



Family Handbook

2019-2020

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www.lightoftheworldacademy.org

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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 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. Thus, 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 bi-monthly 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 all Board meetings are open to the public.

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

2019-20 ACADEMY BOARD OF DIRECTORS

Laura Burwell (President)

Stuart Cavcey

Andrew Bolam

Dennis Brewer

Geoff Boyer

ADMINISTRATION

Elizabeth Parks, Principal

Kathy Moorehouse, Director of Montessori Programming and Culture

MANAGEMENT COMPANY

Global Psychological Services

Rachel L. Turner, Ed.S.

Superintendent

Anthony Pendleton

Director of Special Education

GENERAL INFORMATION

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:

- 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 various school committees.
- 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:

- Formally scheduled parent-teacher conferences during the school year. The staff is always available to meet outside these times to discuss student progress, special circumstances and other matters.
- Newsletters from each class and the school.
- The staff makes themselves available 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.
- Connecting 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 goals of Light of the World Academy are 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
- 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, spatial 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 per 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 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 (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/her 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 Preprimary program work toward developing.

Practical Life develops:

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

Sensorial develops:

- Differentiating the five senses
- Improving each of the five senses
- Building 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 matters include math, reading, grammar, sentence analysis, penmanship, spelling, creative writing, geography, history, general science, botany, zoology, and art.

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.

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, and 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 using 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 using 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.

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 communication 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 optimal for the success of the student.

Parents have the right:

- To know that their child is cared for in a safe, supportive environment;
- To 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 with the school 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

Parents can help their children learn by:

- Starting each day with a calm beginning;
- Making sure your child is well rested with at least 9-12 hours of sleep each night;
- Encouraging your child to have a healthy breakfast and lunch;
- Laughing and talking with your child about school experiences – listen attentively;
- Encouraging good attendance.
- Acknowledging your child for special accomplishments;
- Keeping the lines of communication open. Inform the teacher of any family situation that could influence your child's behavior;
- Having a special place for notes and notices about school events;
- Reading each day to your child. Encourage reading for pleasure, and utilize the public library regularly
- Stressing organization of your child's belongings;
- Encouraging independence in your child by showing him/her what he/she can do himself/herself;
- Working at home with skills taught at school

ENTRY AGE FOR ELEMENTARY

Light of the World Academy provides instruction for grades K-8. A child is eligible to enroll in kindergarten if he or she is at least five years of age on or before September 1 of the school year of enrollment. Children who will be five years old after September 1 and by December 1 of the school year may submit a Kindergarten Waiver form requesting enrollment in kindergarten. The Kindergarten Waiver form can be requested in the school office.

SCHOOL HOURS

The regular daily school schedule begins at 8:30 a.m. and ends at 3:15 p.m.

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 to attend regularly in accordance with the laws of the state of Michigan. 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 AND TARDINESS 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 formal excuse has been approved (see excusable reasons below). "Tardiness" is defined as not being in class within ten minutes of the start of class at 8:30 a.m.

Parents are asked to email or call the school office to report absences.

REPORTING OF UNEXCUSED ABSENCES

When a student has accumulated ten (10) unexcused absences during any school year, the Academy will report the student to the Attendance / Truancy Officer of the Livingston Educational Service Agency. The Academy shall report to the Center for Educational Performance and Information (CEPI) 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 during any school year.

EXCUSABLE REASONS FOR ABSENCE

- Personal Illness. The school requires a doctor's confirmation for any illness beyond three school days.
- 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 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 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 report back to the School immediately after his/her appointment, if 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 student may be given approximate assignments and materials for completion.

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 ten (10) minutes after the official start of the school day or activity.

A student shall be considered a *habitual truant* if, warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated ten (10) unexcused absences.

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

- ⇒ A record of the truancy will be entered in the student's record file.
- ⇒ A parent conference may be held.
- ⇒ Habitual truants may be reported to the Attendance Officer (Livingston Educational Service Agency)
- ⇒ Disciplining truant students shall be in accord with Board policies and due process.

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);
- Incorporating defined, daily participation into the teaching/learning process and each grading period;
- 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 talk to or call his/her teacher to obtain assignments.

LATE ARRIVAL

Students are marked tardy to school if they arrive after 8:40 a.m. Class activities begin promptly at 8:30 a.m. A tardy student must report to the office upon arrival

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 school Principal of any limitations. Excessive early dismissals will be viewed similarly to excessive tardiness.

STUDENT ARRIVAL AND DISMISSAL

Arrival and dismissal of students will be supervised by staff members from 8:15 – 8:30 in the morning and from 3:15 – 3:25 in the afternoon.

School staff will be at the entrance to greet the children and help guide them to their classrooms. Parents and guardians wishing to escort their students into the building 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. Please 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 in-class visitation. Children who are not students at the school are not permitted to visit classrooms during school hours unless pre-authorized by the 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 and guardians can communicate. Safe, secure classrooms and disruption-free instruction require us to seek cooperation of parents, by not going directly to the classroom to deliver messages.

EMERGENCIES AND DRILLS

Most emergencies involve the weather. Procedures have been developed 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 potential emergency closings of school. The Academy will post and maintain a log of all its emergency drills on its website for three years as required by State law.

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 bell will sound for fire drills. School bells 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 school Principal 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 or legal guardians 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

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 telephone system. Please monitor these stations for closing information.

EMERGENCY CLOSING DURING THE SCHOOL DAY

In the event of severe weather or other unexpected emergencies during the school day, Light of the World Academy cancels classes when the Pinckney Community Schools District cancels classes. There may also be instances when the school closes due to a building problem or other such emergency that is not consistent with Pinckney Community Schools. Look online or listen to WHMI 93.5 for school-closing information. In the event of an emergency closing during the school day, the Academy will contact parents to inform them of the closure. 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

Appropriate dress and grooming ensures that the least disruptive learning environment is maintained always. 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 and clean.
 - ⇒ No body piercings, 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.
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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 should be clean, without holes, and in good repair. Students are to be neat and well-groomed for school. Shoes must be worn always. 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.

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 is and pack accordingly.

Good nutrition is an important aspect of mental and physical wellbeing. 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 (e.g., whole grain muffin, fruit, or 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 indication that 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 healthysnack.

TELEPHONE USE

Students may make school-related calls to parents or other designated childcare providers from the classroom or 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 Michigan Natural Resources and Environmental Protection Act. Inquiries concerning pesticide use should be directed to the school Principal.

TRANSPORTATION

Parents are responsible for transportation of their children to and from school. Parents dropping 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

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. Superintendent 4. 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. Situations such as these 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 unless a medical plan has been developed by the administration, parents and family physician. All prescription medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician and written, signed and dated permission from a parent must accompany any medication to be administered at school. This includes over-the-counter medications such as Tylenol, Ibuprofen, 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 and grade seven 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. Michigan Department of Education policy states that the 2012 rules were amended. Note that the amended rules:

- ⇒ 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 any of 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

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 parent will be notified as quickly as possible of medical care being given to the child.

PERSONAL PROPERTY

The Academy will work with parents to protect personal property. The following 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 should 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 their 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 non-school-related electronic devices 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 any activities sponsored before, during or after school. If these devices are found 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

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

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, team building 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) field trips. 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 school Principal 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 administers a computer based adaptive assessment, to all grades as a universal screener, three times per year as required by our Charter Contract with Grand Valley State University. 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 (IEP). 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 certified 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.

NON-DISCRIMINATION POLICY

Light of the World Academy does not discriminate against applicants, employees or students based on race, religion, color, national origin, political belief, marital status, sex, age, height, weight or handicap unless it impairs an individual's 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 Principal, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

Anti-Harassment and Bullying Policy and Procedures

Reference: Titles VI and VII of the Civil Rights Act of 1964, 42 USC 2000d et seq.
20 USC 1400 ET SEQ., The Individuals with Disabilities Education improvement Act of 2004 (IDEIA)
20 USC 1681 et seq.
29 USC 794, Rehabilitation Act of 1973, as amended
29 USC 6101, the Age Discrimination Act of 1975
42 USC 2000d et seq.
42 USC 2000e et seq.
42 USC 12101 et seq., Americans with Disabilities Act of 1990, as amended
42 USC 1983
42 USC 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635
Title IX of the Educational Amendments of 1972, 20 USC 1681 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC 794
The Americans with Disabilities Act of 1990, 42 USC 12101 et seq.
The Handicappers' Civil Rights Act, MCL 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, MCL 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008

General Policy Statement

It is the policy of the Board to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all Academy operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the Academy community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "Academy community" means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons' subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on Academy property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who encounter members of the Academy community at school-related events/activities (whether on or off Academy property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

Harassment

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or Academy employee that:

- A. Places a student or Academy employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. Has the effect of substantially disrupting the orderly operation of the Academy.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
 - B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
 - C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.
 - D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
 - E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals;
 - F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
 - G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
 - H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
 - I. Inappropriate boundary invasions by an employee or other adult member of the Academy community into a student's personal space and personal life; or
 - J. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
 - a. Verbal: The making of offensive written or oral sexual innuendoes,
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- suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward or by a fellow staff member, student, or other person associated with the Academy, or third parties.
- b. Nonverbal: Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to or by a fellow staff member, student, or other person associated with the Academy, or third parties.
 - c. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff member, student, or other person associated with the Academy, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where such contact is engaged in by Academy employees or other adult members of the Academy community
- K. Examples of inappropriate boundary invasions include, but are not limited to the following:
- a. Hugging, kissing, or other physical contact with a student
 - b. Telling sexual jokes to students
 - c. Engaging in talk containing sexual innuendo or banter with students
 - d. Talking about sexual topics that are not related to curriculum
 - e. Showing pornography to a student
 - f. Taking an undue interest in a student (i.e. having a “special friend” or a “special relationship”
 - g. Using email, text-messaging, websites or other social media services to discuss personal topics or interests with students
 - h. Giving students rides in the staff member’s personal vehicle or taking students on personal outings without administrative approval
 - i. Invading a student’s privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)
 - j. Going to a student’s home for non-educational purposes
 - k. Inviting students to the staff members’ home without proper chaperones (i.e. another staff member or parent of student)
 - l. Giving gifts or money to a student for no legitimate educational purpose
 - m. Accepting gifts or money from a student for no legitimate educational purpose
 - n. Being overly “touchy” with students
 - o. Favoring certain students by inviting them to come to the classroom at non-class times
 - p. Getting a student out of class to visit with the staff member
 - q. Providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so
 - r. Talking to a student about problems that would normally be discussed with adults (i.e. marital issues)
 - s. Being alone with a student behind closed doors without a legitimate educational purpose
 - t. Telling a student “secrets” and having “secrets” with a student

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or

educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

NOTE: Sexual conduct/relationships with students by school employees or any other adult member of the Academy community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant to such criminal charge and/or with respect to the application of this policy to school employees or other adult members of the Academy community.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

- A. Verbal: The making of offensive written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.
- B. Nonverbal: Placing offensive objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures based upon a person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.
- C. Physical: Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow staff member, student, or other person associated with the Academy, or third parties, based upon the person's race, color, national origin, disability, age, religious beliefs, ancestry, or genetic information.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working

and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Students and other members of the Academy community and third parties are encouraged to promptly report incidents of harassing conduct to a teacher, an administrator, supervisor or other Academy official so that the conduct may be addressed before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other Academy employee or official who receives such a complaint shall file it with the Academy's Anti-Harassment Compliance Officer within two (2) school days.

Members of the Academy community, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the School Leader believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the School Leader will report the act of bullying, aggressive behavior and/or harassment to one of the Anti-Harassment Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the School Leader shall suspend his/her 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the School Leader informed of the status of the 3362 investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as "Anti-Harassment Compliance Officers" for the Academy. They are hereinafter referred to as the "Compliance Officers".

NOTE: Academies are advised to appoint both a male and a female Compliance Officer to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. In addition, the Compliance Officers may also serve as the Academy's Section 504 and Title IX Coordinators.

School Leader
550 E. Hamburg
Pinckney, Michigan 48169

The names, titles, and contact information of these individuals will be published annually in the family and staff handbooks

The Compliance Officers will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the Academy community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student, other member of the Academy community or third party in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept complaints of unlawful harassment directly from any member of the Academy community or a visitor to the Academy, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the person alleging the harassment or the nature of the alleged harassment), or the Compliance Officer will

designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the ESP or will oversee the preparation of such recommendations by a designee. All members of the Academy community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) business days of learning of the incident.

Academy personnel who directly observe unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Additionally, any Academy employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Academy employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) school days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer or designee to investigate following all the procedures outlined for a formal complaint.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment or retaliation and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

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

- A. The nature of the behavior
 - B. How often the conduct occurred
 - C. Whether there were past incidents or past continuing patterns of behavior
 - D. The relationship between the parties involved
 - E. The race, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs and ancestry of the victim, and in the case of genetic information harassment, the genetic information of the employee victim
 - F. The identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment
 - G. The number of alleged harassers
 - H. The age of the alleged harasser
 - I. Where the harassment occurred
 - J. Whether there have been other incidents in the school involving the same or other individuals
 - K. Whether the conduct adversely affected the person's work or education performance or environment
 - L. The context in which the alleged incidents occurred
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- M. Whether speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution
- N. Whether an action or incident constitutes a violation of Policy 1662 requires a determination based on all the facts and surrounding circumstances

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Students who believe that they have been unlawfully harassed or retaliated may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving an Academy employee or any other adult member of the Academy community against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, regarding certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A student who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the ESP; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The Academy's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser;
 - B. distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends; or
-

- C. if both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the Board's records retention policy and/or Student records policy. (See Policy 8310 and Policy 8330)

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the "Complainant", may file a formal complaint, either orally or in writing, with a teacher, director, or other Academy employee at the student's school, the Compliance Officer, ESP, or another Academy employee who works at another school. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, ESP, or other Academy employee, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer or designee within two (2) business days. Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the ESP.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The ESP will not investigate unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days. Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. Interviews with the Complainant;
- B. Interviews with the Respondent;
- C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; and
- D. Consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

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

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

After the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the ESP that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer or the designee, the ESP must either issue a final decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the ESP final decision will be delivered to both the Complainant and the Respondent.

If the ESP requests additional investigation, the ESP must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. After the additional investigation, the ESP shall issue a final written decision as described above.

The decision of the ESP shall be final.

Privacy/Confidentiality

The Academy will employ all reasonable efforts to protect the rights of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related Administrative Procedures shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent. During a formal investigation, the Compliance Officer or his/her designee will instruct all members of the Academy community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the School Leader shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases, where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the Academy community, all subsequent sanctions imposed by the Board and/or ESP, shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any Academy teacher or Academy employee who knows or suspects that a student with a disability who is twenty-six (26) years or younger or a student under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or _____

neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy. Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the ESP.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The ESP, or designee shall provide appropriate information to all members of the Academy community related to the implementation of this policy and shall provide training for Academy students and staff where appropriate. All training, as well as information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Bullying

Reference: The Matt Epling Safe School Law, Public Act 241 of 2011, as amended by Public Act 478 of 2014 (MCL § 380.1310b).

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. Adversely affecting 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 substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. Teasing
- B. Threats
- C. Intimidation
- D. Stalking
- E. Cyber stalking
- F. Cyberbullying
- G. Physical violence
- H. Theft
- I. Sexual, religious, or racial harassment
- J. Public humiliation
- K. Destruction of property

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the Academy to provide a safe and nurturing environment for all its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy, and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more

pupils.

- B. Adversely affecting 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 substantial emotional distress.
- C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyberbullying," any reference in this policy to "bullying" shall also be deemed to refer to "cyberbullying."

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying and cyberbullying that does not occur "at school," as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

Reporting and Investigating Reports of Bullying

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the ESP. Complaints against the ESP shall be reported to the Board.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The ESP or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials. Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate

such earlier notification. The Academy shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The Educational Service Provider is the school official responsible for ensuring that this policy is implemented.

Confidentiality

The Academy will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The School Leader, or the School Leader's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publically disclosed.

Notification

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

Reporting

As required by state statute, the Academy shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, per the form and procedures established by the Department.

Any suspected, observed, or reported incidents of harassment or bullying must be followed up by school personnel. An initial conversation with the victim is to occur within 24 hours of notification. Pending that follow-up, documented accordingly and engagement of the school leader (when appropriate) within 48 hours of original notification using the **Formal Complaint Regarding Harassment or Bullying**.

Students should report any harassment or bullying they observe or experience immediately to their teacher, building leader, or by completing the Bullying Form (found in the quick links section of the website to print, copies can also be found in the classrooms and front office).

Formal Complaint Regarding Harassment or Bullying

Date of Incident: _____ **Time of Incident:** _____ **Repeat infraction? YES NO**

Location of Incident (circle all that apply):

Hallway/Restroom Classroom Gym Lunch Room Playground Locker

Room Parking Lot To/From After School Program School Sponsored Event

Text/Phone/Internet/Social Media

Name of victim(s): _____ **Name of student(s) bullying:** _____ **Name(s) of witnesses/bystanders:** _____

Type of Bullying:

Verbal

Physical: Result in injury? YES/NO

Reported to Principal? YES/NO Police? YES/NO

Bullying Behaviors (circle all that apply):

Shoved/Pushed

Staring/Leering

Hit, Kicked, Punched

Threatened

Excluded

Taunting/ridiculing

Writing/Graffiti

Told Lies or False Rumors

Demeaning Comments

Inappropriate Touching

Intimidation/Extortion

Stole/Damaged Possessions

Cyber-bullying using: Text messages, Website or Email Other: _____

CIRCLE ONE: Racial, Sexual, Religious or Disability Other: _____

Reported to school by (circle all that apply):

Teacher

Observer

Victim/Target

Parent

Other: _____

Describe the incident: _____

Physical Evidence? (Notes, Email, photo/video of damage, Website, Other (attach copies):

Actions Taken:

Consequences:

Remediation:

Referral for additional support services:

Parent Contact: Date: Time: Person making contact:

Today's Date:

Reported by:

Signature:



Bullying Incident Follow-Up

Follow-up Conference Date: _____ **Time:** _____

Conducted by: _____

People present:

Administrator:

Social Worker:

Teacher/Staff:

Student:

Parent(s)

Results/Action Plan



I saw a bully!



My Name _____

I saw _____ being a bully!
(other student's name)

This is what I saw _____

✓ Check one:



Fighting



Name Calling



Threatening



Making fun of someone

Turn in completed forms to your teacher or the front office

CODE OF CONDUCT

As part of its model and culture, Light of the World Academy puts a special emphasis always on the social and emotional education of the child. We believe strongly in proactively working with each child to promote positive behaviors, including conflict resolution, peace education, restorative practices, etc.

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 will participate in Restorative Practices

I will tell the truth.

I will move through the classroom in a quiet manner.

I will 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 another 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.

VIOLATIONS OF THE STUDENT CODE OF CONDUCT

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.

GROSS MISDEMEANORS OR PERSISTENT DISOBEDIENCE

Any student guilty of gross misdemeanors or persistent disobedience (including persistent disobedience of dress code policy) may be suspended or expelled by the authorized school leader or 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) school days. Possession, use or threatening the use of any weapon (not included in the legal definition above) or any dangerous item will result in a recommendation for expulsion by the Board or the School Leader. A dangerous item is any object capable of inflicting bodily harm (including but not limited to knives, bullets, brass knuckles, 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 or the School Leader. 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) school 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 or the School Leader. 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) school 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 or School Leader. 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) school 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 Code of Conduct, 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.)

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 Principal for possible long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the Principal and possibly the Board of Directors. The police will be notified and the student may be subject to 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 school year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

WEAPON LOOK-ALIKES

A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING/CYBER-BULLYING

Light of the World Academy will not tolerate bullying of any kind, including cyber bullying, on its school grounds, during school sponsored activities/events or away from the school, in the case of cyber bullying. The Academy Board's revised anti-bullying policy has been included as an addendum to the 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.

SEXUAL HARASSMENT

Light of the World Academy will not tolerate sexual harassment in any form. This includes the use of words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. It further includes unwelcome sexual advances, requesting sexual favors, and engaging in verbal communication or physical conduct of a sexual nature with or toward any other student, Academy personnel, or volunteers. The Academy has appointed

Elizabeth Parks, Principal, as the grievance officer for reporting and investigation possible incidents of sexual harassment.

CHEATING

Students will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline for cheating may include academic sanctions in addition to other discipline.

HAZING

The Academy will not tolerate hazing, which is a crime in Michigan. The Academy prohibits any behavior included in the definition of hazing, which is defined as “an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization.” The term “organization” means “a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution.” MCL 750.411t.

THEFT OR POSSESSION OF STOLEN PROPERTY

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less which does not belong to the student.

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 to determine a better choice next time.

Through classroom discussions, and Restorative Practices 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 Director/Principal is confident the student is ready to return to class as a responsible participant. A conference with parents and the Principal/Director 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.

APPLICATION TO STUDENTS WITH DISABILITIES

The Code of Conduct 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 the Code of Conduct. The regulations shall include procedures for reporting violations of the Code of Conduct to the student's parent(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. The Superintendent will provide a copy of the guidelines to parents regarding expulsion appeals and requests for reinstatement.

ANNUAL REVIEW

As part of its oversight function, the Board will revisit this Code of Conduct annually to review its effectiveness and, if necessary, consider any changes that may increase its efficacy.

Legal References: 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)

STUDENT RIGHTS

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

Among these rights and responsibilities are the following:

- Civil rights, including the rights to equal educational opportunity and freedom from harassment and discrimination; the responsibility not to harass and discriminate against others.
- 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.
- The right to due process of law with respect to suspensions, expulsion, and decisions the student believes injure his or her rights.
- The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
- 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-the program equipment, materials, and facilities on an equal basis with all the other children;
 - To receive respectful treatment;
 - To experience discipline that is fair and non-punitive;
 - To receive nurturing care from staff members.
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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 always;
- 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

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 school.

INTERROGATION BY POLICE AND OTHER OUTSIDE AGENCIES

The school acts *in loco parentis* for students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try 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.
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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 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 can 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 Principal 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.

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 a written request that identifies the record’s) they wish to inspect. The School official will decide 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.
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4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. 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 20202-5920

FERPA requires that the Academy, with certain exceptions, obtain the written consent of the parent or guardian of a student prior to the disclosure of personally identifiable information from their child's education records. However, the Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the Academy to the contrary in accordance with Academy procedures. The primary purpose of directory information is to allow the Academy to include this type of information from your student's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Individual or group recognition of achievement and /or accomplishments
- Graduation programs

One other exception which permits disclosure without parental 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 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.

LIGHT OF THE WORLD ACADEMY
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.

Student Signature

Date

LIGHT OF THE WORLD ACADEMY
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 lunches and snacks that follow school policy.

Parent /Guardian Signature:

Date:

Print Student name

Grade Level

Print Teacher name

LIGHT OF THE WORLD ACADEMY
PARENT/GUARDIAN CONFIRMATION

I, _____, have read the Light of the World Academy Family (Print Parent/Guardian Name) Handbook and will endeavor to support the school's mission to provide the best education possible for my child. I understand and support the rules and guidelines contained in the Light of the World Academy Family Handbook and acknowledge that the rules and guidelines contained in the Light of the World Academy Family Handbook serve as the foundation for a learning environment that is safe, caring and respectful for students, parents and school personnel.

Parent/Guardian Signature

Date