relate to areas of study are scheduled to enhance the child's learning experience. Organizational skills and independence are developed through the use of classroom work plans, homework planners and weekly schedules. Class meetings encourage cooperative efforts as questions of right and wrong lead to discussions on fairness, rules and procedures. Also, literature circles serve as a venue for discussions about character development, responsibility and accountability in our personal lives.

Middle School (7-8)

The middle school curriculum is built upon the Montessori foundation laid in the prior levels and takes the ideals of movement, choice, intrinsic motivation, and collaborative group learning to the next level for secondary abstract learners. The curriculum is integrated, individualized, academically challenging and meets the developmental needs of each child, intellectually, socially, physically and emotionally.

Subject areas include: Language Arts (grammar, reading, study of words, creative and expository writing, grammar, vocabulary and etymology), Math (arithmetic, geometry, algebra), Geography (physical, political, economical), Social World and History, Natural World (life science, physical science, earth science, chemistry) and Practical Life (economics and business, sewing, health and nutrition, community service). Students build time lines, experience hands-on learning, research and present written reports and projects weekly and enhance technology and social skills. Related immersion activities and trips complement the curriculum.

Additionally, to support adolescents in their Personal World during this time of change, students work and reflect daily to develop and define their identity. Organizational skills, personal accountability, and independence are developed through the use of daily, weekly and cycle-long management and communication tools. Daily morning meetings encourage citizenship, a necessary sense of fun, and grace and courtesy, as well as providing the integral social needs of the adolescent learner.

Montessori reminds us of these important tendencies at the elementary age:

- The child's mind moves from the concrete to abstract reasoning.
- The child develops a moral sense.
- Children are fascinated with the grandeur of the world at large. They have continual drive to explore our natural and social environment.

Multi-age grouping

A Montessori classroom is a mixed age group of students who stay with the same teacher for several years. They become a unique "family" of learners. Every child is given opportunities to find success in his or her own personal development. This grouping leads to peer tutoring and cooperative learning. Some of the benefits include:

- Continuous learning
- Respect for the individual child
- Family unit
- Cooperative social interaction
- Cross age learning
- Mentoring/leadership
- Several years with the same teacher

Montessori students are unusually adaptable. Since they have learned to make decisions from an early age, they are usually problem solvers who can manage time well and make appropriate choices. They have been encouraged to exchange ideas. Their good communications skills ease the way in new settings.

Family and School Partnership

Light of the World Academy believes that a strong partnership between parents and the school is optimum for the success of the student.

Parents have the right:

- To know that their child is cared for in a safe, supportive environment;
- To unlimited access to their children (unless prohibited by a court order);

- To access to the school staff during the school's normal hours of operation;
 - To be informed about serious misbehavior on the part of their own child;
 - To be regularly informed of school activities;
 - To be regularly informed about the child's progress or challenges, both socially and academically.
 - Parents can partner by:
 - Keeping their child's records up-to-date
 - Letting the school office know if their child will not be attending on a regularly scheduled day;
 - Noting any communications from the administrators or teachers regarding their child's behavior, and to cooperate in any efforts to bring about improvement in the situation;
 - Attempting to attend school activities that involve parents;
 - Informing the school of any significant changes that occur in the home;
 - Teaming with teachers and staff by helping with any challenges – socially or academically – that may occur.
-
- Helping Your Child Learn
 - Start each day with a calm beginning.
 - Make sure your child is well rested with at least 9-12 hours of sleep each night.
 - Encourage your child to have a healthy breakfast and lunch.
 - Laugh and talk with your child about school experiences – listen attentively.
 - Stress attendance. Home is the best place for a sick child; otherwise your child should take advantage of each school day.
 - Acknowledge your child for special accomplishments.
 - Keep the lines of communication open. Inform the teacher of any family situation that could influence your child's behavior.
 - Have a special place for notes and notices about school events.
 - Read each day to your child. Encourage reading for pleasure, and utilize the public library regularly.
 - Stress organization of your child's belongings.
 - Encourage independence in your child by showing him/her what he/she is able to do himself/herself.
 - Work at home with skills taught at school.

CODE OF CONDUCT

I will follow the rules of the school.

I will talk in a quiet voice so everyone can work.

I will avoid interrupting those who are working.

I will never hurt anyone by hand or voice.

I will talk to teachers and peers in a respectful way.

I tell the truth.

I move through the classroom in a quiet manner.

I show respect for peers and teachers.

I will respect and help care for the materials in the classroom.

I will respect the work of others.

I will respect and help care for our school building and grounds.

I will set a good example for my peers and the younger students in our school.

I will show good citizenship by participating in our school's global and community service projects.

SAFE SCHOOLS STUDENT DISCIPLINE

As a Michigan public school, we are required to follow laws relating to safe schools. The Board of Directors at Light of the World Academy endeavors to ensure that LOTWA is a safe place for teaching, learning and working. Physical and/or verbal assaults committed by a student against school personnel and/or other student(s) are not tolerated. Student possession of any dangerous weapons or use of any object as a weapon is not tolerated.

Due Process Rights

All students suspended and/or expelled will be provided notice and an opportunity to be heard in accordance with a student's due process rights under the law.

Light of the World Academy will take swift and appropriate disciplinary action for the following infractions occurring on Academy property (including actions occurring before or after school), in an Academy vehicle or at a school sponsored activity or event (including, but not limited to Short-Watch and the Student Enrichment Program:

Gross Misdemeanors or Persistent Disobedience

Any student guilty of gross misdemeanors, persistent disobedience or persistent disobedience of dress code policy may be suspended by the authorized school leader or expelled by the Board.

Weapons, Arson or Criminal Sexual Conduct

Any student in possession of a dangerous weapon, as defined by law, or who commits arson or criminal sexual conduct on Light of the World Academy property, in an Academy vehicle or at a school sponsored event shall be permanently expelled from the Light of the World Academy for a period of not less than one hundred eighty (180) days. Possession, use or threatening the use of any weapon (not included in the legal definition above) or any dangerous item may be suspended by the authorized school district administrator or expelled by the Board. A dangerous item is any object capable of inflicting bodily harm as determined within the sole discretion of the authorized school district administrator (including but not limited to knives, bullets, fireworks, smoke bombs, any parts of a weapon, or toy weapons).

Physical Assaults Against School Personnel

Any student who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on school property, on a school bus or other school vehicle, or at a school-sponsored activity or event may be suspended by the authorized school leader or expelled by the Board. Any student age 12 or above who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on school property, on a school bus or other school vehicle, or at a school-sponsored activity or event shall be permanently expelled for a period of not less than one hundred eighty (180) days. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Physical Assaults Against Students

Any student who commits a physical assault against another student on school property, on a

school bus or other school vehicle, or at a school-sponsored activity or event may be suspended by the authorized school leader or expelled by the Board. Any student age 12 or above who commits a physical assault against another student on school property, on a school bus or other school vehicle, or at a school-sponsored activity or event shall be suspended or expelled, depending upon the circumstances, for up to one hundred eighty (180) days. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Verbal Assaults

Any student who commits a verbal assault on school property, on a school bus or other school vehicle, or at a school sponsored activity or event against a School Academy employee or against a person engaged as a volunteer or contractor for the School Academy may be suspended by the authorized school leader or expelled by the Board. Any student age 12 or above who commits a verbal assault on school property, on a school bus or other school vehicle, or at a school sponsored activity or event against a School Academy employee or against a person engaged as a volunteer or contractor for the School Academy shall be suspended or expelled, depending upon the circumstances, for up to one hundred eighty (180) days. "Verbal assault" means a threat of an immediate harmful or offensive touching, coupled with an apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching; or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person (example: excessive taunting or teasing, bullying or other verbal harassment); a bomb threat (or similar threat) directed at a school building, other school property, or a school event. For purposes of this policy, the definition of assault also includes written threats.

Damage of Property

Vandalism and disregard for school property will not be tolerated. Violations could result in physical or financial restitution, suspension or expulsion. (Graffiti is considered vandalism.)

Application to Students with Disabilities

This policy shall be applied in a manner consistent with the rights secured under Federal and State law to students who are determined to be eligible for special education programs and services.

Exclusion during Suspension/Expulsion

During a suspension or expulsion, a student is not allowed on Academy property, in an Academy vehicle or to participate in or attend any before or after school activities (including attendance as a spectator at weekend activities occurring during the suspension/expulsion). For further information, please review the administrative guidelines for suspension and expulsion.

Implementation

The Principal shall develop administrative guidelines for dealing with discipline of students authorized by this policy. The regulations shall include procedures for reporting violations of this policy to the student's parents(s)/guardian(s), Principal and Board, procedures for referring permanently expelled students to appropriate Family Independence Agencies or County Community Health Agencies, specifics of the appeals process and the process for the reinstatement of students. Please see the Executive Director for a copy of those guidelines.

Annual Review

As part of its oversight function, the Board will revisit this policy annually and review the effectiveness of the policy and, if necessary, consider any policy or procedural changes that may increase the policy's efficacy.

LEGAL REF: MCL 380.1311; 750.82; 759.235.891 (Weapons Free School Law). MCL 380.1309 (Teacher Suspensions); MCL 380.1311a (Physical and Verbal Assaults Against School Personnel); MCL 380.1310 (Physical Assaults against Students)

GENERAL INFORMATION

Entry Age for Elementary

Light of the World Academy provides instruction for grades K-6. A child is eligible to enroll in kindergarten if he or she is at least five years of age on or before October 1 of the school year of enrollment. Insert kindergarten waiver information.

A child becoming six years of age before October 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until the sixteenth birthday.

DIRECTORY INFORMATION

Light of the World Academy assembles an annual directory of our students for the convenience of our parents. Please fill in the Student Directory information form so we are clear about your preferences of being included.

SCHOOL HOURS

The regular daily school schedule begins at 8:45 AM and ends at 4 PM.

ATTENDANCE

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. Students also miss valuable instruction and fall behind academically and socially when they are not in school. Please help your child by making sure that they take advantage of all the opportunities provided to them by being here on time. If you arrive late or must pick up your child early, please call the office (734-720-9760) where you need to sign your child in and out.

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

Absence/Unexcused Absence Defined

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

Reporting of Unexcused Absences

The Academy shall report to the Center for Educational Performance and Information of the State of Michigan by June 30, in a manner prescribed by the Center, the number of students in the Academy who have had ten (10) or more unexcused absences that year.

Excusable Reasons for Absence

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

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

- Personal Illness The school may require a doctor's confirmation.
- Illness in the Family
- Quarantine of the Home This is limited to the length of the quarantine as fixed by the proper health officials.
- Death of a Relative
- Observance of Religious Holidays
- Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.
- Absence During the School Day for Professional Appointments (such as doctor or dentist)

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

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

STUDENT VACATIONS DURING THE SCHOOL YEAR

Students are permitted to go on vacation with their parents during the school year without penalty (except the week ending each semester). The purpose of this administrative guideline is to accommodate parents who must take their vacations during the school year and desire to enjoy that time as a family.

Whenever a proposed absence-for-vacation is requested, parents must discuss it with the school administration. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence. The School will only approve a student's absence for a vacation when he/she will be in the company of their immediate family. The student may be given approximate assignments and materials for completion. The time missed will be counted as an authorized, unexcused absence, but shall not be a factor in determining grades, unless make-up work is not completed.

TRUANCY

A student shall be considered truant each day or part of the day he/she is inexcusably absent from his/her assigned classes. A student will be considered tardy rather than absent if he/she is in his/her assigned location within 30 minutes after the official start of the school day or activity.

A student shall be considered a *habitual truant* if, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated 10 truanancies

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

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

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

ENCOURAGING ATTENDANCE

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

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

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

MAKE-UP OPPORTUNITIES

Students are responsible for getting and completing any work they have missed due to absence from class. In cases of extended absence of more than five days due to illness, a student may request special consideration for additional time to make up work. This should be done in writing with a note from the student's parent / guardians to the classroom teacher. A student wishing to make up work must call his/her teacher to obtain assignments.

TARDINESS

- Students not in class by 8:50 a.m. are considered tardy.
- All students who are tardy to the School must report to the School Leader's office to sign in.

LATE ARRIVAL

Students are marked tardy to school if they arrive after 8:50 AM. Class activities begin promptly at 8:45 AM. A tardy student must report to the office upon arrival. *A student who is tardy unexcused six times will receive a warning letter sent home to the parents for the parent's signature. After twelve tardies, the parents will be required to attend a conference with the Head of School.*

EARLY DISMISSAL REQUESTS

The student may need to leave school during the school day. Students will only be released to parents and designated adults. In child custody situations, the custodial parent must properly inform the Head of School of any limitations. Excessive early dismissals will be viewed similarly to tardies.

Student Arrival and Dismissal

Arrival and dismissal of students will be supervised by staff members from 8:30 – 8:45 in the morning and from 4:00 – 4:10 in the afternoon.

School staff will be at the entrance to greet the children and help guide them to their classrooms. If you wish to park, please park in the designated visitor parking lot and escort your child into the school.

VISITORS

All parents or visitors must report to the office upon entering the school grounds. A daily sign-in sheet will be available for the use of parents and pre-approved visitors to visit in the school. You are to stop in the office, sign-in, and tell the school secretary whom you wish to visit. Sign-in and approval procedures are necessary for the safe protection of our children and to avoid disruption of classes.

Visitors will be required to secure permission of the administration to be on school grounds. Visitors who are not known by the school secretary or *administration* will be required to present a form of official identification, for example, driver's license, to have their request to visit in the school or to be on school grounds approved. No one is to bypass the office and go directly to the classroom or to the playground area. The staff must provide safe, secure supervision of all children. Parents are always welcome to visit in classrooms and are requested to make advanced arrangements with the teacher for inclass visitation. Small children are not permitted to visit classrooms during school hours unless pre-authorized by classroom teacher.

MESSAGES TO STUDENTS AND STAFF

Messages to students and or staff must be dropped off or called into the school office. Messages will not be delivered when it will disrupt classroom activities. Parents are encouraged to communicate the message as early as possible to ensure timely delivery to the proper person. All staff members have email accounts that parents can communicate through. Safe, secure classrooms and disruption-free instruction require us to seek cooperation of parents in not going directly to the classroom.

EMERGENCIES

Most emergencies involve the weather. Procedures have been developed in an effort to ensure

safety and security for all children when they are under the care of the Academy. Parents are encouraged to keep informed of weather patterns and possible school closings and to make sure childcare arrangements are in place for emergency closing of school.

Fire and Tornado Drills

Fire and tornado drills are regularly scheduled to educate students in safe practice in case of an emergency. The teacher will review rules of safety and evacuation routes with students. Evacuation routes and tornado watch locations are posted in each classroom and use area of the Academy. The fire buzzer will sound monthly fire drills. Blasts of the air horn will sound tornado drills. The teacher or person responsible for a group of students will take class roll to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval—verbal or hand signal—by the Head of School or school secretary.

Tornado Emergencies

Students will not be dismissed from school when there is a tornado watch, warning, or actual tornado. During a tornado watch, students will remain inside the building in designated areas, local radio stations will be monitored closely, and staff will take safety precautions. Students will be released to their parents or designated adult upon request.

During a tornado warning or tornado, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety precautions. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are encouraged to stay at school until the tornado warning or tornado has passed and safe conditions prevail. Out of respect for parental responsibility for their children, a student will be released to parents only.

Lock Down Drills

The State of Michigan has made it mandatory for schools to practice two Lock Down Drills per year. We will follow this mandate just as we do Fire Drills and Tornado Drills. These drills will be conducted in coordination with the local emergency management coordinator.

ACADEMY FULL DAY CLOSING ANNOUNCEMENTS

Light of the World Academy cancels classes for inclement weather when the Pinckney Community Schools District cancels classes. Look online or listen to WHMI 93.5 for school-closing information. Also look for postings on our Facebook page. We also will contact families by phone through our automated School Reach family contact program. Please monitor these stations for closing information.

Emergency Closing During the School Day

In the event of severe weather or other unexpected emergencies, Light of the World Academy cancels classes when the Pinckney Community Schools District cancels classes. Look online or listen to WHMI 93.5 for school-closing information. The school may be forced to dismiss students early. If school must be dismissed early, parents are encouraged to have prearranged, adult supervision of their children. Parents should discuss emergency procedures with their children in case there is nobody at home when the child arrives. Parents are expected to provide the school with an emergency number in case of the child's illness or emergency closing. If the parent cannot be contacted, the school will make reasonable efforts to contact the person

designated for emergency situations.

DRESS CODE POLICY

Appropriate Dress and Grooming is to ensure the least disruptive learning environment is maintained at all times.

All students need to have indoor shoes that are different from boots, or any shoes that are worn exclusively outside.

General attire for ALL STUDENTS

- Hats, visors, bandanas and sunglasses are not to be worn in the building
- Jewelry -- if worn should be lightweight, simple in style and kept to a minimum.
- Hair - should be neat, clean, and styled in an appropriate conservative style. No distracting hair color and/or style will be permitted. No “Mohawk” styles of any kind.
- No body piercing – except ears
- Clothing should be neat, clean and modest. Please keep in mind that students in a Montessori school do a lot of work on the floor, so dress appropriately

The dress code policy will be enforced for all students in grade levels. The following procedure will be used for dress code violations:

1st Offense -- Verbal and/or written warning

2nd Offense -- Phone call to parent/guardian (at home or work)

3rd Offense -- Parent Conference with Head of School

Clothing is to be a proper fit for the child and must be properly worn (i.e. regular floor length pants, worn at waist level and not excessively baggy). Clothing is to be clean, without holes, and in good repair. Students are to be neat and well groomed for school. Shoes must be worn at all times. Advertisements, buttons, patches, pins, or other accessories that are considered offensive and disruptive (sexually suggestive, profane, obscene, tobacco or alcohol advertisements, etc.) are not permitted. Sunglasses, hats, coats, and jackets may be worn outdoors only. Parents are urged to see that their children are properly dressed for inclement or cold weather. Students do not go outdoors if the temperature is extremely cold.

LUNCH

Children are required to bring a nutritious lunch daily. Each lunch should contain water, milk or a pure fruit juice.

Nutrition is taught in each class and we believe it should be reinforced in the child’s home environment. Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child’s appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well being. We offer the following suggestions as a helpful guideline:

- Your goal is to pack a nutritious lunch which your child likes and will eat. This should include main course, drink, snack and healthy dessert (whole grain muffin, fruit, yogurt).
- We strongly suggest white milk, pure fruit juice or water as a beverage. Pop and high sugar energy drinks may not be sent to school.
- Offer a variety of dips and spreads for raw veggies, cheese spread for crackers or bread sticks. Children enjoy handling food.
- Keep sandwiches interesting by varying bread: wheat, pita, buns, bagels and muffins. Try cutting sandwiches into interesting shapes.
- Try raw cucumbers, celery, cherry tomatoes, carrots or green peppers.
- Try fresh, canned or dried fruit: apples, bananas, plums, oranges, melon, berries, pineapple, raisins, apricots, fruit cocktail, etc.
- Please include napkin, silverware, paper plate, etc., daily.
- Use containers with tight lids so that leftovers can be sent home. This is your best judge to know if you are packing too much or sending items your child does not like.

Your child's name should appear on the inside and outside of their lunch box and thermos. All containers and utensils should be included and labeled. A cold pack should be put in the lunch box to keep items cold and healthy until eating time. All rules are to benefit your child's health and safety, ensuring an enjoyable dining experience for everyone.

Snacks

- Please respect any notices regarding food allergies that are posted on your child's classroom bulletin board.
- Children will have the opportunity for a nutritional snack every day during the morning. For some classrooms, parents may be asked to contribute to the classroom snack needs as notified. In other classes, students may bring an additional snack in their lunches. Check with your child's teacher for information.
- If your child must be restricted to certain food and/or is on a special diet, please inform the staff and indicate so on the Child Information Card. For your child's safety, please provide your child's daily snack.

BIRTHDAY SNACKS

Sometimes families like to provide a special treat on a child's birthday. We welcome the opportunity to celebrate. Please speak to your child's teacher about birthday treats that are consistent with our school nutrition policy. Some examples are fruit kabobs, muffins, fruit juice bars, healthy popsicles, fruit salad, popcorn, crackers and cheese, whatever is your child's favorite healthy snack.

TELEPHONE USE

Students may make school-related calls to parents or other designated childcare providers from the office, with permission from classroom teachers. Please make sure that after school rides are arranged in advance, so students do not need to use the telephone at the close of school to make such arrangements.

PESTICIDE USE

If the administration finds that it is necessary to use pesticides at the Academy, parents will be notified in advance of the pesticide to be used and of their rights under the Pesticide Use Act.

Inquiries concerning pesticide use should be directed to the Head of School.

TRANSPORTATION

Parents are responsible for transportation of their children to and from school. Parents roping off or picking up their children are reminded to pay close attention to movement of students and vehicles in the parking area and drive slow.

VERBAL COMMUNICATION

In an effort to promote and enhance effective communication between parents, teachers and administration, we ask that any problems or concerns be routed to the appropriate person as soon as possible. Part of problem solving is making sure the right people are aware and involved in the resolution process.

Parents who wish to address specific issues or concerns about their child's education are asked to speak first to their child's classroom teacher to seek a suitable resolution. Unresolved issues should be brought to the attention of the administration the administration has primary responsibility for management of the school. The communications "chain of command" is the following; 1. Teacher, 2. Principal, 3. Board.

Except in extreme or prescribed situations, a teacher will discuss a behavior problem with the student and the parent before a referral is made for additional help. Prescribed situations are listed in the Code of Student Conduct.

ACADEMY NEWSLETTER

The Academy will distribute a newsletter on a regular schedule. The newsletter contains information about school activities and programs as well as an updated calendar for the month. For the good of the environment, we will send newsletters through email unless a paper copy is specifically requested.

MEDICATIONS/IMMUNIZATIONS

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be administered at school. This includes over-the-counter medications such as Tylenol, Ibuprophen, lotions, creams, aspirin, cough drops, etc. The school is only authorized to dispense Band-Aids and water without a physician's written directive.

Students entering kindergarten are required to meet the state of Michigan regulations on school age immunizations. Those families wishing to waive this requirement must comply with the state of Michigan's policy on Immunization Waivers. MDE policy states that the 2012 rules were amended to reflect those wanting to submit a waiver must:

- Require the local health department certifies education for the parent/guardian at the time a nonmedical waiver is signed and the waiver. is certified by the local health department
- Require the use of the State of Michigan Immunization Waiver Form when a waiver is signed.

- The new rules allow the parent/guardian the opportunity to have their concerns and questions about immunizations addressed. Further clarification and information can be found at the following link under the heading “Local Health Departments”: http://www.michigan.gov/mdch/0,1607,7-132-2942_4911_4914---,00.html

Questions may be directed to your local health department.

ILLNESS

The school does not have facilities to care for the children when they are sick. If your child becomes ill while at school, you will be notified using the information you provided on your Child Information Card. Please have a plan so that you, or your emergency person, will be able to pick your child up promptly if necessary. Children need to be fever free for 24 hours without medication before returning to school. Children should not attend school when the following conditions are present:

- Temperature above 100 degrees.
- Unusual drowsiness, excessive sleep or the child appears ill.
- Vomiting two or more times in a 24--hour period.
- Three or more loose or watery bowel movements in a 24--hour period.
- Body rash with fever.
- Severe cough or difficulty breathing.
- Red swollen eyes or pus draining from eyes.
- Open areas on the skin
- Ringworm, lice or pinworm.

CHILD INFORMATION CARD

The Parents will be asked to sign an emergency medical card to permit the teacher or adult in charge to secure medical assistance for the child in an emergency. The parents will be notified as quickly as possible of medical care being given to the child.

INSURANCE

Parents are encouraged to be sure their child has medical insurance. If the child does not have medical insurance and the parent wants insurance for the child, the parent is encouraged to notify the Head of School so they can work together to secure insurance for the child.

PERSONAL PROPERTY

The Academy will work with parents to protect personal property. Reasonable guidelines will contribute to our success.

School Materials: Students are responsible for taking care of school owned materials and are expected to pay replacement or damage costs if applicable.

Clothing: The Academy recognizes that all clothing is very expensive and must be cared for. Proper care includes labeling articles that the child will most likely remove upon arrival at school. Items such as coats/jackets, hats, gloves, and boots should be labeled. The Academy does not assume responsibility for lost articles of clothing.

Money: Parents are encouraged to be sure the child has properly secured any money brought to school. If a large sum of money is required, parents are encouraged to see the teacher before or

after school and make payment or the teacher will collect money upon the child's arrival at school. Parents are encouraged to place money sent to school in an envelope with a note stating the reason the money is being sent. The child's name and teacher's name should be clearly written on the outside of the envelope. Parents are encouraged not to allow children to bring large amounts of money to school.

Electronic Equipment: Cellular phones or other electronic devices, not school related, shall not be turned on at any time during school hours. "School hours" is defined as any time that children are in the care of school staff. This includes: arrival time, dismissal time, enrichment as well as Kids' Club. If these devices are found to be powered on or in view, they will be confiscated until the end of the day when a parent arrives for pick up. Second offense will necessitate a parent meeting to retrieve the device.

ASBESTOS MANAGEMENT PLAN

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

ACADEMICS

In order for students to be prepared and ready for instructional activities, students will be expected to be at school on time and to have proper instructional materials with them. Teachers will provide parents with a list of supplies needed for each class.

Report Cards/Conferences/Progress Reports

At the end of the first and second grading period parents will have an opportunity to meet with their child's teacher to receive a progress report on the child's academic, behavioral, and citizenship progress. Parents are encouraged to discuss the information on the progress report with their child and to encourage excellence in achievement and behavior. The purpose of report cards is to communicate to parents and students the child's progress on the knowledge and skills the student is working on in class and to provide insight into the child's behavior.

Portfolios

Your child's teacher will work with your child to compile a portfolio of his or her work throughout the year in all academic and interest areas. The portfolio will provide a documented record of your child's developing knowledge base, skills, and work quality.

Character Education

Light of the World Academy is committed to the development of responsible adults and successful leaders of the future. We work to build a strong, supportive community of learners in each classroom. Communication skills, conflict resolution, grace and courtesy, teambuilding activities and character traits education are a vital part of our Montessori curriculum.

FIELD TRIPS

Written parental or legal guardian permission is required for a student to go on any field trip off school grounds. Parents may sign a blanket permission slip for local (walking distance)

fieldtrips. For trips involving travel, teachers will inform parents of such details as destination, lunches, spending money, departure and arrival times, and any special rules. A permission slip will be sent home before each field trip involving travel. Teachers schedule field trips that are relevant to the school curriculum. Minimum guidelines for supervision of field trips is for every 10 students there will be 1 adult chaperone. Student/adult ratios may vary with the nature of the field trip.

Students who disobey school rules and/or defy teacher authority may be denied the right to participate in field trips. The Head of School in consultation with the teacher(s) conducting the field trip will make the decision. The Code of Student Conduct applies to students at school and on school related trips/activities away from school.

FORMAL ASSESSMENT

The Academy administers state mandated M=STEP tests at grades 3-8. In addition, the Academy also administers a computer based adaptive assessment two to three times a year. This enables us to more effectively and accurately monitor the growth and identify the needs of our students. The results of the state assessment tests and the computer-based test are used to guide instruction and assist in the improvement of curriculum and instruction. Parents will be sent individual scores of their children, when available. Test scores will be included in the child's cumulative folder.

SPECIAL EDUCATION

Light of the World Academy attempts to provide appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan. The Academy embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional educator.

The goal of special education programming is to provide students with an educational plan that best meets their individual needs in the least restrictive environment. This means that, to the extent appropriate, students will be provided services within the regular education classroom with the necessary support.

Light of the World Academy has a good working relationship with the Livingston Educational Service Agency (LESA). LESA provides parents with comprehensive resources on the rights of the disabled, responsibilities of the school, support systems for parents and children, and various educational programs.

If you have concerns about your child's progress, arrange to speak with your child's teacher. If appropriate, your child's teacher will consult with the Teacher Support Team for suggestions on classroom and instructional modifications. For further information on all special education services and programming please contact the administrative staff.

BEHAVIOR EXPECTATIONS

Classroom Behavior

Students at Light of the World Academy have the right to be treated with respect by their teachers and classmates. They are to be treated equally and fairly with dignity. All students

should be included in all activities and made to feel welcome in all activities of the Academy. Teachers work to facilitate internal discipline within each child. Staff members work as coaches for children, helping them to make good decisions and reflect on bad decisions in order to determine a better choice next time.

Through classroom discussions, students acknowledge that certain behaviors, such as talking without permission, calling out, passing notes, bullying, students making fun of other students, and talking back to teachers, interfere with learning. Bullying will not be tolerated in the classroom or on school grounds.

Consequences

Maria Montessori believed that all purposeful behavior is acceptable as long it does not interfere in the good of the community. We work to help children recognize disruptive behavior and develop self-control out of respect for self and others. Disruptive students may be removed from the classroom temporarily until the teacher and / or Head of School is confident the student is ready to return to class as a responsible participant. A conference with parents and the Head of School will be called for any student, who repeatedly interferes with a teacher's ability to teach, another student's right to learn, or demonstrates an inability to improve behavior.

The Safe Schools Student Discipline policy explains discipline procedures, including suspensions and appeals. If there is insignificant improvement in the child's behavior, the parent may be scheduled to spend a day with his/her child to observe the classroom dynamics.

Playground Behavior

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. A classroom teacher who is responsible for student safety supervises recess time.

Equipment appropriate for use at recess time is available through classroom teachers. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students.

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of recess until the next day where they have a chance to make a different choice.

Lunch Behavior

Lunchtime provides students with another opportunity to practice social skills in an informally structured environment. During lunch, students are expected to: speak softly and be considerate of classmates, remain seated while eating lunch, clean up after themselves, and be courteous.

Tobacco/Smoke Free School Zone

The use of any tobacco products within the school buildings, the school facilities or on the school grounds by any individual, including school personnel, is prohibited. Students will be subject to disciplinary procedures outlined in the Code of Student Conduct.

Drug and Alcohol Use

The use and/or possession of drugs or alcohol are illegal and will be treated by the school as a serious offense. Any student found with or using alcoholic beverages or drugs during school hours or at school-related activities shall be referred to the Head of School for possible long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the Head of School and possibly the Board of Directors. The police will be notified and the student may be liable for arrest and prosecution.

Firearms

The federal Gun-Free Schools Act of 1994 requires school districts to expel a student from school for a period of not less than one year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

Prohibition of Harassment, Intimidation, and Bullying (cyberspace as well)

Light of the World Academy will not tolerate bullying of any kind, including cyber bullying, on its school grounds or during school sponsored activities/events. The Academy Board's revised anti-bullying policy has been included as an addendum to Student Code of Conduct. You are encouraged to read the policy, understand that it is based upon law, and encourage your child to refrain from bullying activities and report incidents that they observe at school.

Sexual Harassment

Light of the World Academy is committed to providing a working and learning environment based on dignity and respect, free of harassment or intimidation. All those associated with the Academy are expected to foster a climate that is supportive, respectful and conducive to teaching and learning. Title IX of the Education Amendments of 1972 (Title IX) and the Department of Education's implementing regulations prohibit discrimination based on sex in federally assisted education programs and activities.

"Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student can deny or limit, based on sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Sexual harassment of students is, therefore, a form of sex discrimination prohibited by Title IX under the circumstances provided in this guidance" ("Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, U. S. Department of Education, Office for Civil Rights, January 2001).

Sexual harassment is among the behaviors that are destructive to a positive working and learning climate, and as such is prohibited by state law, federal law, and Light of the World Academy policy. Any member of the school community who engages in sexual harassment as defined below will be in violation of this policy. The Employee Manual is explicit in its discussion of sexual harassment and consequences of inappropriate behavior by employees.

This policy encompasses behavior of adults towards adults or students, and students towards students or adults.

Definition:

It is a violation of this policy when a person makes any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejections of advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of benefits, privileges, employment or placement services or as a basis for the evaluation of academic achievement; or such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's education or career by creating an intimidating, hostile, humiliating or sexually offensive educational or employment environment.

Sexual harassment, as defined above, may include, but is not limited to, the following:

- Verbal or written harassment or abuse,
- Pressure for sexual activity,
- Repeated remarks to a person with sexual or demeaning implications,
- Unwelcome touching,
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.
- Display of lewd or sexually explicit materials, inappropriate jokes, or language of a sexual nature.

Responsibilities:

All persons associated with Light of the World Academy are responsible for:

- Ensuring that his/her behavior does not sexually harass any other person associated with the schools.
- Reporting any observed or experienced harassment or mistreatment immediately to the Sexual Harassment Grievance Officer and cooperating fully in the investigation of alleged sexual harassment; and
- Actively participating in the Academy's effort to prevent sexual harassment in the schools.

Retaliation of any form, including threats, intimidation, reprisal or harassment, towards any person who makes a sexual harassment complaint, or who assists in or participates in an investigation, proceeding, or hearing is unlawful and will not be tolerated and can be considered grounds for dismissal of staff and/or removal of a student from school.

False Reports:

False (fabricated) claims of sexual harassment can cause permanent damage to the victim of such claims and must therefore be treated as a very serious matter. A false claim may be considered grounds for dismissal of staff, or discipline including the removal from the educational setting for a student, who makes a false claim.

Confidentiality:

Reports and complaints of sexual harassment will be kept as confidential as possible consistent with the rights of all parties.

Sexual Harassment Grievances Officer

The Board of Directors has appointed the Chief Administrative Officer, or their designee, as the

Grievance Officer who will be responsible for processing all sexual harassment complaints in accordance with the procedure outlined below.

Complaint Procedures:

1. Another person may view what one person may consider acceptable behavior as sexual harassment. Therefore, the victim should make clear to the harasser that the behavior is offensive and must stop. If the harasser does not stop the behavior or the victim is uncomfortable confronting the harasser, or if the behavior warrants further action in the opinion of the victim, the victim should lodge a complaint with the Grievance Officer.
2. Upon receipt of the written complaint, the sexual harassment Grievance Officer will investigate the matter. The complaint should be as specific as possible, including names, dates, times, places, witnesses, and specific words or action which were experienced as offensive. In cases involving students, the student's parents will be notified immediately of the complaint, the steps to be followed, and the ways in which they will be involved in the process.
3. All complaints of sexual harassment will be promptly investigated. Depending on the circumstances, the investigation may encompass any or all of the following:
 - a. The alleged victim may write a letter to the alleged harasser describing the offensive behavior, the circumstances under which it took place, the way the behavior made the victim feel, and requesting that the harasser apologize and promise not to repeat the behavior. The Grievance Officer will then meet with the alleged harasser, hear the harasser's account of the situation, present the victim's letter, and discuss the matter.
 - b. Where appropriate in the opinion of the Grievance Officer, a meeting will be held between the alleged victim and the alleged harasser to clarify the facts and to attempt to mediate a resolution.
 - c. The Grievance Officer may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the Grievance Officer will determine if these facts constitute harassment. Disciplinary consequences such as detention, suspension, or expulsion consistent with school rules may be implemented. In cases of alleged adult harassers, the Grievance Officer will report the facts of the alleged harassment and will determine if these facts constitute harassment. The Grievance Officer will recommend to the Board of Directors appropriate action, which could include disciplinary action up to and including termination of employment by Global Psychological Services.
5. If disciplinary steps are taken, copies of the reports of facts and the written decision will go to the harasser, the personnel file in cases of adult harassers, and to the parents in cases of student harassers. The victim, and his or her parents, if the victim is a student, will also be informed of the determination as to whether harassment occurred.
6. Repeated or extreme forms of harassment, violence, or civil rights infringements will result in a recommendation for expulsion or termination from Light of the World Academy.

The Grievance Officer will make complete records of all sexual complaints, facts, steps taken, determinations, and resolutions, and those records will be kept in a central file in the school leaders office for a period of 60 years. *STATE and FEDERAL REMEDIES:*

In addition to the above, if someone believes he/she has been subjected to sexual harassment,

he/she may file a formal complaint with either or both of the governing agencies set forth below. The complaint process does not prohibit filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC -180 days; MCAD -6 months).1. The United States Equal Employment Opportunity Commission (EEOC)

1. State of Michigan

STUDENT RIGHTS

The Academy Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students;

Among these rights and responsibilities are the following:

- 1.Civil rights, including the rights to equal educational opportunity and freedom from harassment and discrimination; the responsibility not to harass and discriminate against others.
- 2.The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
- 3.The right to due process of law with respect to suspensions, expulsion, and decisions the student believes injure his or her rights.
- 4.The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
- 5.The right to privacy, which includes privacy in respect to the school's records.

The Board of Directors believes that as part of the educational process students should be made aware of their legal rights and of the legal authority of the Academy Board to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the Code of Student Conduct, which is distributed annually. Parents are required to sign the Code of Student Conduct as an acknowledgment that they have reviewed and discussed the Code with their children.

Children's Rights and Responsibilities

Children have the right:

- To experience a safe, supportive, and consistent environment;
- To use all of the program equipment, materials, and facilities on an equal basis with all of the other children;
- To receive respectful treatment;
- To experience discipline that is fair and non--punitive;
- To receive nurturing care from staff members.

Children have the responsibility:

- To be accountable for their actions;

- To respect the school rules that guide them while at school;
- To remain with the group and staff at all times;
- To care for materials and equipment properly.

Child Abuse or Neglect

Michigan State law rightfully requires the school to report any suspicious or obvious abuse or neglect of a child to the Michigan Department of Human Services. Please be aware that the staff takes this responsibility seriously and will act immediately to meet this reporting requirement of the law.

Suspensions and Expulsions

Detentions, in and out of school suspensions, and/or expulsions are levels of consequences that are administered to students who demonstrate disobedient, disruptive, violent, disrespectful, or otherwise harmful behavior at school. A student whose presence creates, or is likely to create, a specific threat or risk to the safety or well-being of the school community or any of its members will be suspended or expelled from school. The Code of Student Conduct clearly spells out the responsibilities of parents and students, appropriate and inappropriate behaviors, and consequences for unacceptable behaviors.

Interrogations and Searches

Searches by Staff

The right to inspect students' cubbies, backpacks/book bags, and belongings is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

In exercise of that authority by school officials, it is incumbent upon them to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Interrogation by Police and Other Outside Agencies

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials and representatives of other agencies. Therefore:

- When law enforcement and or agency officials find it necessary to question students during the school day or periods of extracurricular activities, the school, the administration staff or designee will be present when possible.
- An extensive effort will be made to contact the student's parent or guardian to ensure that the responsible individual is notified of the situation.
- If custody and/or arrest is/are involved, administration will request that the law enforcement officials observe all procedural safeguards, as prescribed by law.

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within a reasonable period of time after the request,

unless the parent or student consents to a delay. The parent and the student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. The parent and student may request to have parts of the record interpreted by a qualified professional of the school or a third party if desired with written approval of the parent.

Confidentiality of Records

With few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific informed, written consent of the parent or the student.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be amended or deleted. The parent and student have a right to a conference, and the Head of School must render a decision in writing. If the parent and student are not satisfied with the decision, the decision may be appealed to the Board of Directors or the person designated by the Board.

Non-Discrimination Policy

Light of the World Academy does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, political belief, marital status, sex, age, height, weight or handicap unless it impairs an individuals ability to perform work responsibilities adequately. Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title IX, Section 504, or any other federal or state regulations may be directed to the Head of School, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202--5901

LIGHT OF THE WORLD ACADEMY STUDENT, PARENT, TEACHER, AND SCHOOL
LEADERS CONTRACT

Student Agreement

I will work to the best of my ability. Therefore, I will strive to do the following:

- Support LOTWA mission and vision
- Come to school ready to learn.
- Return my assignments and home activities completed and on time.
- Follow the rules of the school.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place to complete homework.
- Show my school communications and papers to a parent or guardian.
- Attend school regularly and be punctual.
- Have the supplies I need for class.
- Show respect for myself, my school, and other students.

I will support the code of conduct and policy as outlined in this document.

Signature: _____

Date: _____

Parent Agreement

I want my child to achieve. Therefore, I will encourage him or her by doing the following:

- Support LOTWA mission and vision
- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts to do his or her best.
- Encourage positive attitudes.
- Stay aware of what my child is learning.
- Attend parent--teacher conferences and other school functions.
- Communicate with teachers and/or school officials regularly.
- Supervise the completion of homework and projects, being careful to guide learning.
- Establish time for sharing daily school experiences and completing homework.
- Read with my child and let my child see me read.
- Provide at least 15 volunteer hours to support the school.
- Provide nutritious lunch and snacks that follow school policy.

Signature: _____

Date: _____

Teacher Agreement

I am committed to outstanding achievement by my students and will strive to do the following:

- Support LOTWA mission and vision
- Make efficient and effective use of academic learning time.
- Provide an atmosphere for open communications with parents and students.
- Provide a safe, secure, peaceful, and caring environment for learning and developing.
- Provide an enriched and challenging curriculum utilizing the Montessori curriculum, aligned to state and national standards.
- Respect students, families, and diversity in my classroom.

Signature:

Date: _

-
School leaders

I support high expectations across all programs and activities of the Academy and will do the following:

- Support LOTWA mission and vision
- Provide a safe, secure, positive atmosphere for learning.
- Provide an environment that allows for open communications among teachers, parents, and students.
- Support school functions.

Signature:

Date: