

Parent and Student Handbook 2024-2025



GERALD DAWKINS

ACADEMY

1050 Fisk Rd SE
Grand Rapids, MI 49507
Phone: (616) 219-0027

A public school academy managed by



Board of Directors

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NOTE:	This Student/Parent Handbook is based in significant part on policies adopted by the Board of Directors and Administrative Guidelines developed by the School Leader. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in August, 2024. If you have questions or would like more information about a specific issue or document, contact the School Leader, or access the document on the Academy's website: www.dawkinsacademy.org .
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Introduction

Forward

It is our privilege and honor to welcome you to Gerald Dawkins Academy for the 2024-2025 academic year. In making your decision to pursue an education with GDA, you have chosen a school that supports students by focusing on the growth and achievement of their educational goals while honoring their social and emotional development in a supportive learning environment.

This handbook is one tool to help guide you through an educational process that is as much about building character and understanding social responsibility as it is about intellectual development and critical thinking. As such, we ask that you read this handbook thoroughly.

The board reserves the right to make changes and/or additions to this document. The school will make changes known to the community via the website.

Mission of the Academy

Gerald Dawkins Academy ensures a dynamic and equitable learning opportunity where students, families and teachers will learn, lead, aspire and achieve optimal intellectual growth.

Vision of the Academy

Students and their families will grow and thrive as productive citizens in our global world. Gerald Dawkins Academy will instill in future generations the power of learning and the importance of giving back to their communities.

Equal Education Opportunity

It is the policy of this Academy to provide an equal education opportunity for all students.

Any person who believes that they have been discriminated against on the basis of their race, color, age, disability, religion, belief, gender, sexual orientation, or national origin, while at the Academy or an Academy activity should immediately contact the Academy Principal or the Academy's Compliance Officer listed below:

Angela O'Brien
Director of Business Operations
(616) 219-0027
aobrien@centerforsoundliteracy.org

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in an Academy investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

School Operations

Enrollment

Admission and Open Enrollment

Gerald Dawkins Academy is a tuition-free organization of public charter schools open to all Grand Rapids students. Student enrollment is based on the number of available seats within each grade. An annual lottery is held to randomly assign applicants to seats or a waitlist when applicable. The process for applying, enrolling and registering at GDA may be found on our website (dawkinsacademy.org) by clicking the “Enroll Now” button.

Additional questions about the admissions and enrollment process can be directed to the school leadership team or office manager by calling (616) 219-0027.

When Enrolling, parents must provide copies of the following:

- Birth Certificate or similar document
- Proof of residency
- Proof of immunizations
- Court papers allocating parental rights and responsibilities (if appropriate)

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the Academy Liaison for Homeless Children with regard to enrollment procedures.

A student who has been expelled or otherwise removed for disciplinary purposes from a public school in Michigan or another state while the period of expulsion or removal has not expired, may be temporarily denied admission to the Academy. Prior to denying admission, however, the Academy Leader shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Academy Leader determines to be relevant.

Gerald Dawkins Academy prohibits unlawful discrimination, harassment and retaliation on the basis of any protected category by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Title VII of the Civil Rights Act of 1964 (Title VII), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Education Amendments of 1972 (Title IX), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), specifically, but not limited to, discrimination, harassment or retaliation on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), race or ethnicity (includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union-related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in the workplace and in educational programs.

Transfer out of the Academy

Parents must notify the School Leader about plans to transfer their child from Gerald Dawkins Academy to another school. Transfer will be authorized only after the student has completed the arrangements, returned all Academy materials, and paid any fees or fines that are due. Academy records may not be released if the transfer is not properly completed. Parents are encouraged to contact the office administrator for specific details. Academy officials are required to transmit disciplinary records including suspension and expulsion actions against the student.

Emergency Contact

Please inform the office immediately if you have any changes of address, phone number or emergency contact information so records may be kept current.

This may be done by calling the front office: (616)219-0027.

Attendance

Attendance plays a critical role in a student's academic success; it also establishes good work habits and self-discipline. Our school takes attendance twice per day—every morning and after lunch. Michigan law places responsibility on each parent or guardian to send their child to school on a daily basis. More important, however, is the effect of regular and punctual attendance on the student's scholastic achievement. Not only is each day's lesson important to the individual student, but the student's participation in class also contributes to the education of others.

School Schedule

Office Hours (8:15am - 4:15pm)

**Doors open at 8:25am

Breakfast (8:25am – 8:40am)

Full Day of School Hours (8:45am – 3:45pm)

Half Day of School Hours (8:45 – 12:20)

Students will be released early (2:00pm) on the third Monday of every month so that staff can participate in professional learning opportunities.

Arrival and Tardiness

Arrival- Students should arrive at school between 8:25am and 8:40 to receive breakfast. Class begins promptly at 8:45am for all grades.

Tardiness- Students are considered tardy if they arrive at school later than 8:45am. Parents must walk tardy students into the school office and sign them in on the sign-in sheet.

Tardies are excused for only the following reasons:

- Personal illness or injury
- Doctor or dental appointments (a note from physician may be requested)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

Dismissal

School dismisses at 3:45pm. In the interest of students' safety and teachers' preparation time, parents are asked to pick up their children immediately after dismissal and no later than 4:00pm. After school, students are not allowed to play on the playground unless supervised by their parents.

Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out of the office.

***Please Note: When a student accumulates 10-15 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.*

Absence

If a student is going to be absent, a parent or guardian must provide the Academy with an explanation by no later than 9:30am. Voicemail is available before and after school hours.

- School Phone Number: (616) 219-0027
- Email: dnooble@dawkinsacademy.org or ljames@dawkinsacademy.org

If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be changed to "excused" if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Date of absence
- Reason for absence
- Signature of parent

Absences are excused only for the following reasons:

- Personal illness or injury (a note from a physician may be requested if illness lasts more than 5 days)
- Required court attendance
- Funeral
- Doctor or dental appointment (a note from physician may be requested)
- Religious observance
- Prior authorized absence (approved by the principal)

Truancy and Chronic Absenteeism

Frequently missing school, for any reason, greatly impacts student growth and academic achievement.

While Truancy refers only to unexcused absences, Gerald Dawkins Academy, considers a child "chronically absent" after missing 5 days of school (regardless of whether they were excused or unexcused).

A student is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the student will be referred to the Kent ISD Attendance Officer, which may lead to a referral to the Kent County Prosecutor's Office.

Both truancy and chronic absenteeism will be taken seriously. Gerald Dawkins Academy will follow a clear process for documenting and communicating absences to ensure families are supported and held accountable.

Total Absences (Excused and Unexcused)	Unexcused Absences (Truancy)	Procedures & Notifications
5 days	**	Attendance Letter
10 days	**	Parent Meeting and Completion of Attendance Corrective Action Plan (ACAP) **
**	10 days	Referral to KISD Attendance Officer
18 days	**	Appropriate Consequence*

**Attendance Corrective Action Plan (ACAP) is a written document that identifies the causes for excessive tardies and/or absences and what steps will be taken to minimize the number of occurrences. It is signed by a parent or guardian, the student, and a staff member.

While extenuating circumstances and appropriate documentation will be considered; chronic absenteeism may result in:

- Loss of participation in Academy activities and events.
- Removal from intervention small group(s).
- Retention of current grade-level.
- Poor academic achievement resulting in low grades, which will become a part of the student's permanent record.
- A report to local authorities concerning lack of parental responsibility in providing proper care of a child.
- Potential referral to County Truancy Office or social services with certified return receipt to parent.

Note: Any student who accumulates 15 consecutive school days of unexcused absences will be subject to potential expulsion from the Academy.

The principal may act as the school's attendance officer or delegate that duty. The school's attendance officer will investigate possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

Family Vacations

Parents planning to take their child on a trip must notify the principal or secretary before departure. The student's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school.

Illness During the School Day

If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Students with vomiting or fever must be symptom-free for 24 hours before returning to school.

Transportation

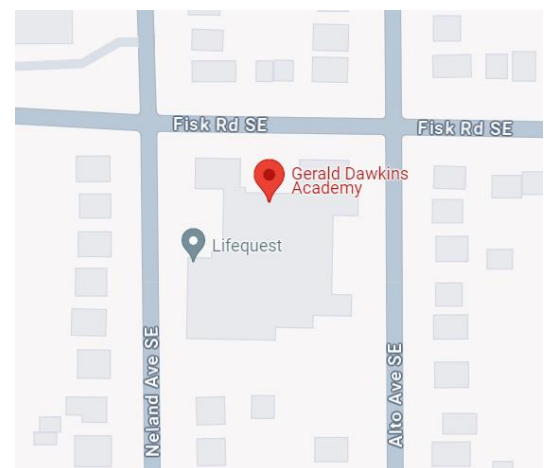
Drop-Off and Pick-Up Routines

Parents are expected to provide the means for their children to get to and from school. Students should arrive at school no later than 8:45 a.m. and be picked up no later than 4:00 p.m.

Staff members will not assume responsibility for the supervision and safety of any student before 8:25 a.m. or after 4:00 p.m. (2:15 on early release days or 12:30 on half days of school) unless the student is involved in a school-sponsored, after-school activity. In such case, parents are responsible for picking up their children immediately after the activity. Siblings must still be picked up by 4:00 p.m. This allows staff members to attend to their other after-school responsibilities.

Students must be picked up in front of the school building. Parents can walk up to collect their student(s) or pull up in their vehicle along the South side of Fisk Rd. Each family will be given signs with their own unique number at the start of the year. Students will only be released to approved people with the correct number sign.

If a change needs to be made for a student's pick-up, the school must be notified by no later than 3:15pm.



Walkers

Parents or guardians who wish their student(s) to walk home from school must complete the Student Walk Home Release Form. Student will only be allowed to walk home unsupervised if they are in grades 2-4 or accompanied by a sibling in grades 2-4.

Students who walk to and from school should go directly home following dismissal. Failing to do so may cause undue worry for parents and staff members.

Food Service

It is our goal to provide healthy, nutritionally balanced and creative meals for our students that not only provide them access to quality food but also with options that they enjoy. We participate in Community Eligibility Provision (CEP), a Federal program which offers free meals to all enrolled students. Parents should complete a Household Information Survey as part of the program participation. The Household Information Survey determines the funding your student's school will receive to provide supplemental student support services. Incomplete forms may result in the elimination of these school services.

Breakfast is served daily from 8:25-8:45, and lunch is offered daily to all students. Although participation is not mandatory, we do recommend all caregivers encourage their students to eat in school. We ask that caregivers who choose to provide their child with a lunch from home, pack a healthy meal in an age-appropriate portion and refrain from providing food, snacks or beverages with minimal nutritional value such as chips, candy, gum or soda pop. Students who bring lunch from home must refrain from sharing food to minimize the risk of an allergic reaction.

Lunch menus will be shared with all families via Friday Folders at the start of each month.

Dress Code

To enable students to reach high academic standards, the school has put in place a dress code designed to reduce distractions. Implementing a dress code promotes student learning and increased academic instruction time. Interpretation of the Dress Code is at the principal and staff's discretion; their decision is final.

Uniform

All students will wear the designated school uniform unless otherwise specified by the principal.

- Polo shirt in navy, light blue or white
- Khaki or navy-blue pants, shorts or skirt

General Expectations

Tops

- Shirts must cover the back, shoulders, chest, and midriff. Undergarments must not be visible.
- Spaghetti strap shirts, halter tops, tank tops, undershirts, muscle shirts, sheer, or any other clothing items that show bare midriff are not permitted.

Bottoms

- Pants and shorts must be fitted or belted at the waist to prevent sagging and undergarments must not be visible.
- Shorts must extend past the mid-thigh (halfway between inseam and knee).
- Skirts, dresses, and jumpers must be no more than two (2) inches above the knee in length.
- Pajama pants are not permitted without administrative permission.

Shoes

- For safety reasons, students are required to wear shoes appropriate for indoor and outdoor activity.
- Shoes that are unsafe (for example shoes with wheels) are not permitted.
- Slippers are not permitted without administrative permission.

Headwear & Accessories

- Hats and other headwear, except for religious or medical purposes, must not be worn inside the school building.
- Any jewelry, chain, or other apparel posing a safety risk is not permitted.
- Hair must not obstruct vision or distract from the learning environment.
- Sunglasses are not permitted inside unless for medical purposes.

Miscellaneous

- Revealing clothing is prohibited. All clothing must fit appropriately and must not be excessively tight or loose. Such clothing includes all sheer, low-cut, or otherwise revealing garments.
- Areas typically covered by undergarments must not be visible.
- Clothing, accessories, or grooming may not depict or advertise weapons, alcohol, tobacco, drugs, drug paraphernalia, sexual or obscene language or images, threats, or racial or ethnic slurs/symbols, or promote conduct expressly prohibited by the Student Code of Conduct.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols is prohibited.
- Spirit week and other special occasion attire may be worn only with administrative permission.

Violation of Dress Code Policy

Dress code will be strictly enforced. Parents/guardians will ensure that their child is dressed in uniform clothing in accordance with the dress code established by Gerald Dawkins Academy. The academy will provide uniform attire if one cannot be afforded.

Repeated violations will result in a referral to the administrative staff for disciplinary action.

Recess

Supervising staff is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area.

Students will go outside for recess unless the weather is not favorable. Anytime the wind chill is below zero students will have indoor recess.

Students should dress appropriately for outdoor activities during cold weather. This may include wearing hats, gloves and a warm coat. It is the parent and/or guardian's responsibility to ensure students are sent to school with these items. If a student does not have appropriate outdoor clothing, he or she may not be allowed to participate in outdoor activities.

Field Trips

When students travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. Misbehavior or disregard of school policies can result in denial of field trip privileges. As in the classroom, the teacher will judge behavior as acceptable or unacceptable.

Signed permission slips must be on file with the teacher for each child to leave GDA's campus.

Animals

With the exception of service animals, animals are not allowed on Gerald Dawkins Academy's property during school hours unless specifically approved, in advance, by the principal. School hours includes before and after school when students are entering and exiting the school (8:25am – 4:00pm) and during after-school or evening activities when students are present.

For the safety of all children and adults, pets are not to be in proximity to students during arrival and dismissal. With the number of students entering and exiting the school building, some animals could become excited and/or overwhelmed, thereby compromising the safety of our students.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Students shall not possess cell phones, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and electronic devices during the instructional day at school or school-related events, unless approved by the principal. Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Lost and Found

The lost and found is located in the office. Unclaimed items are donated to charity at the end of each quarter. Students may retrieve their lost item after they give a proper description. Unclaimed items will be donated at the end of the school year.

Academics

Pillars of Practice

At Gerald Dawkins Academy, we strive to educate all students to the highest levels of academic achievement; to create relevant learning opportunities for students that will help them develop the knowledge, critical thinking skills, and character necessary to aspire and achieve their future endeavors.

Our Pillars of Practice are rooted in research-based, best practices that define our educational philosophy through a comprehensive framework of excellence. Using a lens focused on equity, the Pillars of Practice promote continuous growth, development and achievement for every child.

Mission-Driven and Data-Informed

Transforming the minds of students through academic empowerment and success, using data-based methods to support all unique learners and backgrounds.

Standards-Based Teaching and Learning

Ensuring that students can master the learning for their grade-level and that curriculum is both relatable and challenging.

Personalized Learning

Supporting students with individualized, differentiated instruction that targets their unique learning needs and supports their growth while empowering them to take ownership of their learning. We prioritize small class sizes as well as Intensive Literacy Instructors and interventionists who enable struggling students to receive more individualized attention.

Serving the Whole Child

Expanding students' minds beyond the classroom; improving social and emotional skills, providing a global perspective, encouraging community engagement and ensuring proactive, responsive restorative approaches.

Aspirational Environment

Empowering students in their personal journey, ensuring access to opportunities and recognizing students for their achievements and the role their families play in that success.

Curriculum

English Language Arts

Core Knowledge Language Arts (CKLA): The K–3 program consists of two separate strands of instruction. The Knowledge Strand (referred to as the Listening and Learning Strand) and the Skills Strand. The Knowledge Strand engages students in culturally diverse, interactive read-aloud texts that are fiction and non-fiction based. Students read, think, talk, and write about topics meaningful to them that build understanding across content areas.

The Skills Strand systematically and explicitly teaches students to recognize phonemes in words and then blend sound-by-sound to decode words (i.e., synthetic phonics), using a multisensory approach. Students then apply their learning authentically in engaging, decodable texts. The skills strand contains a deliberate review of skills that are interspersed throughout. In addition, the program explicitly teaches handwriting, spelling, and grammar as well as provides students with guided support in expressive writing.

Mathematics

Bridges in Math: This program features a combination of whole-group, small-group, and independent multidisciplinary activities that are at first problem centered with student exploration and then broken up into three key areas of teacher led instruction which is a blend of direct instruction, structured investigations, and open exploration. Within this framework there are two main areas, Number Corner and Problems & Investigations.

Science

Core Knowledge Science (CKSci): This program is designed to assist students with 1) Building knowledge of core ideas in life, physical, earth sciences, and engineering design; 2) Developing scientific practices through firsthand experience in scientific inquiry, engineering, and technology; and connecting scientific learning to concepts across various disciplines, such as mathematics and literacy.

Social Studies

Core Knowledge History (CKHG): This is a comprehensive, inquiry-based program with built-in alignment to national frameworks and state standards for social studies. It is constructed with inquiry-based instruction at its core, focusing on cross-curricular connections. The focus areas include World History, American history and geography, while integrating topics in civics and the arts. The program builds students' background knowledge and develops oral language acquisition and vocabulary skills.

Social and Emotional Learning

Move This World: A social & emotional learning program that has been recently developed based on each grade level's individual needs and age range. Students are given daily lessons using technology, movement, actions, and creativity opportunities through a web-based platform that provides students, staff, and families with the skills to develop emotional competencies and understand the world in which they live and function beyond the classroom walls. Students walk away having common language across grade levels and positive ways for expressing their emotions.

Achievement

Grading

Standards-based grading measures the mastery of learning targets. It is based on a specific set of standards that students need to meet for each grade/content area. Marks are not a comparison of one student to another, but rather a way to measure how well students are performing on grade-level/content area standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful.

4-Point Proficiency Scale

Scale Score	Proficiency Rating
4	Beyond Expectation
3	At Expectation
2	Approaching Expectation
1	Developing Expectation

Academic Progress

Progress Reports will be communicated regularly throughout the year that detail your student's academic performance in all subjects.

Report Cards will be sent home at the end of each trimester.

Student Assessments

K- 4th grade NWEA/MAP in Math and Reading (3x/year)

3rd and 4th grade Math and Reading MSTEP

Student Grade Placement, Acceleration, Promotion or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests on the decision of the administrative team.

The principal shall consider the following, when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
2. Attendance
3. The physical, social and emotional readiness of the student for the curriculum of each grade
4. The recommendation of the student's parents and teachers
5. The applicable laws governing these decisions. The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Homework

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all students. It is the school's obligation to provide a free and appropriate public education (FAPE) to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA") and state special education rules and regulations. For additional specifics regarding a student's special education rights, parents are encouraged to review the *Procedural Safeguards* that are available from a school administrator or special education provider.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade..." A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the Academic Director with a written request for an evaluation under IDEA and/or Section 504. The school must take the parent's request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the NHA Special Education Department at (616) 222-1700. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and requires an accommodation(s) in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school's principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Student Success Team

The Student Success Team (SST) is a committee of school personnel set up by the Director of Educational Support Services, to ensure ongoing and effective support for students and classroom teachers. Parents are informed if their child is being considered for referral to the SST for behavioral and/or academic support.

The SST is a general education intervention process and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic, behavioral, and functional performance. The SST may serve as the pre-referral intervention-planning team for those "unidentified" students whose difficulties may suggest the presence of a disability.

As appropriate, the SST may refer a student to the Special Education team for formal assessment. Parents should be informed if the SST is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the SST will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The SST's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

GDA will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc.

All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specially designed instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school and throughout the school year, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participants which minimally includes, general and special education providers and administrators. Parents are also encouraged to be members of the IEP Team.

The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students:

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined.

In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent Participation

Parents are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student. Parents will be invited to participate and share information about their student prior to and during the IEPT meeting. Parents are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Student Code of Conduct and Responsibility

Positive Behavior Interventions and Support

There are five emotional and relational life skills critical to mental health and successful social interaction. Without them, we are destined to struggle personally and socially. We know intuitively that these skills are necessary for a happy and productive life, and there are mountains of research that confirm it. These learned behaviors are:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision making

These teachable skills help young people build understanding and management of their own emotions, how to interact appropriately with others, and how to make responsible decisions.

Gerald Dawkins uses an evidence-based, three-tiered framework that integrates data, teaching practices, and school systems and practices to proactively affect student outcomes in a positive way. Simply put, our behavior interventions and supports proactively improve safety and promote positive behavior.

The Academy believes in teaching expectations, preventing problems, and using logical consequences. Our framework is broken down into three tiers:

- Tier 1: Universal, schoolwide system for everyone. All students at the school learn basic behavior expectations, like respect and kindness. School staff recognizes and praise students for good behavior. Often small rewards, like tokens or prizes, are used to recognize students' positive behavior.
- Tier 2: Extra, targeted support for struggling students. Some students have a harder time with behavior expectations. The school gives these individuals evidence-based interventions and instruction. For example, some students may struggle with social interactions. A Tier 2 strategy might be providing social awareness and empathy training to help them learn how to read and react to situations more appropriately.
- Tier 3: Intensive support for individual students. The third tier of PBIS is the most intensive. It's for students who need individualized support and services because of ongoing behavioral concerns.

PAWS Behavior Matrix

The PAWS Behavior Matrix is a detailed description of expected behavior, or norms that reflect the shared values of our school community. This matrix provides students with predictable routines, positive school-wide expectations and critical social, emotional and behavioral skills.

Signs will be posted throughout the school, so that students have visual reminders of the PAWS expectations for each space.

	P actice R esponsibility!	A ct Respectfully!	W ork Together!	S tay Safe!
Hallway	<ul style="list-style-type: none"> • Listen and follow directions. • Be quiet to allow other classes to learn. • Help keep the hallways clean. 	<ul style="list-style-type: none"> • Be polite to others and use kind and appropriate language. • Treat school property nicely. 	<ul style="list-style-type: none"> • Stay in a line on the right side of the hall. • Admire student work and allow it to hang nicely. 	<ul style="list-style-type: none"> • Keep hands, feet, and body to yourself! • Walk at all times with hands by your side.

	Practice Responsibility!	Act Respectfully!	Work Together!	Stay Safe!
Bathroom	<ul style="list-style-type: none"> Wash your hands with soap when finished. Be sure to flush. Throw away paper towels and trash in the garbage can. 	<ul style="list-style-type: none"> Walk to and from the bathroom. Respect the privacy of others. Be quiet and use nice words. 	<ul style="list-style-type: none"> Be patient when taking turns. Act appropriately at all times. Keep the bathroom clean. 	<ul style="list-style-type: none"> Keep floor clear and clean of water Keep your hands, feet, and body to yourself! Report any incidents.
Lunchroom	<ul style="list-style-type: none"> Clean up and throw away trash. Sit with feet under the table. Raise your hand if you need anything. 	<ul style="list-style-type: none"> Be polite, and eat with manners. Listen and follow directions of adults. Keep hands, feet, and body to yourself! 	<ul style="list-style-type: none"> Wait patiently, and stay in line. Help clean up the whole table area. Use quiet voices. 	<ul style="list-style-type: none"> Walk slowly to and from the table with food or trash. Help clean up anything you dropped or spilled. Stay seated until dismissed.
Playground	<ul style="list-style-type: none"> Return equipment when you're finished using it. Treat all equipment the way it is meant. Line up when the bell rings. Put away all materials and equipment. 	<ul style="list-style-type: none"> Listen to the adults and follow their directions. Use kind words at all times. Play fairly and by the rules. Keep hands, feet, and body to yourself! 	<ul style="list-style-type: none"> Be patient, and take turns with the equipment. Work together to solve problems. Everyone can be included. Help keep the playground clean. 	<ul style="list-style-type: none"> Rocks, sand, and snow stay on the ground Report incidents to an adult outside when it happens. Stay on the playground at all times.
Classroom	<ul style="list-style-type: none"> Listen and follow directions the first time. Always do your best. Follow all classroom rules. Be honest. 	<ul style="list-style-type: none"> Be polite and kind to everyone, and use nice words at all times. Use indoor voices. Raise your hand to speak. 	<ul style="list-style-type: none"> Share materials with each other. Help each other when appropriate. Help keep the classroom clean. 	<ul style="list-style-type: none"> Keep hands, feet, body, and materials to yourself. Use all materials appropriately. Walk at all times.
Assemblies	<ul style="list-style-type: none"> Follow the directions of adults. Walk quietly to and from your seat. Face forward and watch the whole time. 	<ul style="list-style-type: none"> Listen carefully and act nicely. Give the people your respect. Clap and cheer at appropriate times. 	<ul style="list-style-type: none"> Be quiet so everyone can hear. Stay seated so everyone can see. Be polite. 	<ul style="list-style-type: none"> Stay seated until your class leaves. Keep hands, feet, and body to yourself!

Code of Conduct

Our goal is to offer a high-quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below. Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property. This Student Code of Conduct defines the acts of misconduct and potential consequences as authorized by the Board.

The consequences listed in the Student Code of Conduct are general guidelines based on the judgment of the building leader. It is the responsibility of the parent along with the student to read and understand the Code of Conduct.

The school will first consider implementing restorative practices to address behaviors involving interpersonal conflicts, bullying, cyberbullying, harassment, verbal and physical conflicts, theft, damage to property, and class disruption. Restorative practices are practices that emphasize repairing the harm to the victim and the school community caused by the pupil's misconduct.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

1. **Use, possession, distribution, or sale of drugs, alcohol, steroids, inhalants, or look-alike drugs.** Sale also includes the possession or sale of over-the-counter medication to another student. Attempted sale or distribution is also prohibited.
2. **Use, sale, distribution or possession of any form of tobacco or tobacco products.**
3. **Possession of a weapon.** This includes conventional objects like guns, pellet guns, knives, or club type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. State law may require permanent expulsion for any cutting instrument consisting of a blade longer than three inches fastened to a handle, any explosive, poison gas, bombs, grenades, rockets, missiles or mines. Criminal charges may be filed for this violation.
4. **Use of an object as a weapon.** Any object that is used to threaten, harm or harass another may be considered a weapon. This includes, but is not limited to, padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action.
5. **Knowledge of dangerous weapons or threats of violence.** For the safety of all students, staff and visitors, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.
6. **Purposely setting a fire.** Anything, such as fire, that endangers school property or its occupants will not be tolerated. Arson is a felony and will be reported to the proper authorities.
7. **Physically assaulting a staff person, student or other person.** Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence".
8. **Verbally threatening a staff person, student or other person.** Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. Verbal assault also includes the making of bomb threats or similar threats directed at a school building, property, or a school-related activity.
9. **Extortion.** Extortion is the use of threat, intimidation, force or deception to take or receive something from someone else. Extortion is against the law.

10. **Falsification of schoolwork, identification, and/or forgery.** Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action.
11. **False alarms, false reports, bomb threats.** A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt.
12. **Explosives.** Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers and poppers are forbidden and dangerous.
13. **Trespassing.** Suspended or expelled students are not allowed on school property without prior authorization of the Principal. Also, students are not allowed on school property, or in unauthorized areas, during unauthorized times.
14. **Theft.** Stealing school or personal property is considered theft.
15. **Disobedience.** School staff is acting "in loco parentis", which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers. If given a reasonable direction by a staff member, the student is expected to comply. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.
16. **Damaging property.** Vandalism and disregard for school property will not be tolerated. Violators may incur repair, replacement costs along with discipline.
17. **Persistent absence or tardiness.** Attendance laws require students to be in school the entire school day or have a legitimate excuse. Excessive absences will be reported for truancy.
18. **Aiding and abetting violation of school rules.** If a student assists another student in violating any school rule, they may also be disciplined.
19. **Engaging in public displays of affection.** Boy/Girlfriends demonstrating affection (holding hands, kissing, etc.) is personal and not allowed at school.
20. **Possession of electronic equipment.** Students are not allowed to use laser pens, cell phones, MP3 players, etc. during school hours. The property will be confiscated, and disciplinary action will be taken.
21. **Violation of individual school or classroom rules.** Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with District policy.
22. **Moral Affront.** Students will not engage in behaviors or language that is considered obscene and/or vulgar.
23. **Disruption of the educational process.** Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic and performing arts events.
24. **Bullying.** It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited.

This prohibition includes written, physical, verbal, and psychological abuse, including:

- Physical-hitting, kicking, spitting, pushing, pulling, taking off and/or damaging personal belongings or extortion of money, blocking or impeding student movement, unwelcome physical contact.

- Verbal-taunting, malicious teasing, insulting, name calling, making threats.
- Psychological—spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion or intimidation. This could include in a number of different ways including (but not limited to) notes, emails, social media postings and graffiti.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities for the Academy, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

25. **Harassment.** The school believes that every individual deserves to be able to come to school without fear of demeaning remarks or actions. The harassment of other students or members of the staff, or any other individuals is not permitted. This includes any repeated speech or action that creates a hostile, intimidating or offensive learning environment. Harassment includes, but is not limited to:

- Sexual Harassment: Verbal, non-verbal or physical contact.
- Gender/ Ethnic/ Religious/ Disability Harassment: Verbal, non-verbal or physical assault.
- Harassment includes such activities as stalking, bullying, name-calling, taunting, and hazing. Any student who is found to have repeatedly demeaned or harassed a staff member, student or third party, will be subject to discipline in accordance with law. Students who believe they have been harassed, bullied or intimidated will report to the principal who will follow board policy 5517.

26. Unauthorized use of school or private property. Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guidelines. Violations of this rule could result in suspension or expulsion.

27. Refusing to accept discipline. The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

Permanent Expulsion –The following acts of misconduct at school, as defined by state law, may be subject to permanent expulsion from all public schools in the State of Michigan:

- Possession of a dangerous weapon**
- Arson
- Plea, conviction or adjudication of criminal sexual conduct (regardless of where it occurred) against another student enrolled at the School
- Criminal Sexual Conduct at school

**Michigan law does not require the Board to permanently expel a student for possession of a dangerous weapon at school if there is clear and convincing evidence of one of the following:

- The student did not possess the object for use as a weapon or for delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.

- The student did not know or have reason to know that the object constituted a dangerous weapon.
- The student possessed the weapon at the suggestion, request or direction, or with express permission, of the school or police.

There is a rebuttable presumption that permanent expulsion is not justified for a dangerous weapon other than a firearm if both of the following are met:

- The Board determines in writing that at least 1 of the factors listed above has been established in a clear and convincing manner; and
- The student has no history of suspension or expulsion. In addition to the above, the Board will consider the following factors before making a decision to permanently expel a student:
 1. The student's age;
 2. The student's disciplinary history;
 3. Whether the student has a disability;
 4. The seriousness of the violation or behavior;
 5. Whether the violation or behavior threatened the safety of any pupil or staff member;
 6. Whether restorative practices will be used to address the violation or behavior;
 7. Whether a lesser intervention would properly address the violation or behavior.

Disciplinary Procedures

Restorative Practices

Gerald Dawkins Academy is committed to using Restorative Practices as part of our school's culture, climate, and expectations. Restorative measures are a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs to keep students in school.

The use of Restorative Practices assists in ensuring equitable disciplinary practices that reduce disparities in consequences for students with varying backgrounds and needs. Restorative Practices do not negate the need for consequences. Rather, they enable students to examine their attitudes and behaviors in a supportive environment while working to repair harm in a way that is meaningful to those who were affected.

Restorative Practices are commonly incorporated in the school setting through the following (is not an exhaustive list):

- Restorative Charts & Conferences;
- Social and Emotional Groups;
- Community Circles (Morning Meeting, Talking Circles, Celebratory Circles)
- Check-in and Check-out
- Culturally Responsive Instruction;
- Intentional Relationship Building Activities

The restorative practices approach may utilize Restorative Justice which emphasizes:

- Focus on the repairing of harm done to relationships caused by wrongdoing, more than the rule that was broken;
- Address the needs of the student participants;
- Empower victims and demonstrate equal concern for their needs within the discipline process;
- Support students who have harmed others while encouraging them to take personal responsibility for their actions and understand, accept and fulfill their obligation to repair the harm that has occurred;
- Identifying the root cause of the incident and providing appropriate interventions to increase support with accountability for the healing process;
- Ensure a safe reintegration of students back into the school environment, rather than punishment and isolation;
- Involve individuals who have harmed others in the decision-making around consequences;
- Anticipate and address situations that may challenge a school community, such as physical conflict or re-entry of members into the community who have been apart for disciplinary reasons.

Informal Discipline

Informal discipline takes place within the Academy. It could include:

- change of seating or location;
- lunch-time or after-school detention;
- in-school restriction;
- loss of privileges;
- phone call home;
- selected restorative practice strategies.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, short-term suspension for up to ten (10) school days, long-term suspension for more than ten (10) school days but less than a permanent expulsion, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal hearing with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may appeal the suspension, in writing, to the principal and a formal appeal hearing will be held.

When a student is being considered for expulsion, a formal hearing is scheduled, the parents will be given written notice of the hearing and will be expected to attend. The school leader then takes testimony and determines if the student is to be expelled. This decision may be appealed to the board of directors. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion cannot be made up and usually results in a loss of credit.

If a student commits a crime while at the Academy or an Academy-related event, the student may be subject to Academy disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Due-Process Procedures

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain their side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the School Leader will make a decision whether or not to suspend. If a student is suspended, the student and their parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension.

The suspension may be appealed within two (2) school days after receipt of the suspension notice, to the school leader or to the Director of Educational Support Services. The request for an appeal must be in writing.

During the appeal process the student shall not be allowed to remain in school.

The appeal shall be conducted in a private meeting and the student may be represented. Sworn, recorded testimony shall be given. If the appeal is heard by the Board of Directors, the hearing is governed by the Open Meetings Act. Under the Open Meetings Act, the hearing must be public unless the parents request that the meeting be conducted in a closed session.

When a student is suspended, they may make-up after the return to school, or while on suspension if assignments can be gathered.

Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term Suspension or Expulsion from School

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- the charge and related evidence;
- the time and place of the Board meeting;
- the length of the recommended suspension or a recommendation for expulsion;
- a brief description of the hearing procedure;
- a statement that the student may bring parents, guardians, and counsel;
- a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- a statement that the student may give testimony, present evidence, and provide a defense;
- a statement that the student may request attendance of Academy personnel who were party to the action or accused the student of the infraction;
- the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from the Academy. A formal hearing is scheduled with the building administrator, during which the student may be represented by their parents, legal counsel, and/or by a person of the student's choice.

Within 10 days (as in AG 5610) after notification of long-term suspension or expulsion, the long-term suspension or expulsion may be appealed, in writing, to the Board of Directors. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Directors. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

Dawkins Academy makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-Academy disciplinary action, they should contact the principal.

Discipline of Students with Disabilities

School officials may suspend students with disabilities/impairments for a total of up to 10 consecutive or 10 cumulative school days in one school year without consulting the Director of Specialized Instruction. If students with disabilities continue to participate in the general education curriculum, continue to receive their 504/IEP services, and continue to participate with non-disabled peers to the same extent as specified in the 504s/IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit.

Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has the discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities more than 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Director of Specialized Instruction is absolutely necessary. Without such consultation and approval from the Director of Specialized Instruction, the 10-school-day limit on out-of-school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to this Policy, the following apply:

- School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) or 504 Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. Schools must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
- The 504/IEP team must:
 - Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's 504/IEP. The behavior is a manifestation of the student's disability if:
 - the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - the conduct in question was the direct result of the school's failure to implement the student's 504/IEP.
 - Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the Student Code of Conduct (SCC), taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. If the student's behavior is a manifestation of the disability, a

disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting. All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Definition of Terms

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, they should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive Behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At Academy" is defined as in a classroom, elsewhere on Academy premises or at an Academy-sponsored activity or event whether or not it is held on Academy premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off Academy premises if either owned by or under the control of the Academy.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the Academy's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the Academy.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school/academy, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all Academy employees and Board members.

"Third parties" include, but are not limited to, coaches, Academy volunteers, parents, Academy visitors, service contractors, vendors, or others engaged in Academy business, and others not directly subject to Academy control at inter-Academy or intra-Academy athletic competitions or other Academy events.

For further definition and instances that could possibly be construed as:
Harassment, see Policy 5517;
Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011)
Policies on Bullying, Michigan State Board of Directors
Model Anti-Bullying Policy, Michigan State Board of Directors

Search and Seizure Practices and Procedures

Search of a student and/or the student's possessions, may be conducted at any time the student is under the jurisdiction of the Board of Directors, if there is a reasonable suspicion that the student is in violation of the law or Academy rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the Academy and may be searched at any time if there is reasonable suspicion that a student has violated the law or Academy rules. Locks are to prevent theft, not to prevent searches.

Anything that is found in the course of a search that may be evidence of a violation of Academy rules or the law may be taken and held or turned over to the police. The Academy reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against Academy policy.

All school technology (Chromebooks, iPads, etc.) are the Academy's property and are to be used by students, where appropriate, solely for educational purposes. The Academy retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the Academy's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the Academy with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the Academy retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

Technology Use and Internet Safety Practices and Procedures

Students are offered access to the Gerald Dawkins Academy's computer network for creativity, communication, research, and other tasks related to the GDA academic program. All use of computers, furnished or created data, software, and other technology resources as granted by GDA are the property of GDA and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the GDA computer network and the school's technological resources. The school educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Responsibilities and Expectations

All use of technology devices furnished or created data, software, Internet connections, network, and other technology resources (collectively referred to as "technology resources") as granted to the student and/or student body are intended for educational use. Network users shall not access or willingly allow another person to access any network resource without proper authorization. Students are responsible for appropriate behavior when using the school's

technology resources just as they are in a classroom or on the campus. Communications on the network are often public in nature. School rules for behavior and communications apply to such use, including the Student Code of Conduct. It is expected that users will comply with school policies and procedures regarding technology. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources.

General Rules

1. **Privacy:** The school and GDA reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the GDA network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any GDA technology or transmissions originating within or around school property.
2. **Bullying:** The school prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises.
3. **Inappropriate Materials or Language:** Accessing, viewing, creating, printing, sending, sharing, or otherwise using impolite, pornographic, and/or profane language or materials is not permitted when using the school's technology resources. Accessing materials not in line with the rules of school behavior is prohibited. Users should never access, send, or view materials they would not want instructors or parents to see. If students encounter any inappropriate material by accident, he/she should report it to his/her instructor immediately.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the GDA network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by NHA to ensure the safety and integrity of data, GDA makes no warranties of any kind, either expressed or implied, for the service it provides. GDA will not be responsible for any damage to data.
7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.
9. **Technology Disruptions:** Users may not perform any activity designed to deny the availability of network or computer services. These activities are malicious and pose a cyber threat by denying or limiting services without authorization or permission.

Additional Information

Users are expected to be courteous, responsible, and thoughtful when using the school's technology resources. Common sense should prevail. The use of the school's technology resources must be both in support of education and research and consistent with the educational objectives of the school.

Use of technology resources, including the school's Internet connection and network, is intended for school-related activities without permission from an instructor or administrator. Personal activities, including accessing personal internet accounts (Facebook, email, etc.), are prohibited when using the school's technology resources, including the school's Internet connection and network, whether such use or access occurs through use of a school-owned and issued technology device, or a student's own registered technology device.

Transmission of any material in violation of any federal or state law is prohibited. Such material includes but is not limited to copyright material, threatening or obscene material, and unlawful material.

Internet Use

The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. Gerald Dawkins Academy integrates the use of these resources into student instruction. Student Internet usage is permitted only in the presence and supervision of a teacher, the child's parent, or other designated adult school personnel. GDA is not responsible for the accuracy or quality of information obtained through the Internet or the GDA computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of students accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with students, but parents of students are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials. For more information regarding CIPA, go to www.fcc.gov.

GDA complies with CIPA by deploying a Web content filtering product which categorizes Internet sites and sends updates to GDA and cloud site-based hardware. A process is in place for changing the categorization of Web sites. The following categorizations are currently in place:

- Obscenity and Pornography Filtering: The website and content filter allows NHA to manage Internet access several URL categories pertinent to CIPA.
- Web Filtering: The website and content filter that is supported by the web content filtering product and can be updated based off need of the school.
- Monitoring: The website and content filter contains reporting tools and a real-time monitoring function and reports online activities of minors.
- Policy Management: The website and content filter allows customization of Internet policies, based on a user or group, with the ability to set appropriate policies based on age or need.

Technology Device Acceptable Use Practices and Procedures

Technology Device Use

All students will be provided access to technology devices for educational purposes. At all times, such devices shall remain the property of the school, and the school reserves the right to inspect, replace or remove any device from circulation for any reason whatsoever.

Technology Device Care

Students are not to remove, deface, or alter the identifying stickers, labels, or barcodes on school issued computers in any way, shape, or form. Intentional removal of identifying marks may result in disciplinary action and/or removal of technology privileges.

Security

General Technology Use

The school's network facilities and/or technology devices are to be used in a responsible, efficient, and ethical manner in accordance with the philosophy of the school, the Student Code of Conduct and the Technology Acceptable Use Policy. Failure to adhere to these standards may result in suspension or revocation of the offender's technology device and/or suspension or revocation of network privileges, in addition to other disciplinary consequences. School administration and teaching staff have the right to inspect any school technology device, application, or peripheral device associated with any or all technology devices and the use of the same. Searches conducted by school administration and teaching staff shall be in accordance with all applicable laws.

Network Use

No student may change school information or portray himself or herself as another person over the Internet. In addition, students may not monitor network activity or attempt to damage the network. This action is illegal, as well as unacceptable.

Off-Site Internet Access When off school property, parents should understand that it is possible for students to have unrestricted and unfiltered access to the Internet. Students are expected to maintain a level of responsibility when using a school issued technology device at off-site locations. Students must avoid Internet sites which, if used while on school property, would violate the school policies and procedures regarding technology or the Student Code of Conduct. Students found to engage in prohibited use of the school-issued technology device shall return the technology device to the Technology Advisor and be recommended to the principal for further discipline.

School Software Information School issued technology device will be installed with all software necessary for a student to perform school assignments. Downloading of non-school related software is prohibited. Students should develop the habit of regularly backing up all work. The school has a limited amount of information that it can transfer at any one time. This means that downloading or streaming large files over the Internet should be avoided. Users should not deny or interfere with service to other users by resource hogging or intentional sabotage. Behavior that may cause excessive network traffic or computing load is not permitted.

Distributing Files

No computer programs (executable), copyrighted MP3s, copyrighted material, pornography, or copyrighted material may be distributed over the network. This rule prohibits sending files through e-mail, as well as setting up servers on a student's personal or school issued technology device or by any other physical or electronic means. The use of malware programs or other intentionally harmful programs is prohibited and will be dealt with appropriately.

Internet Use / Inappropriate Use

The Technology Acceptable Use Policy, Student Code of Conduct, and the Parent and Student Handbook shall govern use of all school technology resources, including school-issued laptops, whether such use occurs on or outside of school property. The Internet is to be used for scholarly research and as a means of obtaining needed information. The Internet offers access to inappropriate sites such as those that are pornographic, militant/extremist, racist, and gambling-related. Students may not access any information of this kind. Students may not access Web sites, newsgroups, or chat areas that contain material that is obscene or that promotes illegal activity. If a student does accidentally access this type of information, he or she should immediately notify a teacher.

Disclosing Information

Students should be very cautious about disclosing any personal information over the Internet. Students may not disclose another student's or faculty member's personal information without his or her expressed consent. In addition, personal information of students, alumni, faculty, and staff may not be published without explicit consent, or as provided in the school's Notification of Rights Under FERPA.

Other People's Technology Device

No student may use another person's technology device without that person's consent. This prohibition especially includes sending out messages or pretending to be that person on the network.

Student Rights of Expression

The Academy recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following Academy guidelines:

Material cannot be displayed if it:

- is obscene to minors, indecent, pervasive or vulgar;
- advertises any product or service not permitted to minors by law;
- intends to be insulting or harassing;
- intends to incite fighting or presents a likelihood of disrupting school or an Academy event;
- presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of the Academy or Academy activities, a violation of Academy regulations, or the commission of an unlawful act.

Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet Academy guidelines may present them to the principal twenty-four (24) hours prior to display.

Student Concerns, Suggestions and Grievances

The Academy is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the Academy, the student should feel free to offer them. Written suggestions may be presented directly to the School Leader.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the School Leader.

A student may have the right to a hearing if the student believes they have been improperly denied participation in an Academy activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

School Safety and Security

Accidents

When an accident occurs that has or may cause harm to a student on school property, the student's parent or guardian will be notified by phone. If an accident occurs during a field trip, after-school program, event or athletic activity, the teacher, or coach will notify the caregiver by phone. In the event that the student needs to be transported via ambulance, a full-time staff member will accompany the student and will remain with the student until a parent or guardian arrives. If the student is released back to school, the caregiver must arrange for the student's transportation back to school. GDA personnel cannot transport students in their personal vehicles.

Safety Drills

The Academy complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Lock down drills in which the students are restricted to the interior of the Academy building and the building secured will occur a minimum of three (3) times each school year. The alarm system for an Academy lock down is different from the alarm system for fires and tornadoes.

Tornado drills will be conducted during the tornado season using the procedures provided by the State.

Inclement Weather and School Closure

If the Academy must be closed or the opening delayed because of inclement weather or other conditions, the Academy will provide notification of the closing by 6:30am. Closing information will be communicated via:

- SchoolMessenger voice message and text
- Facebook Announcement

Parents and students are responsible for knowing about emergency closings and delays.

Video Surveillance

As part of its supervisory and managerial responsibilities, The Center for Sound Literacy uses a Video Surveillance System (VSS) in certain areas of our school building and grounds as an additional and effective means to foster a safe educational environment for students, staff and visitors. The VSS does not replace the need for the ongoing vigilance of school supervision and security staff.

Cameras are installed in public areas where there is no reasonable expectation of privacy. These include exterior entrances or exits to school buildings, and large gathering spaces such as hallways, stairwells, multi-purpose room, vestibule and main entrance.

Video cameras will never be placed in areas where there is a reasonable expectation of privacy including interior restrooms and private offices.

Solicitation

No student, guardian or staff member is permitted to sell any item or service on Academy grounds without the approval of the principal. Violation of this may lead to disciplinary action.

Student Health

Annual Health Information Form

The Board has established a policy that every student must have an Annual Health Information Form completed and signed by the student's parent in order to participate in any activity off Academy grounds. The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year.

Administration of Medication During School Hours

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the School Leader before the student will be allowed to begin taking any medication during school hours.
- All medications must be registered at the Main office.
- Medication that is brought to the office will be properly secured.
- Any unused medication unclaimed by the parent will be destroyed by Academy personnel when a prescription is no longer to be administered or at the end of a school year.
- The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.
- A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

Asthma Inhalers and Epi-pens

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the School Leader and updated annually.

Nonprescribed (Over-the-Counter) Medications

No staff member will be permitted to dispense nonprescribed, over-the-counter (OTC) medication to any student.

Parents may authorize the Academy to administer a nonprescribed medication using a form which is available at the Academy office. A physician does not have to authorize such medication but all of the other conditions described above under prescribed medications will also apply to nonprescribed medications. The student may be authorized on the request form by their parent to self-administer the medication in the presence of a staff member. No other exceptions will be made to these requirements.

Medical Conditions

Allergies

In order to effectively plan for and manage the student's allergy risks at school, caregivers are asked to promptly notify the school upon their student being diagnosed with a food allergy or their suspicion of a food allergy or other life-threatening allergy. While it is not possible for GDA to completely eliminate the risks of exposure to allergens when a student is at school, an Allergy Management Policy has been established to help prevent allergic reactions. Caregivers should remind their students not to share food during lunch, or at other points during the school day.

Food items outside of the lunch period at all GDA schools, including class parties, birthdays, snacks and other special events, must be store-bought.

Diabetes

Caregivers of a student with diabetes who seek assistance with diabetes-related care in a school setting must submit or request a diabetes care plan with the student's school. A Diabetes Management Policy has been established to help manage diabetic care at school.

Seizures

Caregivers of a student with epilepsy who seek assistance with epilepsy-related care in a school setting must submit or request a seizure action plan with the student's school. A Seizure Management Policy has been established to help manage seizure care at school.

Asthma

Caregivers of a student with asthma who seek assistance with asthma-related care in a school setting must submit or request an asthma action plan with the student's school. An Asthma Episode Protocol has been established to help manage asthma care at school.

Health Examinations and Immunization

To maintain a healthy learning environment, students are offered certain health services and need to provide evidence of required immunizations. Prior to entering school, all students entering Kindergarten are required to present proof of a hearing and vision screening by the health department or doctor.

Michigan schools are required to report their immunization status to their jurisdictional local health department. For a student to attend school, the Michigan Public Health Code requires parent(s)/legal guardian(s) have one of the following on file with the school:

1. A valid, current immunization record. [Note: Provisional Status Vaccines- In the event the student has received at least one dose of a required vaccine and the next dose is not yet due, the school is required to follow up to ensure the student has received required follow-up doses of the vaccine and are up to date for all other required vaccines.]
2. A medical doctor's (M.D./D.O.) signed State of Michigan Medical Contraindication Form, which states the medical contraindication(s), the vaccines involved, and the time during which the child is not able to get the vaccines.
3. A current, certified State of Michigan Nonmedical Immunization Waiver Form required under Michigan Administrative Rules. [Note: When parent/legal guardian holds a religious or other objection that prevents a student from receiving vaccines, a Nonmedical Immunization Waiver Form is required to be completed, signed, and certified at the local health department. The local health department will provide education from a health professional on the benefits/potential risks of vaccination. Health professionals will address questions and concerns prior to signing the State of Michigan Nonmedical Immunization Waiver Form.]

Any student who fails to submit the required immunization information shall not be admitted into the school. Please refer to the Michigan Department of Health & Human Services (MDHHS) website for the most current information regarding minimum required immunizations and important details regarding the vaccines. The Revised School Code, Section 380.1177(a).

Any questions about immunizations or waivers should be directed to the office administrator.

Control of Casual-Contact Communicable Diseases and Pests

Because an Academy has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The Academy's staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice. Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the Academy's administrative guidelines.

Control of Non-Casual-Contact Communicable Diseases

In the case of noncausal-contact communicable diseases, the Academy still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The Academy will seek to keep students and staff persons in the Academy unless there is definitive evidence to warrant exclusion.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human Immuno Deficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents may be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at the Academy and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

Parental Partnership

Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through various methods including (but not limited to) email newsletters, weekly agendas, telephone calls, individual and group meetings.

If there are any address, home or work phone number changes during the school year, it is very important that families notify their student's teacher and the office. Caregivers should provide proof of address to the office as soon as possible. The office needs current telephone numbers in case an emergency contact needs to be reached during the day.

School Messenger

School Messenger (SM) is a tool that Gerald Dawkins uses to send voice and SMS (text) messages to families. Messages will be sent to families for emergency and non-emergency purposes.

School Newsletter

A school newsletter will be sent home each Friday with information about upcoming week. The newsletter will include information about upcoming assemblies, field trips, class parties, changes in schedule, etc.

Facebook

Gerald Dawkins Academy has an amazing Facebook page that is used to share news, announcements and photographs! Make sure you "Follow Us" to stay up-to-date on Academy happenings!



Email

Email is one of the most timely and efficient ways for GDA staff to communicate with families. Please make sure that the school office has a current email address as well as phone numbers and home address.

Orientation

Each new school year, an orientation meeting or "Back to School" event is held for caregivers. These meetings or events include an explanation of the curriculum and assessments, as well as classroom policies for all students and families so that they can take an active role in the student's education.

Parent-Teacher Conferences

Parent-teacher Conferences are conducted face-to-face twice each school year. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises. During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Title I Parent and Family Engagement Policy

Part I: Parent Involvement Policy

Gerald Dawkins Academy's Title 1 School-Wide Parent Involvement Plan was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title 1 Program: 1118 (b) Convene an annual meeting: 1118 (c) (1)

Gerald Dawkins Academy Elementary School will:

- *Hold an annual school-wide Title 1 Meeting at the Fall Orientation that all parents are invited to attend at the start of each school year.*
- *The purpose of the meeting will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful.*

- *Parents will be notified of the meeting before school starts, through U.S. mail as well as through an automated message, informing them of the time of the orientation meeting where they will receive their students' schedule and other important school information.*

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

Gerald Dawkins Academy Elementary School will ensure the involvement of all parents by offering the following activities:

- *Parent Teacher Conferences (twice a year, which are mandatory, times will be flexible to accommodate parent schedules offering day and evening conferences)*
- *Flexible IEP times*
- *Monthly Award Assemblies and School-Wide Celebrations (ex. Black History Celebration)*
- *Principal & Parent Meetings (bi-monthly, including curriculum nights and school wide initiatives)*
- *Opportunities to chaperone field trips, class celebrations and other student activities.*
- *Family nights throughout the year.*

Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School Parent Involvement Policy: 1118 (c) (3)

Gerald Dawkins Academy Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:

- *Reviewing the School Parent Involvement Policy at the fall orientation.*
- *Providing a copy of the Parent Involvement Policy for review during fall Parent Teacher Conferences.*
- *Placing a suggestion box located near the plan for parents to make suggestions during fall Parent Teacher conferences.*
- *Conducting a Parent Survey three times throughout the year on various topics to improve the school wide Title I program including the School Parent Involvement Policy.*
- *Reviewing and revising the Parent Involvement Policy to incorporate suggestions based on the Parent Survey results.*
- *Placing a suggestion box in the office for continued communication between parents and school all year. Acting on these suggestions made by stakeholders as appropriate.*

Provide parents of participating Title I children timely information: 118(c)(4)(A)

Gerald Dawkins Academy Elementary School will provide timely information by:

- *Providing frequent progress monitoring reports for parents*
- *Providing student progress information at parent request*

Provide information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (B)

Gerald Dawkins Abney Academy Elementary School will provide information through:

- *Fall Orientation (annual Title 1 meeting)*
- *Principal & Parent Meetings (bi-weekly at varying times)*
- *Parent Teacher Conferences*
- *School and Classroom Newsletters*
- *Progress Reports and Report Cards*
- *Home Visits*
- *Telephone Calls/E-mail and Text Correspondence*
- *Parent-Student Handbook*
- *Face-to-Face communication*
- *The information on the Title I Program, the curriculum, the types of assessments, and proficiency levels will be presented/available to parents in each of the above instances as needed. The information will be in a language that the parents can understand, which includes verbal and visual presentations, as well as translations/translators as needed.*

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision-making process and utilize their suggestions for improvement: 1118 (c) (4) (C)

Gerald Dawkins Academy Elementary School will provide parents an opportunity to interact with their children's school by:

- *Parent Suggestion Box located in the main office where parents can provide suggestions for improvement and comments regarding the School-Wide Title 1 program*
- *Include School-Wide Title 1 information at monthly principal & parent meetings throughout the year.*
- *Utilize parent feedback to revise and update our School-Wide Title 1 program to meet the needs of all parents and students*
- *Conduct Parent Surveys*
- *Parent & Teacher Conferences*

- *Telephone Calls/E-mail and Text correspondence between parents, teachers and school*

Ensure that if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan: 1118(c)(5)

Gerald Dawkins Academy Elementary School will solicit feedback from parents through the methods described in 1118(c)(4). If the feedback determines that the plan is not satisfactory, the school will include these parent comments on the plan when it makes the plan available to the district.

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Gerald Dawkins Academy Elementary School will develop a School/Parent/Student Compact:

- *The School/Parent/Student Compact is developed by the School Improvement Team which includes administrators, teachers, paraprofessional, and parents, and is reviewed annually. Revisions are made based on the spring Conference Parent Survey results and additional suggestions provided by parents.*
- *The compact will be given to all parents at the fall orientation and reviewed at the fall parent/teacher conferences. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to parents on their children’s progress: 1118 (d) (2) (B)

Gerald Dawkins Academy Elementary School will provide various academic reports to parents:

- *Report Cards per trimester*
- *Progress reports*
- *Parent Teacher Conferences (fall, spring, additional conferences upon request)*
- *PowerSchool parent access (ongoing)*
- *NWEA-MAP assessment data three times a year*
- *State Assessment data once a year*

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child’s classroom: 1118 (d) (2) (C)

Gerald Dawkins Academy Elementary School has an open-door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- *School-Wide Assemblies and Celebrations*
- *Family Nights*
- *Chaperones for field trips*
- *Volunteer extra-curricular activities*
- *Room observations as requested by parents*

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Gerald Dawkins Academy Elementary School will provide the following:

- *Parent Teacher Conferences (fall, spring, additional conferences available upon request)*
- *Parent copy of Grade Level Content Expectations provided at fall Orientation*
- *Local assessment information (State Assessment and NWEA-MAP) shared with parents at conferences*
- *PowerSchool parent access*
- *Classroom and school newsletters*
- *The information shared will be presented in a language the parents can understand, including verbal and visual presentations. Translators and translation are available, as needed.*

Provide materials and training to parents: 1118 (e) (2)

Gerald Dawkins Academy Elementary School offers training and materials to parents through the following events and activities:

- *Parent Meetings*
- *Monthly school newsletters*
- *Evening ‘Learning’ Labs (Reading, Math, STEM, etc.)*
- *Provide lists of community resources to individual parents and assistance in accessing these resources, as needed.*

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Gerald Dawkins Academy Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Gerald Dawkins Academy Elementary School will work to coordinate programs to ensure success for all:

- *Monthly Award Assemblies*
- *Black History Program*
- *School-Wide Celebrations*
- *Extra-curricular activities*
- *Family Nights & Evening 'Learning' Labs (Reading, Math, STEM, etc.)*

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Gerald Dawkins Academy Elementary School will provide:

- *Weekly Classroom Newsletters*
- *Monthly School Newsletter written in a language parents can understand*
- *School reach phone calls, emails and text messages*
- *Facebook*
- *Reminders sent via students*
- *Mailings*

Provide support for parental involvement at their request: 1118 (e) (14)

Gerald Dawkins Academy Elementary School will make every effort to support our parents and make sure their needs are met:

- *Make an effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement.*

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities, parents of migrant students, and parents who use English as their 2nd language: 1118 (f)

Gerald Dawkins Academy Elementary School will provide:

- *Flexible meeting times (to accommodate work schedules)*
- *Home Visits (if parents do not have transportation)*
- *Provide transportation for those in need*
- *Phone Conferences*
- *Monthly School Newsletter written in a language parents can understand*
- *Collaboration with community agencies*

Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of students and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer.

General

1. Potential volunteers must complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the Volunteer Authorization and Release form to begin the background check process.
2. All visitors and volunteers must be processed through the electronic visitor management system, using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.

3. All visitors and volunteers must sign both in and out in the school office.
4. All visitors and volunteers must reinforce and demonstrate the school's mission and vision.
5. The distribution of literature, without prior approval from a school administrator, is prohibited.
6. Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
7. Corporal punishment is prohibited.
8. The school is a public school with a Board policy of neutrality regarding religion. Visitors and volunteers may neither show preference for any one religion over any other religion nor share their personal religious views with students.
9. Appropriate dress is required.
10. The use of any of the following is strictly prohibited: tobacco, marijuana, e-cigarettes/vaporizers and paraphernalia, and alcohol.

Classroom

1. The teacher is ultimately responsible for the students and activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

Field Trips

1. Volunteer drivers must provide a valid driver's license, proof of insurance, and a sufficient number of seat belts to transport their assigned students. Volunteer drivers, overnight chaperones, and anyone in attendance of a field trip may be required to submit to a criminal background check.
2. Volunteers must follow all instructions provided by the teacher or school.
3. Smoking is prohibited in the presence of students.
4. Volunteer drivers must drive directly to the event and return directly to school (or pre-approved location) immediately after the event. "Side trips" are prohibited.
5. Volunteer drivers should leave radios off and avoid playing music.
6. Volunteers must behave appropriately when participating on field trips. Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

School Policies and Procedures

Family Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- 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 should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- 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. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, GDA personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
 4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
 5. Appropriate parties in connection with financial aid to a student
 6. Organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
 7. Accrediting organizations to carry out accrediting functions
 8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
 9. Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue SW Washington, D.C. 20202-5920

Directory Information Opt-Out

The Family Educational Rights and Privacy Act of 1974 (FERPA), and applicable state law, requires the School and The Center for Sound Literacy, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, we may disclose appropriately designated Directory Information without consent, unless you have advised us to the contrary. "Directory Information" is information contained in a student's education record that is not generally considered harmful when disclosed. The school maintains educational records and student Directory Information for students attending the school.

The law requires the Academy to disclose to you a list of uses or instances in which we may commonly disclose your student's Directory Information. In addition, the law gives you the opportunity to elect not to have your student's Directory Information disclosed for one or more of these uses or instances. Any parent or legal guardian is entitled to separately refuse disclosure of student Directory Information by completing an Opt-Out form and providing a copy to the School, either in-person or via electronic mail. A copy of the form is available at the School office.

Parent's Right to Know Under Federal Law

The Every Student Succeeds Act (ESSA) affords parents certain rights concerning the parents' right to know the professional qualifications of the student's classroom teacher. The school will provide the parents with this information in a timely manner upon request. Specifically, parents have the right to ask for the following information about each of their child's classroom teacher:

- Whether the student's teacher has met the State qualification and licensing criteria for the grade levels and subjects in which the teacher provides instruction or is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and or is teaching in the field of discipline of the certification of the teacher
- Whether the student is provided services by paraprofessionals and, if so, their qualifications. The school will provide timely notice to parents of a student who has been assigned or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teachers has been assigned.

Title IX

If students, their parents/guardians, or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the students' sex, sexual orientation, gender, gender identity and expression, or pregnancy by school board members, staff, students, vendors, contractors, or other persons doing business with the School, it should be immediately reported to Gerald Dawkins Academy's School Leader (Title IX Coordinator).

Complaints of alleged harassment should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential, and the Title IX Coordinator will discuss supportive measures, the investigation, and a formal complaint with the complainant. The Academy will expeditiously investigate complaints with the assistance of legal counsel as necessary and appropriate. The School complies with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...." In compliance with Title IX, the School does not discriminate on the basis of sex in its education program or activities. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Lacey James
1050 Fisk Rd SE
Grand Rapids, MI 49507
Phone: (616) 219-0027
ljames@geraldawkins.org

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

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 principal if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents 48 hours in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place.

Please contact the school office if you wish to be notified in this manner. For any information regarding pesticide application procedures or to review the school's integrated pest management program or records, please contact the Operations Director:

Angela O'Brien

616-219-0027

aobrien@centerforsoundliteracy.org

Student Fees

Dawkins Academy may charge specific fees for noncurricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to Academy property. The Academy and staff do not make a profit.

The Academy will provide all basic supplies needed to complete the required course curriculum. The student and/or their family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

Fees may be waived in situations where there is financial hardship.

Students using Academy property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Failure to pay fines, fees, or charges may result in the withholding of extracurricular events.

Board Policies

All board policies can be found: <https://go.boarddocs.com/mi/gda/Board.nsf/Public>

School-Parent Compact

A Learning Partnership between Home and School

This compact outlines how the entire school staff, parents and students will share the responsibility for improved student academic achievement. The school will work together with parents to develop a partnership that will ensure each student reaches his/her full social, emotional and academic potential this year.

This compact is in effect during the 2024-2025 school year.

School Responsibilities-Gerald Dawkins Academy's Commitment:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the local and State academic achievement standards as follows: employing highly qualified teaching staff and providing small class sizes and individualized learning supports to the academically at-risk students at the school.
- Establish flexible scheduling and create a welcoming atmosphere for parents/guardians. Offer various methods of communication and ensure that staff are reasonably accessible.
- Hold conferences two times/year to discuss each child's individual progress.
- Communicate with parents/guardians on a regular basis about academic growth, assessment results and/or attendance.
- Provide parents with opportunities to volunteer and participate in their child's classroom.
- Provide materials and training to help parents/guardians support their children's learning at home.

Parent/Guardian Commitment-I will support my child's learning in the following ways:

- I realize that the expectations and standards of the school are high and agree to support them.
- I will send my child to school on time every day, ready to learn.
- I will alert the teacher of any struggles and/or concerns that are noticed at home.
- I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.
- I will go through the take-home folder each week and encourage my child to complete nightly assignments and reading requirements.
- I will attend school functions, support school activities and participate in parent-teacher conferences.
- I understand that my child must behave respectfully and responsibly to protect the safety, interest, and rights of others in the school. I will model appropriate behavior while in the school.
- I understand and agree to be bound by all provisions outlined in the Parent and Student Handbook and acknowledge receipt of the Parent and Student Handbook by signing below.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

*If extenuating circumstances prevent me from a full commitment, I will offer an explanation to the appropriate administrator(s) or staff members(s).

Student Commitment-I want to reach my full academic potential. Therefore, I fully commit to this school in the following ways:

- I will come to school on time every day, ready to learn.
- I will pay attention in class, participate and always do my best.
- I will have a growth mindset about learning.
- I will Practice Responsibility, Act Respectfully, Work Together and Stay Safe (PAWS)
- I understand and agree to follow the Student Code of Conduct in the Parent & Student Handbook.

_____ Student Signature	_____ Student Printed Name	_____ Grade	_____ Date
_____ Student Signature	_____ Student Printed Name	_____ Grade	_____ Date
_____ Student Signature	_____ Student Printed Name	_____ Grade	_____ Date
_____ Student Signature	_____ Student Printed Name	_____ Grade	_____ Date

Teacher Commitment-I fully commit to this school in the following ways:

- I will provide each student opportunities to achieve.
- I will communicate with parents on a regular basis via phone calls, texts, emails, weekly newsletters or progress reports and will make myself available to students and parents for any concerns they may have.
- I will display integrity and respect to all students, parents and staff members through my words and actions.
- I will protect the safety, interests and rights of all individuals in the classroom.

_____ Teacher Signature	_____ Teacher Printed Name	_____ Date
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