

Byron Center Charter School Student Handbook



2016 / 2017

“Personal Connection – Academic Excellence – Positive Character”

Byron Center Charter School Vision, Mission and Belief Statements

Vision Statement:

Sustaining a student-centered learning environment where educators are expected to meet the individual needs of all learners by designing rigorous work that is engaging and that continuously inspired innovation, exploration, discovery, and creativity.

Mission Statement: Empowering students to reach their greatest potential by emphasizing personal connections, academic excellence, and positive character values.

Beliefs Statement:

Byron Center Charter School believes that to teach a child is a noble calling; that throughout life, when parents and work together in harmony, each student can be successful. BCCS believes a quality education is rooted in character, competence, academic excellence and hard work.



2016-2017

Byron Center Charter School

9930 Burlingame Ave SW, Byron Center, MI 49315

Phone:616-878-4852 Fax:616-878-7196

K - 5 grades 8:05 am - 3:05 pm / 6 - 12 grades 8:00 am - 3:00 pm

Half day dismissal time is 11:15 am

Half days are: Oct 13, Nov. 23, Dec 21, Jan. 18-20, Mar. 9, Apr. 28, and Jun. 7-9

July '16				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August '16				
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29	30	31		

September '16				
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October '16				
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31				

November '16				
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December '16				
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January '17				
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30	31			

February '17				
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27	28			

March '17				
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April '17				
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May '17				
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June '17				
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AUGUST
 August 15 - Board mtg 7:00 pm
 August 30 - Open House 6:00 pm - 7:30 pm

SEPTEMBER
 September 6 - First full day of school
 September 19 - Board mtg 7:00 pm

OCTOBER
 October 13 - Parent Teacher Conferences 12pm-8pm
 October 14 - NO SCHOOL staff and students

October 17 - Board mtg 7:00 pm
 October 20 - Band concert

NOVEMBER
 November 4 - End of 1st marking period (43 days)
 November 24 - 25 Thanksgiving Break

DECEMBER
 December 8 - Band concert
 December 22 - January 2 - Christmas Break

JANUARY
 January 3 - School resumes
 January 16 - Board mtg 7:00 pm
 January 18, 19, 20 -- 6th - 12th gr exams - 1/2 day all grades
 January 20 - End of semester (45 days)

FEBRUARY
 February 24 - No school - Mid winter break

MARCH
 March 9 - Parent Teacher Conferences 12pm-8pm
 March 10 - NO SCHOOL staff and students
 March 20 - Board mtg 7:00 pm
 March 31 - end of 3rd marking period (48 days)

APRIL
 April 3 - 7 -- No School - Spring break

MAY
 May 11 - Band concert
 May 15 - Board mtg 7:00 pm
 May 18-19 -- Senior exams
 May 25 - Senior Graduation 7:00 pm

JUNE
 June 7, 8, 9 - 6th - 11th gr exams - 1/2 day all grades
 June 9 - Last day - half day (44 days)
 June 19 - Board mtg 7:00 pm

INTRODUCTION

Byron Center Charter School is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

This handbook sets forth student rules and responsibilities while at school and school-related activities, and the consequences for violating school rules. When determining the appropriate action to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity or repetition of misconduct; age and grade level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school community, and any other relevant factors.

The rules contained in this handbook will be administered uniformly and fairly, without partiality or discrimination.

WHEN AND WHERE THE HANDBOOK APPLIES:

All rules apply before, during, and after school:

- When a student is at school.
“At school” means in a classroom, elsewhere on school premises, in a school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.
- When a student's conduct, both verbal and written, at any other time or place has a direct effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff; and
- When a student is using school telecommunications networks, accounts, or other district services.

ADMISSION AND CLASS STRUCTURE POLICY

1. Byron Center Charter School is a free public school academy open to all age-appropriate children for the grade levels offered. Byron Center Charter School does not discriminate based on race, religion, creed, color, national origin, disability, English proficiency, measures of achievement or aptitude, homeless status, intellectual or athletic ability, or any other basis that would be illegal for an existing school district.
2. Admissions shall comply with all federal and state laws.
3. Admissions shall be limited to those students who are residents of the state, except foreign exchange students.
4. Currently enrolled students whose enrollment form is turned in by April 15th will automatically be admitted for the following school year.
5. New students will automatically be admitted for the following school year in each grade or class that does not reach full enrollment by the deadline date of April 15th. Siblings, children of current staff, and current board members will be given enrollment priority. Students will be selected for admission by random lottery for each grade or class that exceeds the enrollment cap, if their applications were received by the deadline date of April 15th.
6. If full enrollment is not reached by April 15th, open enrollment will continue until grades or classes are full, at which time a waiting list will begin in the order applications are received.
7. If and when a random lottery is used, it will take place in the school office the first business day following April 15th.
8. Byron Center Charter School will begin calling students on the waiting list after the first 2 days of school each fall, if enrolled students have not attended, or have not made arrangements ahead of time with the school regarding absences at the beginning of the school year.

Class Structure

Each grade/class will have a maximum of 22 students.

Foreign Exchange Students

In the case of foreign exchange student enrollments, which will not exceed 2 per year, they are not counted in the class numbers.

ATTENDANCE:

The Byron Center Charter School Board of Directors believes that school attendance is a major factor related to academic success. It is because of this that the students of Byron Center Charter School are expected to attend school on a regular and consistent basis. Students must be present if they intend to take full advantage of the opportunities offered to them in the classroom. Regular attendance at school teaches self-discipline and responsibility, which are characteristics of reliable and employable adults. It is the responsibility of the students, parents, faculty, and administration to recognize the importance of school attendance and its impact on academic achievement

Attending school is both necessary and the law. State law requires school attendance until the age of eighteen. Students, who do not maintain good attendance may fail, lose certain privileges, and/or have their parents taken to court. Byron Center Charter School has an attendance policy to avoid these negative consequences. Attendance shall be required of all students, except those exempted under policy 5223 or 50B or by other provisions of State law, during the days and hours that the school is in session, or during the attendance sessions to which s/he has been assigned. The Administration shall require, from the parent or guardian of each student, a phone call to the main office verifying their student's absence. Students are not allowed to excuse themselves. The Board reserves the right to verify such statements and to investigate the cause of each single absence or repeated unexplained absences or tardiness. The Administration may report to the Intermediate School District infractions of the law regarding attendance of students below the age of eighteen. The Board considers the following factors to be reasonable excuses for time missed at school:

1. Illness
2. Recovery from accident
3. Required court attendance
4. Professional appointments – parents are encouraged to schedule their child's appointments with doctors/dentists during nonschool hours
5. Death in the immediate family; (6) observation or celebration of a bona fide religious holiday
6. Other good causes may be acceptable to the Principal or his/her designee.

The Administration shall develop procedures for the attendance of students which (a) ensure a school session which is in conformity with the requirements of the law; (b) ensure that students absent for Board approved reason have an opportunity to make up work they missed; (c) ensure the student is not given a failing grade or his/her credit is not unconditionally revoked when lack of attendance is the sole or primary determining factor, but which allow reduction in grade or denial of credit, if the student does not make appropriate use of makeup sessions provided by the instructor or administrator; (d) govern the keeping of attendance records in accordance with the rules of the State Board and; (e) identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests.

Attendance Requirements (High School)

Students are encouraged to be at school every day. Students are allowed 10 **total** absences per semester per course. Upon the 11th absence, a student loses credit in his/her course. This means 0.0 G.P.A. will be given upon 11th absence from class. A student who is absent more than 10 days (excluding school related absences) in a class during a semester requires medical documentation for every day past 11. A parent excused absences does not remove the absence. If a class is missed for any reason, including a school related activity or field trip, it is the student's responsibility to get and make up assigned work or tests upon return.

Attendance Requirements (K-8)

Students are encouraged to be at school every day. The Board recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with school and the student to solve any attendance problems that may arise. At the Elementary level, attendance is taken twice a day and record attendance by half days. At the Middle School level, attendance is taken for all six classes. Students are expected to be in their assigned area at designated times. An attendance issue at

the elementary level is usually a parent issue, not a student issue. Elementary students miss school because parents allow them to miss. We trust parents or guardians to make good judgments as to when to send their child to school. Parents or guardians shall notify the school office when their child will not be in school. It is best to call the school secretary. Give your child's name, grade, teacher and reason for the absence. Be specific. Secretaries track attendance. Do not call the teacher with this information. The office will notify teachers.

Excused absences

An excused absence is defined as an absence excused by the parent/guardian, as long as notice is given before the start of school the day following the absence. In cases of extended absences, the parent/guardian must notify the school of the number of days the student will be absent in order to avoid having to call in each day. If a student is absent for more than 5 consecutive days a physician's statement may be required.

Unexcused absences

If an absence is not verified by a call from the parent, the absence is considered unexcused. Punishment for unexcused absences are as followed: First offense-1 hour after school detention; Second offense-2 hour after school detention; and Third offense-lunch Detention for 3 weeks.

Truancy

There are consequences when students are continually absent from school without a valid excuse. The school is required to notify a parent when a child is a continuing truant. If the child continues to be truant, schools are mandated to report the truant behavior to the county. A student is considered "habitually truant" if he/she is absent from school seven or more days without lawful excuse.

Banking Time

A one-hour make-up session can reverse one class period absence. Students are strongly encouraged to make up these absences at this point and not wait until credit is lost. Students will be responsible to sign up in the office, with parental permission, to stay after school. Absences must be made up not later than two weeks after the semester they occurred.

Notification of Absences

If a student is going to be absent for all or part of the school day, the parents must contact the school by 8:00 a.m. (via phone call or email) and provide an explanation. Absences not excused by parents within 24 hours of the student's absence will be considered an unexcused absence. An answering machine has been installed to take attendance information during the hours the office is not open. If the office does not hear from the parents, the assumption will be made that the student will be in school for the day. Parents are required to contact the attendance office and teachers in the event of a prolonged absence so that books/assignments may be sent home. If the absence is unexcused or unauthorized by the administration, a student will not be given the opportunity to make up the work for credit, but nonetheless, may be required to complete the work. An absence from school, which is not authorized by the student's parents, or the school, will be considered an unexcused absence. An unexcused absence will result in disciplinary action.

Tardiness

Regular and prompt school attendance is necessary both in the development of student's responsibility and in the achievement of academic success. It is believed, responsibility and self-discipline can be assimilated as a lifelong trait for the student. Each student is expected to be in his/her assigned location throughout the school day. If a student is late in arriving to school, he/she is to report to the School office to sign in before proceeding to his/her first assigned location. Students will be considered tardy if not in assigned seat at the start time of each class. Students arriving to school more than 10 minutes late for their first class will be marked absent. Students arriving to subsequent classes more than 10 minutes late will be marked absent. Teachers will not allow late students to enter their classroom without a pass. Students have a right to learn without being interrupted by tardy students who disrupt the educational process. At the 5th tardy, the student will serve a detention as assigned by school administration. Each subsequent tardy will result in an assigned detention. Three tardies will become an absence in our high school classes.

Homework makeup

Students will be allowed to make up work that is missed during excused absences. To receive full credit, students will be given one day, for each day absent, to make up the work. A student receiving an unexcused absence will be required to complete all schoolwork missed. The assignments will be graded as late work.

Any homework requested during an illness will be issued at the teacher's discretion. If work is requested and received in this manner (as opposed to upon the student's return) it will be due upon the student's return. If it is not returned on the first day, it will be graded as late work.

Upon return from an illness or vacation, it is the responsibility of the student to ask their teacher(s) for any additional work missed.

Vacation homework requests

A two week notice and a completed homework request form are required when students are leaving for a vacation while school is still in session. If work is requested in advance, any work issued will be due upon the student's return. If parents/students opt to complete the work after returning to school, students will be given one day, for each day absent, to complete the work.

ACADEMIC INFORMATION:

PARENT / TEACHER CONFERENCES

Parent / teacher conferences play an integral part in the growth and development of your child. Parents or teachers may request intermittent conferences if necessary. We believe that communication between school, staff, and parents is absolutely essential to maximizing your child's potential. Parents are always welcome to call or make an appointment to visit your child's classroom. Parents visiting the school during the school day are asked to check in at the office upon arrival.

SCHOOL SUPPLIES

Students will supply their own materials as suggested per teacher. Supply lists are located on the school website: www.byroncentercharter.org. Books are the property of the school. *Any mistreatment of books or other supplies will result in such becoming the property of the student by assessing a purchase price.*

REPORT CARDS / PROGRESS REPORTS

Report cards will be issued after the conclusion of each marking period, approximately every nine weeks. We encourage you to take time to process these evaluations with your child in order to better understand the progress he/she is making throughout the school year. Feel free to contact your child's teacher(s) should you have any questions regarding your child's progress. Intermittent progress reports may be sent home for all students.

GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;

- C. related course work in which content standards are embedded;
- D. testing out;
- E. dual enrollment;
- F. on-line class.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum

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

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a Test Out examination is used as the assessment for successful attainment of the subject area content, a score of 80% or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

Seniors must meet all financial obligations to any class, school organization, or to the school before they receive their diploma and/or participate in graduation ceremony.

Diploma Requirements for students graduating in 2016 (entering 3rd grade in 2006 or after)

- A **BCCS Diploma** is awarded to students who complete 23 credits. The Michigan Merit Curriculum which consists of 18 credits plus an additional 5 elective course credits.
- A **Michigan Basic Diploma** is awarded to students who complete the 18 credit hours required by the Michigan Merit Curriculum. This option would be available for special education students who need to spend extra time in the resource room learning the required materials.
- A **Certificate of Completion** may be given to students in special education who are being taught an alternative curriculum. It is not considered a diploma. Students who receive a certificate of completion may attend graduation with their classmates but continue to be eligible for special education services until they are 26 years old.

- A **Personal Curriculum** is a tool that allows certain modifications to be made to the requirements of the Michigan Merit Curriculum. A parent or teacher may request a personal curriculum but strict requirements must be met in order to qualify.

To be completed in grades 9 through 12*:

The Michigan Merit Curriculum requires eighteen (18) credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs. In addition, students entering the 3rd grade in 2006 (class of 2016) will need to complete two (2) credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

Credits include:

4 Credits - Mathematics including algebra I; geometry, algebra II, including one (1) credit in senior year.

At least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, or a retake of algebra II.

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. This does not require completion of mathematics courses in any particular sequence.

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

3 Credits - Science including biology; physics or chemistry; one (1) additional science credit.

3 Credits - Social studies including .5 credit in civics; .5 credit in economics; U.S. history and geography; world history and geography.

½ Credit - Physical education - credit guidelines to be developed by MDE

½ Credit - Health - credit guidelines to be developed by MDE

1 Credit - Visual, performing, applied arts credit guidelines to be developed by MDE.

2 Credits of a language other than English in grades 9-12 ***or an equivalent learning experience in grades K-12 prior to graduation.**

Educational Development Plan

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and shall have developed an EDP prior to starting high school. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Effective July 1, 2011, each student shall review his/her educational development plan in 8th grade and shall revise the plan as appropriate before entering high school.

Personal Curriculum

A parent or legal guardian of a student may request a personal curriculum for the student that modifies certain of Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:

- A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, a teacher who is currently teaching there student, and the student's high school counselor or another designee (selected by the high school) qualified to act in a counseling role.
- B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve

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

- C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the Principal of the District or his/her designee.
- D. The student's parent or legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.
- E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.
- G. Except as otherwise provided, the mathematics credit requirements may be modified as part of a personal curriculum only after the student has successfully completed at least two and one-half (2.5) credits of mathematics credits required and only if the student successfully completes at least three and one-half (3.5) total credits of the mathematics credits required before completing high school. The requirement that a student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit required may be modified as part of a personal curriculum only if the student has successfully completed at least two (2) of the mathematics credits required and meets one (1) or more of the following criteria
 - 1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or
 - 2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years, and successfully complete that content; or
 - 3. the student enrolls in a formal career and technology education program or curriculum and in that program or curriculum successfully completes the same content as one (1) semester of algebra II, as determined by the department.
 - 4. the student successfully completes one (1) semester of statistics or functions and data analysis.

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

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

mathematics, or science or one (1) additional credit in a language other than English. This credit must be in addition to the number of those credits otherwise required.

- J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This credit must be in addition to the number of those credits otherwise required.

For more information, please visit www.1.usa.gov/rPMdch

A PC allows several flexible learning options, including:

Students with a Disability

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the District may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. If the Superintendent of Public Instruction has reason to believe that a District is allowing modifications inconsistent with the requirements of the State school code, the Superintendent of Public Instruction shall monitor the District to ensure that the District's policies, procedures, and practices are in compliance with the requirements for additional modifications, under this subdivision. As used in this policy "child with a disability" is defined in 20 U.S.C. 1401.

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

Transfer Students

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

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

Additional information

The District shall administer the State Required Assessment(s) to students in grade 11 and to students in grade 12 who did not take the complete State Required Assessment(s) in grade 11, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). Each principal is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A number of new and revised guidance documents and tools are available at the MDE Office of School Improvement website (www.michigan.gov/mde).

The Michigan Department of Education's Personal Curriculum Modifications will also be permitted if approved by the principal, counselor, and parent.

All students must be enrolled in a school approved educational program for eight (8) semesters. A minimum of three (3) credits must be earned while in attendance at Byron Center Charter (exceptions may be granted by the Principal).

Forty five (45) hours of community service is required. In addition, students are required to take any state required assessments.

Graduation requirements for a special education student shall be the same as for a general education student with exceptions permitted as determined by State Statute.

Twenty-three high school credits are required to be earned to receive a diploma from Byron Center Charter School. Students lacking not more than one credit at graduation time will be permitted to participate in commencement exercises, provided they are enrolled in a summer school class, or in a summer credit recovery program, approved by the school principal or his/her designee, for the necessary credit. The diploma will be withheld until all graduation requirements have been fulfilled.

6-12 Grading and Exam Policy

Classes at BCCS will adhere to the following grading structure for semester grades and credit:

- Each semester will consist of two weighted quarter grades and 1 weighted exam grade.
- Each quarter will be worth 45% of the semester grade and the exam will be worth 10% of the semester grade.

Quarter	Quarter	EXAM	Semester
45%	45%	10%	=Final Grade

Exams:

All classes in grades 6-12 will be given a final semester exam. This includes core classes, music, and physical education. The exam schedule will run on 3 separate days, with 2 exams per day. Exams will be given in the mornings, with students being allowed to leave after the exam periods are complete. Students may be picked up by a parent or a parent may grant permission for their student to ride with another responsible party. Students will also have the option of remaining at school for the afternoon. Students would be supervised and have the opportunity to study for future exams.

Seniors may be exempt from second semester exams. Overall course grade and attendance will help determine exam exemptions. Refer to the senior exam exemption document for more details.

Earning Credit (3 different ways):

1. Students at BCCS may earn credit for their classes by passing both quarters and their semester exam.

For example:

Quarter	Quarter	EXAM	Semester
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85/B	90/A-	87/B+	87.45/B+
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In the above scenario, the student would earn the graduation credit and the grade for the semester.

2. If a student happens to fail the class using grade averaging, but has passed two of the three sections (Q3, Q4, Exam), they will receive graduation credit for the class.

For example:

Quarter	Quarter	EXAM	Semester
63/D-	55/F	65/D	=59/F

The above scenario shows that a student has passed Q3 and the exam. The semester grade earned is an F. However, because the student passed two out of three terms, he or she will earn credit towards graduation. The grade remains an F on the transcript, but the student has demonstrated enough proficiency to earn the credit for the class.

3. If a student happens to fail both quarters, but can earn a 70% or higher on the semester exam, graduation credit will be received for the class.

For example:

Quarter	Quarter	EXAM	Semester
55/F	55/F	75/C	57/F

This scenario shows that a student did not pass either quarter, but managed to pass the exam with a 75. The grade earned for the class remains an F, but the student has demonstrated proficiency on the exam to earn the credit for the class.

Summary:

Byron Center Charter School Graduation Requirements

4 English Language Arts Credits	<ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th and 12th grade
4 Mathematics Credits	<ul style="list-style-type: none"> 1 credit in 9th, 10th, 11th, and 12th <ul style="list-style-type: none"> Algebra I Geometry Algebra II math or math-related credit
3 Science Credits	<ul style="list-style-type: none"> Biology Chemistry additional science credit
3 Social Studies Credits	<ul style="list-style-type: none"> ½ Civics credit ½ Economics credit 1 U.S. History credit 1 World History credit
1 Physical Education/Health Credit	<ul style="list-style-type: none"> ½ Physical Education credit ½ Health credit
1 Visual and Performing Arts Credit	<ul style="list-style-type: none"> 1 credit in band, drama, or other

	<i>approved course for credit</i>
2 World Language Credits	<ul style="list-style-type: none"> • 2 credits
5 Applied Learning Credits	<ul style="list-style-type: none"> • <i>Elective classes approved for credit. May be online learning, KCTC classes, dual enrollment, or other courses offered by BCCS.</i>
Online Learning Experience	<ul style="list-style-type: none"> • <i>Online course is incorporated into one or more required credits</i>
Total BCCS Requirements:	23 Credits and 45 hours of community service

Sample Student Schedule

Note: actual schedule may vary slightly

<p><u>9th Grade</u> <i>English 9</i> <i>Algebra</i> <i>World History</i> <i>Biology</i> <i>Spanish</i> <i>Fine Arts</i></p>	<p><u>10th Grade</u> <i>English 10</i> <i>Geometry</i> <i>US History</i> <i>Physical Science</i> <i>PE/Health</i> <i>Spanish</i></p>
<p><u>11th Grade</u> <i>English 11</i> <i>Advanced Algebra</i> <i>Chemistry</i> <i>Government/Economics</i> <i>Elective</i> <i>Elective</i></p>	<p><u>12th Grade</u> <i>English 12</i> <i>Statistics</i> <i>Elective</i> <i>Elective</i> <i>Elective</i> <i>Elective</i></p>

7TH AND 8TH GRADE PROMOTION POLICY

In order for 7th and 8th grade students to be promoted into the next grade, they must receive a passing grade for the year in Math, Language Arts, Social Studies, Science, and at least one elective.

A passing grade is defined as an average grade of both 1st and 2nd semester; for example a 1st semester grade of 74% and 2nd semester grade of 80% would be considered a 77%. In order to pass a subject the student must have an average of 60% or more.

The final decision will be made by the school principal. If a student passes all classes except one, they may appeal to the principal to have the retention decision reviewed. The review may or may not result in a changed decision. This appeal process will not be available to students who fail more than one class.

COMPUTER / INTERNET GUIDELINES

Byron Center Charter School is committed to the use of state-of-the-art technology in the instruction of its students. The resources available through technology are such that they cannot be ignored if our students are to be successful students.

The following are guidelines for the use of all technology at BCC:

- Internet access through BCC shall not involve any sights considered inappropriate by staff.
- Students may use the internet to search for information on subjects approved by their classroom teacher but may not explore the Internet freely or unsupervised. Whenever possible the classroom teacher, parapro, or an approved adult will make a search on the subject before the students are allowed to conduct their search.
- A BCC staff member must be present in the room at all times while a student is using the Internet. The staff member must be made aware by the student when that student logs on to the Internet and be made aware of what subject matter is being researched by the student.
- No student will give out personal information about themselves unless approved by BCC staff and their parent(s) or legal guardian.
- It will be understood that no E-mail will be completely private. Student E-mail may be permitted for academic purposes only, and will be monitored.
- No equipment will leave the campus of BCC without approval from the administration.
- Discipline for misuse of equipment will be determined by the staff.
- In order to access the internet, a student must have a teacher log on to the system.
- **All students grades 6 through 12 will be asked to sign an “Acceptable Use Policy” along with their parent/guardian. This policy must be signed and returned to staff prior to using any school computer.**

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities do not reflect the school curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as student council, recreational sports, drama, and the like. Extra curricular activities can refer to activities during the school day, after school hours, or on weekends. All students are permitted to participate in extra-curricular activities as long as they meet the following eligibility requirements:

Academic requirements:

- Each student involved in extra-curricular activities must maintain a C- or 1.7 grade point average (GPA) for each immediately preceding marking period.
- Career Center performance will be evaluated and included in determining the students GPA.
- Eligibility will be determined each marking period. Students below a C- or 1.7 GPA will be ineligible to participate in extra-curricular activities for the following nine (9) week marking period.

Behavior/Citizenship requirements:

- During the school year, students shall conduct themselves in such a manner as to not discredit the school, team, club, or themselves. Examples of behavior unbecoming of a student are, but not limited to: vandalism, theft, insubordination, etc.
- Students receiving an in-school or out-of-school suspension are ineligible to participate for the following two weeks.
- The coach / advisor may declare a student under their leadership ineligible for two weeks for unbecoming behavior.
- Students who fail to meet the biweekly standards will not participate in the following two weeks activities.
- Students who are ineligible twice within a single marking period will remain ineligible for the remainder of that marking period.

CODE OF CONDUCT

Philosophy Statement

Byron Center Charter School's athletic program is based on the idea that physical exercise, competition, and recreation are important aspects of a complete education. The school believes participation in after school sports and extra curricular activities is a privilege, and therefore can be revoked for improper conduct as determined by the school administration.

Requirements of Participation:

1. Parental and Student Acknowledgment of Athletic Policies – At the time a student begins practice for an athletic team, he or she will be presented with this Athletic Code of Good Conduct. Each parent or guardian and athlete must read the material and certify that they understand the athletic eligibility rules and policies of Byron Center Charter School. This signed document will be kept at the school.
2. Team Meeting – Before practice begins for each individual sport, a team meeting will be held for all participants. At this meeting, the coach and/or athletic director will explain and review the Athletic Code of Good Conduct and other expectations for the upcoming season. The coach will ensure that all participants understand the requirements for participation.
3. Physical Examination – A yearly physical is required for interscholastic sports. The physical card must be completed by the physician and submitted to the school office prior to participation. The examination will cover participation in all sports for the school year provided it was administered after April 15.
4. Equipment Responsibilities – All athletes are responsible for the proper care and security of equipment and uniforms issued to them. School furnished equipment is to be worn only for contests and practices. All equipment not returned in good condition at the end of the season will be subject to financial penalty.
5. Academic Eligibility – In order to participate on an athletic team, each athlete must satisfy all of the academic eligibility requirements prior to participation. These requirements are found in the student handbook and are listed below:
 - a. Each student involved in extra-curricular activities must maintain a C- or 1.7 grade point average (GPA) for each immediately preceding marking period.
 - b. Career Center performance will be evaluated and included in determining the students GPA.
 - c. Eligibility will be determined each marking period. Students below a C- or 1.7 GPA will be ineligible to participate in extra-curricular activities for the following nine (9) week marking period.
 - d. An ineligible student may try out for or continue to practice with an athletic team, but may not participate in any scheduled contests or events.
 - e. The Athletic Director will inform students of their ineligibility and will provide coaches with a list of ineligible students.
 - f. Special consideration may be given to a student with a GPA lower than the requirements set forth above or who has failed a course if the teaching staff feels that circumstances warrant a review of the situation. If this is the case, the student's teachers will give consideration to the student's performance in relation to ability, attitude toward learning, completion of daily assignments, performance in class, effort and behavior.
6. Standards of Conduct and Behavior – During the school year, students shall conduct themselves in such a manner as to not discredit the school, team, club or themselves. Examples of behavior unbecoming of a student are, but not limited to: vandalism, theft, insubordination, snap suspension, etc.
 - a. Students receiving an in-school or out-of-school suspension are ineligible to participate for the following two weeks.
 - b. The coach may declare a student under their leadership ineligible for unbecoming behavior.
 - c. Students who fail to meet the biweekly standards will not participate in the following two weeks activities.
 - d. Students who are ineligible twice within a single marking period will remain ineligible for the remainder of that marking period.

- e. Students may not use or possess alcohol, illegal drugs, or tobacco, whether on or off school campus, at any time during the day or evening. Students who violate this rule will be declared ineligible for the remainder of the season.
 - f. A student loses eligibility if he or she commits any illegal acts.
 - g. Repeated violation of school rules may result in loss of eligibility.
 - h. Fighting and flagrant unsportsmanlike conduct will not be tolerated. Fighting and flagrant unsportsmanlike conduct is defined as an invitation to fight; following an opposing player during a disturbance; making menacing or taunting gestures or sounds; punching; and wrestling or tackling an opponent as part of an altercation. In addition, no player may leave the player bench or bench area to approach an altercation. Any athlete who becomes involved in fighting or flagrant unsportsmanlike conduct will be removed from the contest in which he or she is involved and will be suspended for at least one additional contest. The school administration will have the final authority as to the length of any suspensions, and/or the length of extra curricular ineligibility. If it is deemed to be in the best interest of the school, and/or the team, the school administration may declare a student ineligible for extra curricular activities based upon formal charges of illegal activity, whether or not they stemmed from activity at school or at a school related function.
7. Individual Sport Rules – Coaches may establish additional stipulations, with the approval of the Athletic Director, for their respective sports.
 8. Travel – All athletes must travel to and from out-of-town athletic contests in transportation provided by the school unless parents make previous arrangements for an exceptional situation.
While traveling with the team:
 - a. Athletes must remain with their team and under the supervision of the coach at all times.
 - b. Dress should be appropriate, in good taste, and in keeping with the school dress code.
 9. Attendance – Students who miss all or any part of a school day because of illness must not participate in a contest or practice on that date. Students missing school for other reasons must have a written excused absence in order to participate. A student who is unexcused for all or part of the day will not be allowed to participate in any practice or contest on that date. Students who are excused, and not ill, must be in school at least ½ day to participate in any practice or contest on that date.
 10. Emergency Medical Authorization – Each athlete’s parent(s) or guardian(s) will complete an Emergency Medical Authorization card giving permission for treatment by a physician or hospital when a parent is not available. The card will be kept with the head coach for availability at all practices and games. It is understood that the school will pursue medical treatment for an athlete only in case of an emergency. Parents will be contacted as soon as possible.
 11. Insurance – Byron Center Charter School does not carry insurance to cover student athletic injuries. Parents need to sign acknowledging that they possess a family insurance plan and that they waive any liability upon Byron Center Charter School.

General Guidelines for Sportsmanship:

1. Understand and appreciate the rules of the contest. Refrain from expressing opinions on the officials, coaches, players, or administrative decisions, particularly if you are uninformed.
2. Recognize and appreciate skilled performances regardless of affiliation.
3. Exhibit respect for the officials.
4. Openly display a respect for opponents.
5. In all your actions represent your home and school well.

DRESS CODE

There is a direct correlation between student behavior and the level of dress. It is for this reason that The School will strive to maintain a standard of dress that is conducive to academic progress, and presents a stable classroom environment. Cooperation of all students and parents is expected and appreciated. Students shall dress in a manner that is appropriate for the classroom. Prohibited behaviors for male and female students shall include, but not be limited to the following guidelines, at Byron Center Charter School:

- Head apparel (hats, scarves, bandanas, hoods, visors, etc.) or sunglasses may not be worn inside the building without the Principal's permission. These items may be confiscated.
- Exposed undergarments such as bras, panties, and boxers. (At BCCS, top and bottom garments must cover the underarms, belly, back, and groin area, and should not be form-fitting, scooped, or revealing of undergarments or cleavage.)
- Tank tops, halter tops, spaghetti straps, and tops that expose the abdomen, are examples of inappropriate and unacceptable dress; straps must be two-inches wide. Tops should ensure coverage of cleavage, underarms, belly, & back.
- Pants that are excessively baggy or drag the floor are not permitted. Pants should be worn around the waist and should not have inappropriate holes or tears (i.e. above the knee).
- Short shorts or excessively short dresses/skirts are not permitted; At BCCS, we will measure when a student is standing to 4" from the dimple in the crease at the back of the knee.
- Tights, leggings or other types of hosiery must be accompanied by a top or dress that meets the 4" from the dimple in the crease at the back of the knee rule (Grades 6-12 only); these items may not be worn by themselves as a lower body garment.
- Bedroom slippers may not be worn and shoes must be worn at all times.
- Clothing that contains messages likely to be distracting to the learning environment; advertisements for tobacco, alcohol, or promoting violence/gore; pictures or graphics of nudity; words that are profane, lewd, vulgar, or indecent are not permitted
- Any adornment that is deemed inappropriate or distracting may require action from the administration.

We want to encourage students to develop the ability to make good decisions and assume responsibility while dressing in good taste and maintain the high standard to which The School is committed. This goal can be achieved by working cooperatively, however, should an occasion arise that the student's attire is deemed inappropriate, the student will call home to have appropriated attire brought in for the student to change in to, or the school may provide appropriate clothing, if available. It is necessary to expect full cooperation from the home, and Byron Center Charter School retains sole discretion as to what is considered "in good taste, modest, and appropriate" for attendance.

First Amendment Policy

It is the policy of the Byron Center Charter School Board of Directors to comply with all the constitutional protections of the First Amendment of the United States Constitution. The First Amendment protects the freedom of certain religious expression by students, and prohibits religious indoctrination by the public schools. Per numerous Supreme Court decisions, certain religious freedoms follow individuals into school. To the point required by law, the religious beliefs and rights to express those beliefs of students' and teachers' will be accommodated. To achieve this mission, situations will be avoided that has the appearance of board or school sponsorship or endorsement of religion.

Religion in the Curriculum

Based on the protection against the establishment of religion in the schools in the First Amendment, no Byron Center Charter School Board of Directors staff will promote their personal religious beliefs in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally.

The understanding of religion and its effects on civilizations around the world is essential to the education of young people. Due to the importance of religious education on a well-rounded education, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world. The school may offer instruction about religions and the role and influence of religion in history, literature, art, music, science or any other area of study in which religion has played a role. Such instruction shall:

- nurture knowledge about religion, not indoctrination into religion
- be academic, not devotional or testimonial
- promote awareness of religion, not sponsor its practice

- inform students about the diversity of religious views rather than impose a particular view
- promote understanding and respect rather than divisiveness professional, staff members employing such materials must be neutral in their approach and avoid using these resources to advance or inhibit religion in any way.

No student shall be exempted from attendance in a required course of study on the grounds that the instruction violates the free exercise of his/her religion. However, if after review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons. The student will be provided with alternate learning activities during the times of such parent requested absence. No student shall be required to participate in classroom activities of a moral, philosophical, or patriotic theme if they are contrary to the religious convictions of the student or his/her parents or guardians.

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when students are free to associate.

Programs and Holidays

Holidays, both secular and religious, provide opportunities for educating students about history, cultures, and traditions of particular religious groups. Teachers must exercise special caution and sensitivity whenever discussing religious and secular holidays. Presentation of materials dealing with all holidays must be accurate, informed, descriptive, and balanced. The focus on all holidays should be on the origins, history and agreed-upon meanings of the holidays. Teachers may not emphasize only religious aspects of holidays that have both secular and religious meaning. Teachers need to be aware of the diversity of religious beliefs in their classroom and will need to be sensitive to the rights of religious minorities as well as those who hold no religious beliefs. Teachers may not use the study of religious holidays as an opportunity to direct the class discussion towards religious beliefs. Teachers should also be aware of the major religious holidays of all represented religions in their classrooms so they avoid omitting certain ones while focusing on others. The school will not prevent a student from raising a religious topic on his or her own initiative. The teacher in such instances will remain neutral, and proceed with the discussion. Teachers shall not encourage students to choose religious subjects, nor shall they discourage students from doing so. Teachers should neither encourage nor discourage students from expressing themselves through the use of religious symbols in art assignments

School programs, performances and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art or writings may be permitted if the religious content has an independent educational purpose that contributes to the stated objectives of the approved curriculum. While a school program prepared for and presented by the school may contain religious music, the program as a whole should not be nor has the effect of being religiously oriented or a religious celebration. Seasonal programs prepared for or presented during school hours may include religious music as long as the total effect of the music program or concert is non-religious. The use of religious symbols is permitted as a teaching aid or resource, provided they are used only as an example of cultural and religious heritage.

Scheduling

The school calendar should reasonably accommodate national, state, school and community holidays. The calendar should minimize conflicts with religious holidays. Students seeking to observe a religious holiday beyond those accommodated by the calendar will be accommodated as reasonably as possible. A student's absence from school on a religious holiday shall be recognized as an excused absence, without penalty on scholastic or attendance records, provided that the student's parent or guardian informs the school of the reason for the absence 24-hours in advance. The teacher may require the student to make up assignments missed. Recognizing the importance of religious liberty and freedom of conscience, the school will excuse students, when feasible, from activities that are contrary to the student's religious beliefs. Students are responsible for notifying the school in advance and arranging make-up work with the appropriate teacher.

Religious Expression

Students -

Byron Center Charter School will not show favoritism or hostility against religious expression but will accommodate student expression of religious belief unless that expression either substantially interferes with the educational environment or infringes upon the rights of other students. Students have the right to express religious beliefs at school during non-instructional time and during instructional time if the expression is relevant to the subject matter of the classroom assignment, project, discussion, etc. Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination or judgement. Such home and classroom work shall be graded by ordinary academic standards of substance and relevance. The only instances in which teachers may limit student religious expression are incidents where the expressive activity disrupts the educational process or where the expressive activity collides with the rights of other students. In contrary, students have the right to refuse to participate in activities that are contrary to their religious beliefs.

Student Prayer

Student Prayer during Non-Instructional Time: Students may pray when not engaged in school activities or instruction, as long as it does not disrupt the learning environment or force the participation of other students. Students may read their Bibles or other scriptures, pray before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non-instructional time to the same extent that they may engage in nonreligious activities.

Organized Prayer Groups and Activities: Students may organize prayer groups, religious clubs, and gatherings before/after school to the same extent that students are permitted to organize other non-curricular student activities groups.

School Staff -

Byron Center Charter School neither promotes nor discourages individual religious expression among school staff. The school will accommodate staff expression of religious belief provided that such expression occurs neither during instructional hours, nor in the presence of students, nor interferes with their duties or the rights of other staff. Teachers may not use the school to indoctrinate the students on matters of religion. When acting in the official capacities as representatives of the school, teachers, school administrators, and other staff are prohibited from encouraging or discouraging prayer and from actively participating in such an activity with students. During non-instructional time, teachers may discuss religious topics with other teachers or adults on a voluntary basis as long as such discussion and meetings do not occur in the presence of students. Before school or during lunch, for example, teachers may meet with other teachers for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities. Teachers and other staff members may not harass other teachers and staff members or use the work environment.

Distribution of Non-Curricular Materials

The Byron Center Charter School facility is open on a limited basis for the purpose of disseminating community information to students and parents. This basis is provided that the information being disseminated is consistent with the educational mission of the school and does not promote illegal conduct, hatred, or violence. By permitting or not permitting the distribution of materials, the board and the school are neither sponsoring nor endorsing the activity or ideas contained in such materials. The principal may grant approval of distribution of non-curriculum-related literature if all the following conditions are met:

- The literature pertains to a relevant community event or activity.
- Neither the literature nor the event is inconsistent with the educational mission or educational program of the school.
- Neither the literature nor the event encourages illegal conduct, hatred, or violence.
- The literature is printed on paper that will fit reasonably in the students' folders.
- There is no substantial cost to the school in preparing or distributing the materials.

- The community group desiring to distribute literature at the school is responsible for providing the materials, all necessary copies thereof, and dividing the materials into the right quantities per classroom.

Religious Ceremonies

All Byron Center Charter School staff members shall refrain from using prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. Byron Center Charter School shall not function as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article.

The Byron Center Charter School Board of Directors acknowledges that it is prohibited from adopting any policy or rule respecting or promoting an establishment of religion or prohibiting any person from the free, individual, and voluntary exercise or expression of the individual's/person's religious beliefs.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

Patriotic Ceremonies

The flag of the United States shall be displayed above Byron Center Charter School at all times during school hours, weather permitting. A United States flag shall also be displayed in every classroom or other instructional site in which students recite the Pledge of Allegiance.

All students in attendance at school will be provided an opportunity to recite the Pledge each day that school is in session. However, no student shall be compelled to recite the Pledge of Allegiance. No student shall be penalized for failure to participate in the Pledge and the professional staff shall protect any such students from bullying as a result of their not participating in the Pledge.

The building principal or administrator shall be responsible for determining the appropriate time and manner for reciting the Pledge, with due regard to the need to protect the rights and the privacy of a nonparticipating student.

Controversial Issues in the Classroom Policy

The Byron Center Charter School Board of Directors believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic likely to arouse both support and opposition in the community. Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- is related to the instructional goals of the course of study and level of maturity of the students;
- encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

The Principal shall develop administrative guidelines for dealing with controversial issues.

Reproductive Health and Family Planning Education Policy

The Michigan Department of Education requires all students to complete a semester of Health Education to graduate from high school. Due to this, these guidelines have been developed to assist staff in implementing the sex education and AIDS education curriculum. The term sex education will include instruction related to reproductive health and family planning, human sexuality, emotional, physical, psychological, hygienic, economic, and social aspects of

family life, venereal diseases, noncasual-contact communicable diseases such as AIDS, and abstinence from sex as a responsible method for restriction and prevention of noncasual-contact communicable diseases and as a positive lifestyle for unmarried young people.

Byron Center Charter School's Health Curriculum shall emphasize:

- Instruction on human immunodeficiency virus infection and acquired immunodeficiency syndrome shall emphasize that abstinence from sex is a positive lifestyle for unmarried young people because abstinence is the only protection that is 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted human immunodeficiency virus infection and acquired immunodeficiency syndrome;
- Use of material and instruction in the sex education curriculum that discusses sex shall be age-appropriate, shall be medically accurate, and shall do at least all of the following:
 - Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a student is sexually active.
 - Include a discussion of the possible emotional, economic, and legal consequences of sex.
- Stress that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not fully preventable except by abstinence.
- Advise students of the laws pertaining to their responsibility as parents to children born in and out of wedlock.
- Ensure that students are not taught in a way that condones the violation of the laws of this State pertaining to sexual activity, including, but not limited to first, second, third, and fourth degree criminal sexual conduct; gross indecency between male and female persons, between male persons, between female persons as well as sodomy with mankind or with any animal.
- Teach students how to say "no" to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually and teach refusal skills and encourage students to resist pressure to engage in risky behavior.
- Teach that the student has the power to control personal behavior. Students shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations such as respect for self and others.
- Include information clearly informing students that having sex or sexual contact with an individual under the age of sixteen (16) is a crime punishable by imprisonment and that the conviction of this crime requires listing on the sex offender registry on the Internet for up to twenty-five (25) years.

Sex Education Advisory Board

The Byron Center Charter School Board of Education shall not offer instruction in sex education, including family planning and human sexuality, prior to appointment and meeting of the Advisory Board.

The Principal shall appoint and determine terms of service for the Sex Education Advisory Board that reasonably reflects the School population. The Sex Education Advisory Board shall appoint two (2) teachers for the Advisory Board and one (1) parent of a child attending Byron Center Charter School.

ACCIDENTS OR STUDENT ILLNESS

In the event a student is injured or becomes ill while in school, he/she will be taken to the office and the parent/guardian shall be notified immediately. Treatment, other than ice, band aids, soap and water, is the responsibility of the parent/guardian in a non-emergency situation. Emergency cards will be on file to assist office staff to expedite necessary treatment in case of serious/severe illness or injury.

SERIOUS ACCIDENT / INJURY PLAN

In the event of a serious accident or injury, the following steps will occur:

- ◆ First aid will be applied by trained staff
- ◆ Staff will notify the office
- ◆ The office will call/notify the following individuals:
 - Emergency 911 (if necessary)
 - Parent / guardian

School administrator

Poison control – 1-800-764-7661 (if necessary)

- ◆ Injury report will be completed

GUIDELINES FOR MEDICATIONS

Administration of medications

- The student's parent/guardian will give the school written permission and request to administer any medication(s) to their student.
- For prescription medications written instructions from a physician, which include the name of the student, name of medication, dosage of the medication, route of administration, and time the medication is to be administered to the student shall accompany the request and be kept on record by the school.
- Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the student's parent/guardian immediately.
- Any errors made in the administration of medications shall be reported to the building administrator immediately. The error will also be immediately reported to the student's parent/guardian.
- When it is necessary for a student to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication, not the student (with the exception of inhalers).

Storage and Access to medications

- All medication shall be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the student's name, the name of the medication, dosage, and the frequency of administration.
- Medications shall be stored in a school location that is kept locked with the exception of a student who requires the use of an inhaler for relief or prevention of asthma symptoms. These students will be allowed to carry and use the inhaler (as described in the Michigan Revised School Code, Section 380.1179). A building administrator may discontinue a student's right to self-administer and self-possession if there is misuse by the student. The parent/guardian will be notified of the denial.
- Emergency medications may be stored in an area readily accessible to the individual designated to administer them.
- The school shall possess at least 2 epi-pens for use with students who have undiagnosed severe allergies. Staff will be trained in the use of epi-pens.
- All controlled-substance¹ medications will be counted and recorded upon receipt from the parent/guardian. The medication shall be recounted on a regular basis and this count reconciled with the medication administration log/record.
- It is recommended that medications be brought to the school by the student's parent/guardian.
- No changes to prescription medication dosage or time of administration will be made except by instruction from a physician.
- Parental or guardian request/permission and a physician's instructions for administration of medications shall be renewed every school year.
- Expiration dates on prescription medication, epi-pens, and inhalers shall be checked at least twice each school year.
- Medication left over at the end of the school year, or after a student has left the district, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the medication log. This procedure shall be witnessed and initialed by a second adult.

Record keeping

¹ Controlled-substance is defined as a drug regulated by the Federal Controlled Substances Acts, including opiates, depressants, stimulants, and hallucinogens.

- A log of medication administration shall be kept in a school office.
- The individual student log shall be kept until the end of the school year.
- The medications log shall include the student's name and the name and dosage of the medication. The individual giving the medication shall record the date and time of administration of the medication.
- If an error is made in recording, the individual who administered the medication shall cross out, initial the error, and make the correction in the log.

COMMUNICABLE DISEASES

Byron Center Charter School will work cooperatively with local, county, and state agencies to enforce and adhere to the State Health codes for prevention, control, and containment of communicable diseases in our school. The principal, or their designee, may exclude a child who is out of compliance with the required immunization schedule. School personnel will complete and coordinate all immunization data, waivers, and exclusions including the necessary Immunization Assessment Program forms to provide for preventable communicable disease control. The principal, or their designee, may exclude students and/or personnel from school who are suspected or diagnosed with a communicable disease, or whose exposure to such may pose a threat to the well-being of that individual.

All reportable communicable diseases will be referred to the local health authorities by the building level principal, or their designee. Such diseases are of serious concern within our community. An afflicted individual may be asked to submit information to appropriate consultants.

TELEPHONE USE

Use of the telephone by a student will be permitted only when a staff member grants permission. *Students will not be called out of the classroom for phone calls except in the case of an emergency.* The school phone is a business phone and is not to be used to make arrangements to go home with a friend, etc. These types of arrangements should be made prior to the school day, NOT AT SCHOOL. Students MUST bring a note regarding any alternative arrangements. We request that students confine the use of the phone to EMERGENCY situations. Consistent forgetfulness of books or supplies are NOT considered emergency situations.

VISITORS

Anyone visiting Byron Center Charter School during school hours must check in at the office before doing so. Students from other schools desiring to visit during school hours must have their parent/guardian make the request at least 24 hours in advance of the desired visit. Permission for such requests must be made by school administration, or their designee. Students wishing to visit during school hours must have the expressed desire to potentially enroll in the school. Lunch time visitors will be allowed on a pre-approved basis only.

WEATHER

In the event of inclement weather such as snow, ice, or fog, Byron Center Charter will contact the media. **Please do not assume that if Byron Center public or surrounding schools are closed that Byron Center Charter is also.**

TORNADO

A "tornado watch" means that conditions are favorable for the development or occurrence of severe thunderstorms and possibly tornadoes. A "tornado warning" means a funnel cloud or tornado has been sighted or indicated on radar. Staff and students shall proceed with appropriate protective measures in either event.

1. In the event of a tornado watch or warning announcement from civil defense headquarters, students will remain in school.
2. Parents who are concerned may pick up their children at any time during a tornado watch or warning, but **MUST** sign them out in the office. Parents may only pick up their own children unless written authorization is on file with the school office.
3. In case of a tornado watch or warning faculty and students shall follow emergency safety procedures.
4. After school and evening activities shall be cancelled whenever tornado watches and warnings are in effect. If an "All Clear" is announced two hours prior to the start time of an activity it shall meet as scheduled.

STUDENT RECORDS

All student personnel records are to be treated as confidential and primarily for local school use or as otherwise stipulated. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or to be informed of, that part of such record of data as pertains to their child. Each school shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than 15 school days after the request has been made.

In situations where the parents of a student are divorced or separated, each parent, custodial and/or non-custodial, has equal rights to their student's records unless a court order specifies otherwise. Private agreements between the student's parents shall not be recognized by the district's personnel. Parents shall have an opportunity for a hearing to challenge the content of their child's school records to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy rights of students; to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein; and to insert into such records the parent's written explanation of the content of such records.

Any eligible parent/guardian or student may inspect the personal records of the student during regular school office hours. The office must be given at least 24 hours notice.

The parents of students, or the students if they are 18 years of age or older, must be informed annually by the superintendent of the rights accorded them by this section. In addition, the public must be informed annually by the superintendent of the categories of information the institution has determined to be directory information. (cf.8970)

When the district has been notified by local law enforcement officials that a student has been reported missing, the building principal, or their designee, shall so note on that student's permanent records and notify the law enforcement officials if a report has been received for that student's records.

DIRECTORY INFORMATION

The custodian of records may make certain directory information available without parental or eligible student's consent if public notice of the categories of information designated as directory information has been given. After such public notice has been given, the parents have the right to object to the release of the information without their consent. Directory information includes the following information about the student: the student's name, address, telephone number, parent or guardian. The board and staff shall protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted or authorized by the board or administration. Regulations established under this policy shall include provisions controlling the use, dissemination and protection of such data.

The School will release directory information to requesting groups or organizations if the school determines that the group or organization will use the requested information to benefit the students' educational, social, or physical well being. This determination will be made by the school administration on a case by case basis. No other student related information will be released to a requesting third party.

NOTIFICATION OF RIGHTS UNDER FERPA For Elementary and Secondary Institutions (60 Fed. Reg. 59291,59297)

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

(1)The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2)The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask Byron Center Charter School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, The School will notify the parent of eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

(4)The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920

STUDENT RESPONSIBILITIES:

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health and welfare of all students.

Byron Center Charter staff encourages students to:

- ◆ Be respectful and kind to others
- ◆ Be respectful of school (and adjoining) property
- ◆ Inappropriate language or profanity is NOT ACCEPTABLE and will not be tolerated

All students should recognize the consequences of their language, manners, and actions toward each other and school staff. Students will understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment.

If a student feels unsafe or is threatened, the student or the student’s parent/guardian should contact the school administration.

STAFF AUTHORITY

The authority of any member of the school staff, or designate, extends to all school district students while the students are on school premises, in a school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

School-Aged Youth have certain rights or protections under this act.

You have the right to:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- Continue in the school you attended before you became homeless or the school you last attended, if that is your choice and is feasible. The school's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school you attended before you became homeless or the school you last attended, if you request such transportation.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school's local liaison for homeless education (see number below) for help in enrolling in a new school or arranging to continue in your former school. (Or someone at a shelter, social services office, or the school office can direct you to the person you need to contact.)
- Tell your teachers anything that you think they need to know to help you in school.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

School liaison: Michelle Harper 616-878-4852

STUDENT DISCIPLINE:

Severity or repetition of misconduct will determine the level of consequence.

Cheating/Academic Misconduct

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

Discipline under this section may result in academic sanctions in addition to other discipline.

Defacement / Destruction of Property

A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement. Actions that impair the use of something are destructive. Damaging school equipment to the point where repair is necessary is an act of property destruction.

Disorderly Conduct

A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

Inappropriate Displays of Affection

Students, especially in the middle/high school, will not engage in inappropriate displays of affection, such as kissing, long embraces of a personal nature, or prolonged physical contact. Examples of prolonged physical contact are hand holding and/or leaning against one another.

False Allegations

Students who file harassment and/or assault charges against school staff, that are proven to be untrue, will be subject to disciplinary measures up to and including suspension and/or expulsion from school. School administration will have the final authority to determine whether or not any alleged allegations are valid, and what form of discipline is deemed necessary. The school board will have the final authority regarding expulsions.

Insubordination/Unruly Conduct

A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

LEAVING SCHOOL WITHOUT PERMISSION

All students, kindergarten through 12th grade, will not leave the school building, classroom, assigned area, or campus without permission from authorized school personnel and parent/guardian.

AGE OF MAJORITY

Although students reach legal adulthood on their eighteenth birthday, they are still regarded by law as enrolled students and must obey the rules and regulations established by the Board of Education and the administration. If an adult student, and the parent or parents of that student, wish to have all school contact and correspondence on matters affecting the student directed to the student personally, the parents and the student must sign a form available from the high school office requesting this procedural change. When a student has exercised this option, all absences for doctor, dentist, orthodontist appointments, etc., must be verified in writing from the professional's office.

NEGLIGENT OR IMPROPER OPERATION OF A MOTOR VEHICLE

A student will not negligently operate a motor vehicle on school property, so as to endanger the property, safety, health, or welfare of others.

In order to drive and leave their vehicle at school, students will apply for a parking permit each school year. Students will be required to show a valid drivers license, proof of insurance on the vehicle, and the vehicle license plate number. Students will be required to have parental permission to drive and to transport other students. Passengers will also be required to have their parent's permission to ride with a particular student driver. Parking permit MAY be revoked for (but not limited to) reckless driving, excessive tardies or absences, and/or inappropriate behavior in school. Students are not allowed to drive their vehicle during the school day without prior approval. Students must park in their assigned parking spot. The revocation or suspension of driving privileges will be made at the discretion of the principal.

POSSESSION OF INAPPROPRIATE PERSONAL PROPERTY

Students are not permitted to possess personal property at school that is potentially disruptive to teaching and learning, including but not limited to pornographic or obscene material, laser lights, personal entertainment/electronic devices.

FORGERY

A student will not sign the name of another person for the purpose of defrauding school personnel.

FRAUD

A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

ELECTRONIC DEVICE POLICY

Middle and High students are permitted to use personal electronic devices in the school building before school, in-between classes, during lunch, and after school. Elementary students are prohibited from using electronic devices during the school day, which includes recess. If a student inappropriately uses an electronic device throughout the school day, the school reserves the right to confiscate the device from the student. If/when an electronic device is confiscated from the student for unauthorized use, the school reserves the right to determine the length of the removal time, and to whom the device may be returned to.

PROFANITY AND/OR OBSCENITY

A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any person.

ALCOHOL, DRUGS, AND TOBACCO

Any student that is caught possessing or using alcohol, illegal or inappropriate drugs, or tobacco at school or a school sponsored activity, will be immediately suspended and parents notified. This includes instruments that are or have been known to deliver the afore mentioned. Illegal activities will be immediately reported to appropriate law enforcement agencies.

FAILURE TO SERVE ASSIGNED DETENTION

A student will not fail to serve an assigned detention of which he/she and/or parents/guardians have been notified. Failure to do so may warrant further consequences as determined by school administration.

GANG ACTIVITY

A student will not, by use of violence force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's education mission.

Gang activity includes:

1. Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
2. Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
3. Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
4. Recruiting student(s) for gangs.

LOITERING

A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

THEFT OR POSSESSION OF STOLEN PROPERTY

A student will not, without permission of the owner or custodian of the property, take or have in his or her possession said property.

FALSE FIRE ALARM OR BOMB REPORT; TAMPERING WITH FIRE ALARM SYSTEM

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the students. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

If a student enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined by the discretion of the school board, or its designee. (MCL 380.1311a[2]).

WEAPONS

A student who uses items to threaten or intimidate others shall be subject to discipline up to and including expulsion from school. Any student at school or a school-related event who is caught using or possessing knives, guns, or any other object which school personnel consider a potential threat to the health and welfare of others may be immediately suspended. A conference may be scheduled with the parents and student to determine further action and/or discipline. Illegal activities will be immediately reported to appropriate law enforcement agencies.

HARASSMENT / BULLYING / INTIMIDATION

It is a goal of Byron Center Charter School to maintain a positive work environment for its staff and a climate conducive to learning for its students and one which fosters respect for others regardless of their race, religion, creed, color, national origin, age, marital status, sex, disability, veteran status, sexual preference, height or weight. It is the policy of Byron Center Charter School that no member of the School community may illegally harass another. Any staff or student will be subject to disciplinary action for violation of this policy. Both federal and state law prohibit such discrimination in employment and in education. Principals and administrators are directed to take appropriate steps to disseminate this policy statement and inform students and staff of complaint procedures. Copies of the policy statement will be available in the school office.

A. Sexual Harassment

Students will not sexually harass others, physically, verbally, in writing, or make sexual references toward others. Unwelcome physical contact is not only illegal but is considered so grave an offense that it always has the effect of substantially interfering with the victim's educational environment.

B. Intimidation

Students will not intimidate others with verbal threats or threats in any written form.

This includes but is not limited to:

1. Physical contact with another person
2. Injuring another person
3. Damaging, destroying, or defacing any real or personal property of another person.

C. Bullying and Cyber-bullying

It is a goal of Byron Center Charter School to provide a learning environment that is free from bullying and cyber-bullying. It is a violation of this policy for any student to engage in bullying or cyber-bullying (1) on school grounds and property immediately adjacent to school grounds; and (2) at school-sponsored or school-related activities, functions, or programs, whether on or off school grounds.

It is also a violation of this policy for any student to engage in bullying or cyber-bullying at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the Byron Center Charter School, if the bullying materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

The Byron Center Charter School will not tolerate retaliation against a person who reports bullying or cyber-bullying, provides information during an investigation of bullying or cyber-bullying, or witnesses or has reliable information about bullying or cyber-bullying.

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or physical act or gesture, or any combination thereof that is directed at a victim that meets any of the following:

1. Causes physical or emotional harm to the victim or damage to the victim’s property.
2. Creates a hostile environment at school for the victim.
3. Infringes on the rights of the victim at school.
4. Materially and substantially disrupts the education process or the orderly operation of the school.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes, but is not limited to any, transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messaging, text messaging, or facsimile. Cyber-bullying includes (1) the creation of a web page or blog in which the creator assumes the identify of another person or (2) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting is a violation of the law.

STUDENT DISCIPLINE:

Byron Center Charter School believes that all students can behave appropriately at school. Students are expected to conduct themselves in a manner worthy of respect and consideration at all times. Behavior which is characterized by self-respect, courtesy, and responsibility is the only student behavior which will be accepted. Students who exhibit such behavior shall be recognized and reinforced consistently.

When inappropriate student behavior disrupts the educational process disciplinary action will be necessary. The school will not tolerate any student stopping a teacher from teaching for any reason, or hindering another student’s learning for any reason. Students are expected to engage in behavior that is in the best interest of the class.

Discipline plans will be clearly displayed in each classroom and copies will be sent home for parents to review. Any questions or concerns regarding policies should be addressed to the attention of the individual teacher. Disruptive students may be isolated for a designated amount of time. Severely disruptive students may be required to serve detentions, or may be suspended from school by the principal or assistant principal. Parents will be notified of their child’s disruptive behavior and may be asked to come to school for a consultation with the teacher and/or principal. While it may be necessary to implement such measures, the school encourages the proactive approach to discipline in order to avoid such classroom disruption. The school recognizes the necessity of parental support in disciplinary matters and is eager to work with parents in guiding students to make positive behavioral choices and exercise self-control.

Students who incur multiple snap suspensions will be subject to further disciplinary action, up to and/or including suspension or removal from school.

Maintaining Class Progress: A student will be responsible for all class work missed during any suspension.

Detentions

If a student receives any form detention for disciplinary reasons, a notification will be sent home mentioning the date and reason for the detention. Parents/guardians are responsible for transportation for an after-school detention. Failure to serve detention on the date given will result in further disciplinary action.

Failure to Follow Prescribed Intervention Strategy

If a student fails to comply with the terms of a disciplinary action determined by the school, such failure is a separate violation. The student may be disciplined for the additional violation.

Snap Suspension by Teachers

A teacher, under Michigan law, is authorized to immediately remove and suspend a student from a class, subject or activity, up to the end of the school day, when the student's behavior is unruly, disruptive, or abusive enough that it substantially interferes with the teacher's ability to effectively teach the class, subject or activity or the student's behavior interferes with the ability of other students to learn.

The teacher must immediately report the suspension to the administration. As soon as possible after the suspension, the teacher must contact the student's parent/guardian to arrange a conference to discuss the student's behavior. A school administrator will attend this conference if requested to do so by the teacher or parent/guardian.

Interviews of Students by Police or Other Public Agencies

The school endeavors to cooperate with law enforcement agencies. Students may be interviewed in school by law enforcement officials. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) seriousness of the incident; (3) age and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

When practical, school personnel will be present during the police interview, and an attempt will be made to contact the parent/guardian prior to the interview. If the student is a minor and the parent was not present during the interview, the parent/guardian will be notified by the school that an interview has taken place.

Notification to Law Enforcement Agencies

State law requires each school board to comply with the statewide school safety policy adopted by the Superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308). The statewide school safety policy requires the following types of incidents occurring at school be reported to a local law enforcement agency:

Armed student or hostage	Robbery or extortion
Suspected armed student	Unauthorized removal of student
Weapons on school property	Threat of suicide
Death or homicide	Suicide attempt
Drive-by shooting	Larceny (theft)
Physical assault (fights)	Intruders (trespassing)
Bomb threat	Illegal drug use or overdose
Explosion	Drug possession or drug sale
Sexual assault (Criminal sexual conduct)	Vandalism or destruction of property
Arson	Bus incident or bus accident
	Minor in possession of alcoholic liquor or tobacco products

SAFE SCHOOLS, STUDENT ASSAULTS

The Board of Directors endeavors to ensure that this public school is a safe place for teaching, learning and working. Physical, verbal or written assaults against school personnel and other students will not be tolerated. The school administrator will initiate appropriate disciplinary action for the following infractions:

1. Physical Assaults Against School Personnel

Any student in grade 6 or above who commits a physical assault against a School employee or against a person engaged as a volunteer or contractor for the School on school property or at a school-sponsored activity or

event shall be permanently expelled for a period of not less than one hundred eighty (180) days. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

2. Physical Assaults Against Students

Any student in grade 6 or above who commits a physical assault against another student on school property or at a school-sponsored activity or event shall be suspended or expelled, depending upon the circumstances, for up to one hundred eighty (180) days. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

3. Verbal / Written Assaults

Any student in grade 6 or above who commits a verbal or written assault on school property or at a school-sponsored activity or event against a student, school employee, or volunteer shall be expelled for up to one hundred eighty (180) days. The board may modify the expulsion period on a case-by-case basis.

For the purpose of this policy, verbal/written assaults shall be defined by the school administrator as a willful and serious threat to inflict injury or harm upon another individual. Verbal and written bomb threats directed at the school building, school property, or a school event fall under jurisdiction of this policy.

Application of Policy for Students with Disabilities

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

Reinstatement

The parent/guardian/emancipated youth may petition the board for reinstatement to The School Board of Directors, 30 days prior to the expiration of the expulsion period. The Board of Directors will provide all due process rights as defined by law.

SCHOOL LOCKERS:

All lockers assigned to students are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advance approval of the public school principal or his/her designee. Students are not allowed to display anything on the outside of lockers while using them throughout the school year.

Legitimate Use of School Lockers

The school assigns lockers to its students for the students' convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Students shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the public school principal or his/her designee. Students are solely responsible for the contents of their lockers.

Search of Locker Contents

Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parental/guardianship or student consent.

The public school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or against school policy and rules.

Seizure

When conducting locker searches, the public school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items

include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor student, or a student eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the locker.

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school to educate all students effectively, the school and parents must work together. To ensure that the interests of parents and the educational needs of students are identified and served, the school must develop collaborative relationships between home and school. When teachers and parents communicate and share similar high and realistic expectations for student achievement and behavior, students can be expected to learn more and perform better in school.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program. The program will be comprehensive and coordinated in nature, and it will be appropriate to the interests of its families and the needs of its students. It will include, but not be limited to, the following components:

- Communication between home and school is regular, two-way and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The Board supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Additionally, it is recommended that the programs be responsive to the needs of families, and that they link parents with services in the community that provide support for student success.

STUDENT DRIVING POLICY

In order to drive and leave their vehicle at school, students will apply for a parking permit through the school office. Students will be required to show a valid driver license, proof of insurance on the vehicle, and the vehicle license plate number. Students will be required to have parental permission to drive and to transport other students. Passengers will also be required to have their parent's permission to ride with a particular student driver. Parking permit MAY be revoked for (but not limited to) reckless driving, excessive tardies or absences, and/or inappropriate behavior in school. Students are not allowed to drive their vehicle during the school day without prior approval. Students must park in their assigned parking spot. The revocation or suspension of driving privileges will be made at the discretion of the principal.

ELEMENTARY RECESS

Outdoor recess is an integral part of the school day and provides students with a break from structured classroom time. Recess promotes opportunities for physical exercise and social development.

Children are expected to come to school prepared to participate in outdoor recess. When winter weather conditions exist, it is essential that children have the proper clothing to prevent hypothermia. Hypothermia may result if the body's heat loss is greater than its rate of producing heat. Appropriate outerwear

such as a pair of gloves or mittens, a warm coat, and hat is essential for healthy and safe outdoor play. Same should be said if rain is in the forecast for that particular school day.

Following guidelines will be adopted:

Outdoor recess will be held **with the following restrictions** if the temperature is between 0 to 32 degrees Fahrenheit (including wind chill factor):

- a) Coats must be zipped; hats and gloves or mittens must be worn at all times
 - b) Children must be closely observed by the staff for signs of hypothermia
 - c) The teacher on duty may shorten the length of outdoor recess time if deemed necessary
1. Recess will be held indoors in the event of precipitation (rain, heavy snow, sleet, etc.) as determined by the teacher.
 2. Recess will be held indoors if the temperature is below zero degrees Fahrenheit (including wind chill factor).
 3. Indoor recess will be in the classrooms and activities will be provided by the teacher.