



Student/Parent Handbook
Fostering Leadership Academy
2020-2021

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Section 1: Handbook Introduction

1:1 Welcome to FLA

Dear Parents and Families,

Welcome to Fostering Leadership Academy! We are so excited that you are here. Fostering Leadership Academy provides individualized education, treatment, and leadership skills to children impacted by childhood trauma. Our vision is that all students surviving childhood trauma will have access to a quality, trauma-informed education. Through our therapeutic and restorative approaches, we move toward a more meaningful way of responding to student's needs. We know that meeting students' emotional and mental health needs is just as important as academics. A safe and inviting atmosphere must lay the foundation for real learning to occur. Staffed with a plethora of highly qualified individuals trained in the field of trauma and restorative practices, our mission is to create a positive, welcoming, and accepting environment for learning for your child and family. Thank you so much for choosing Fostering Leadership Academy, and we look forward to growing with you!

*Sincerely,
FLA Administration Team*

1:2 Mission Statement

The mission of Fostering Leadership Academy is to provide individualized education, treatment, and leadership skills to children impacted by childhood trauma.

1:3 Vision Statement

Our vision is that all students surviving childhood trauma will have access to a quality, trauma-informed education.

1:4 Core Values

At Fostering Leadership Academy, we pride ourselves on these Five Core Values:

1. **Celebrate the worth, diversity, and dignity of every youth and family.** *With courage and integrity, we embrace and celebrate the diversity and uniqueness of every individual, treating all families with love and respect.*
2. **Work collectively together and through partnerships to provide the best care possible.** *Through consummate teamwork and strategic partners in the community, we ensure our youth and families receive the best programs and services possible.*
3. **Give voice to our youth and families who do not have a voice.** *We advocate tirelessly on behalf of our youth and families in the public, private, and political sector to ensure their voices are heard.*
4. **Commit to results.** *Through research, data, and experiences, we use innovative practices to meet the increasingly diverse needs of the youth and families we serve.*
5. **Make a positive impact on our communities.** *By transforming the lives of our youth and their families, we strive to make our communities healthier, stronger, and better for future generations.*

Section 2: General School Information

2:1 School Calendar

2020-2021 School Year

	Dates	Days
Teacher Professional Days and Work Days	Aug. 10 – Aug. 28	Mon. – Fri.
First Day of Class – Full Day	Aug. 31	Mon.
Labor Day Recess Begins – Half Day	Sept. 4	Fri.
Classes Resume	Sept. 8	Tues.
Parent/Teacher Conferences – Half Days	Oct. 21 & Oct. 23	Wed. & Fri.
End of Card Marking 1	Nov. 6	Fri.
Teacher Professional Day – No School	Nov. 9	Mon.
Thanksgiving Recess – No School	Nov. 26 & Nov. 27	Thurs. & Fri.
Winter Recess Begins – End of the Day	Dec. 18	Fri.
Class Resume	Jan. 4	Mon.
MLK Day – No School	Jan. 18	Mon.
End of Semester/Card Marking 2	Jan. 22.	Fri.
President’s Day – Mid-Winter Recess	Feb. 15 & Feb. 16	Mon. & Tues.
Classes Resume	Feb. 17	Wed.
Parent/Teacher Conferences – Half Days	Mar. 10 & Mar. 12	Wed. & Fri.
End of Card Marking 3	Apr. 2	Fri.
Spring Break Begins – End of the Day	Apr. 2	Fri.
Classes Resume	Apr. 12	Mon.
Parent/Teacher Conferences – Half Days	May 5 & May 7	Wed. & Fri.
Memorial Day Recess – No School	May 24	Mon.
End of Semester/Card Marking 4 // Last Day of Classes – Half Day	June 17	Thur.
Teacher Work	June 18	Fri.

2:2 Daily Schedule

FLA Daily Schedule	
Time	Class
8:00-8:31	AM Advisory
8:36-9:27	Period 1
9:32-10:23	Period 2
10:28-10:37	Social-Emotional Enrichment
10:38-11:29	Period 3
11:34-12:19	Lunch & Recess
12:24-12:33	Meditation
12:34-1:25	Period 4
1:30-2:21	Period 5
2:26-3:26	MTSS & PM Advisory

2:3 Board of Directors

We are grateful to have a knowledgeable and supporting Board of Directors at Fostering Leadership Academy. Each of the following members are committed to the school's mission, vision, and values.

- Eric Doeh- Director
- Zackery Hugg- President
- Van Nguyen- Secretary
- Dan West- Treasurer
- Elizabeth Whittaker-Walker- Vice President

To reach the board, please email fosteringleadershipboard@gmail.com.

2:4 Monthly Board Meetings

Join us each month at our Board of Education meetings. These meetings, which are open to the public, are where we address a wide variety of topics related to instruction and operations at Fostering Leadership Academy. Below is our calendar of meetings for the 2020-2021 school year. In the unlikely event that meeting dates and times need to change the information will be posted on our website. Please check the website regularly for the most current information. Any changes to the board meetings will be publicly posted on the doors of the school, on the FLA Facebook page, on the FLA website, and an email reminder will go out as well. All meetings begin at 4:00pm until otherwise noted.

2:5 Board Meeting Dates for 2020-2021

Monday, July 27, 2020, 4:00PM
Monday, August 24, 2020, 4:00PM
Monday, September 28, 2020, 4:00PM
Monday, October 26, 2020, 4:00PM
Monday, November 30, 2020, 4:00PM
*No Meeting in December
Monday, January 25, 2021, 4:00PM
Monday, February 22, 2021, 4:00PM
Monday, March 29, 2021, 4:00PM
Monday, April 26, 2021, 4:00PM
Monday, May 24, 2021, 4:00PM
Monday, June 28, 2021, 4:00PM

2:6 Breakfast/Lunch Program

FLA participates in the National School Lunch Program to provide healthy school lunches to students each day at a free or reduced cost. Children will qualify for free or reduced lunch on a case by case basis depending on household income, family size, and status as a homeless, migrant, runaway, or foster child. We know how important it is to make sure that students have nutritionally balanced food in order for them to learn and grow. For that reason, we also participate in the School Breakfast Program. All school meals adhere to the USDA standards.

2:7 Standardized Assessments

In collaboration with Grand Valley State University, FLA uses NWEA's Measure of Academic Progress (MAP) testing throughout the school year to measure grade-level achievement and growth. MAP testing supports schools by creating assessment solutions that measure proficiency and growth, while providing insight to teachers, administrators, and staff as to how to tailor instruction based on student needs. Student will take the MAP tests three times throughout the school year- in the fall, winter, and spring. Communication about the specific testing dates will be relayed to students and parents through the Principal Newsletter, teacher's newsletters, print, and/or email communication methods. Results of the MAP tests will be provided to parents or guardians as well. By using MAP throughout the school year, FLA staff is able to measure fall-to-spring growth as well as annual changes in student performance.

M-STEP will be administered once per year in accordance with Michigan State policies.

2:8 Transportation

FLA does not provide transportation to any students, at any time, for any reason. Please ensure that you have arranged transportation for your child to and from school, as well as in any situation in which the child may be sick or need to be picked up from school. We will do our best to make sure that your child remains at school for the entire school day, but some situations will arise where your child will need to be picked up. This is mostly the case with an emergency situation, such as a broken bone or another injury as well as your child being ill.

2:9 COVID-19

FLA is consistently monitoring all COVID-19 data and government orders through the state of Michigan. In the event that COVID-19 prevents face to face school instruction, we have plans developed for virtual models. Please refer to FLA's COVID-19 Preparedness Plan, which is posted on our school website, for more information about COVID-19 policies and procedures.

Section 3: Home/School Communication

3:1 Staff Contact Information

All staff contact information can be found on our Fostering leadership Academy website: fosteringleadershipacademy.org.

3:2 Gradelink

FLA uses Gradelink as the Student Information System, online enrollment software, and school-to-home communication platform. Through Gradelink, parents and guardians can receive email, voice, and text communication.

3:3 School Communication

At FLA we value frequent, transparent, and ongoing communication between administration, staff, students and school families. We know that education is a team effort and to best serve our students everyone must have a voice at the table! For this reason, we have multiple modes of weekly communication. A Principal Newsletter will be sent out to all families, students, staff, and community stakeholders. Please send an email to the Administrative Assistant or stop in the main office to make sure you are added to the list. In addition to the Principal's Newsletter, there will be updates and event reminders sent out through email, text, and voice message. Each teacher will have their own Google Classroom page accessible from the FLA website. There you will find information about upcoming assignments, due dates, meetings, and other course information. Any other important information can be found on our FLA Website: fosteringleadershipacademy.org. Please contact the main office or Principal with any additional communication concerns.

3:4 School Closing Communication

In the event of a school closing or other important emergency notification, all parents/guardians (or families) will be notified via email, text, and/or voice message. Please make sure your email is up to date with the Administrative Assistant in the main office. School closings and delays will be posted on Fox2 Detroit, WXYZ/Channel 7, WDIV/Channel 4 and WWJ-TV/Channel 62.

3:5 Parent Teacher Conferences

Parent teacher conferences will be held on three times per year at the end of the first, second, and third marking period. Please contact your child's teacher if you are unable to make the scheduled conference time frame, and we will work to make sure the progress is communicated another time. Parent, guardian, and/or family attendance is important at parent teacher conferences because together we can ensure success for each child. The FLA staff partners with parents and

families to make sure that we provide the best possible education for each student. We highly value parent engagement.

3:6 Report Cards & Progress Reports

Report cards will be issued four times per year at the end of each marking period. Progress reports will be provided halfway through each marking period. The end of each marking period is specified on the School Calendar. Report cards will go out no later than one week after the end of each marking period. Report cards will be given to students to be reviewed with parents/guardians, communication about when report cards will be sent will be in the Principal and teacher newsletters as well as school emails.

3:6 Google Classroom

Each teacher will have his/her own Google Classroom page. Students can log on each of their classes to access all lesson information, assignments, and due dates. Students will upload all assignments onto Google Classroom. If any information is missing from your child's Google Classroom page, please contact your child's teacher. It is our goal that parents and families are always informed about what is happening in the classroom.

3:7 Student Grades

Grades will be updated on a weekly basis and accessible through Gradelink. Each student and family will have their own login information for your student. For issues with logging into Gradelink or accessing your students' grades, please contact your child's teacher.

Section 4: Curriculum

4:1 Trauma Informed Schools Initiative

To ensure that all of our staff is truly trauma-informed, we have partnered with Methodist Children’s Home Society (MCHS) for in-depth training into understanding how trauma affects our students. Our staff is also trained in Positive Behavior Intervention Support (PBIS), Restorative Practices, and Multi-Tiered Support Systems (MTSS) to ensure our students are receiving the quality education they deserve. We collaborate with Grand Valley State University as well as Wayne RESA to ensure that our students and staff receive the best support possible in the area. Additionally, we collaborate with therapists, social workers, and other MCHS staff to learn, collaborate, and understand the complex trauma that many of our students face. In an effort to rehabilitate students, we commit to a suspension-free and restraint-free campus. We educate our students through acceptance, understanding, listening, de-escalation techniques, coping strategies, and more. We are truly committed to providing a safe and welcoming experience for all students- regardless of their past.

4:2 Academic Curriculum

At Fostering Leadership Academy, we teach from the Michigan Core Content Standards as outlined on the Michigan Department of Education Website. More information can be found on the “Academic Standards” tab of the MDE website (Michigan.gov/mde). Each content area is broken down into weekly objectives and standards. Please see the FLA website for a more detailed view of our Academic Curriculum Maps for each subject.

4:3 Savaas Realize

All of our curriculum materials are accessible online via Savaas Realize. Each parent and student will have their own login information. Please contact your child’s teacher for any login information.

4:4 Curriculum Materials

We use a wide variety of teaching techniques, sources, and supplemental materials to ensure that our students are exposed to quality resources. Listed below are the programs we use to create quality instruction at FLA.

Elevate Science Middle Grades

- **Math:** enVisionmath 6-8
- **English Language Arts:** MyPerspectives English Language
- **Intervention for Math & ELA:** SuccessMaker (digital)
- **Social Studies:** myWorld Interactive American History, myWorld Interactive World Geography, myWorld Interactive World History

- **Science:** Elevate Science Middle Grades

We welcome the different learning styles and needs of all children, so each student will be provided with digital access to the above programs as well as 1:1 Chromebooks.

4:5 Multi-Tier Support System (MTSS)

To ensure that all of our students' needs are met, even with a diverse range of abilities, FLA utilizes MTSS as an intervention structured to meet students where they are. There is an MTSS block built into the daily schedule at FLA, and this time is used for students to work on individual academic goals. It's also a time for them to get social work services, special education services, or intervention help from the core content teachers. Any unfinished class work can be completed during this time as well. Each student will be placed in a designated subject/classroom to ensure they are getting what they need specifically. No two students are the same! With the MTSS process, we are able to collect data, use the data to drive instruction, and use quick and easy assessments to track student progress over time.

4:6 Physical Education & Health

Physical movement is very important in the physical, mental, and emotional wellbeing of students. At FLA movement is incorporated into the school day with regular opportunities for physical education and activity, in the classroom, during sensory breaks, at recess, and in structured physical education and health classes. Students will have Physical Education class three times per week and Health class twice per week. The student will have some form of either physical education or health every day. In addition to physical education and health, we also incorporate many wellness policies throughout the school day and year to ensure that health and safety is our top priority at FLA.

Section 5: Policies and Procedures

5:1 Notice of Non-Discrimination

FLA does not discriminate in its admission policies or practices based on athletic or intellectual abilities, disability, measures of achievement or aptitude, homeless status, status as a handicap person, English proficiency, creed, race, sex, color, religion, national-origin or any other basis that would be illegal for an existing school district. However, FLA reserves the right to limit admission to pupils who are entering grades 6th, 7th, and 8th.

5:2 Diversity & Inclusion

Research shows that diversity in schools and communities can be a powerful lever leading to positive outcomes in school and in life. Racial and socioeconomic diversity benefits schools, communities, and children from all background. At FLA, we are committed to enhancing and empowering students of all backgrounds. We are committed to including and uplifting students and families of all race, gender, socioeconomic status, background, sexual orientation, and all other identities. To promote a diverse and inclusive workplace, FLA examines data regarding how diversity is reflected in the students, staff, and administration at FLA. Our focus is to create workplace staff that reflects the population of the students and families we serve. Additionally, our FLA staff is provided professional development opportunities throughout the year to focus on issues surrounding diversity, segregation, prejudice, and biases that still exist throughout our society today. FLA staff will be encouraged to have open and honest collaborative sessions, examining their own personal biases and working to grow toward a more diverse and inclusive world.

In addition, we know that all students come in with a wide range of abilities, strengths, and challenges. To ensure a more equitable educational environment for all students, FLA adheres to the provisions as specified in the Every Students Succeeds Act (ESSA). Disadvantaged and high-needs students are protected with additional resources and support in order to ensure the same type of access to the FLA curriculum.

All students will be held to high academic standards to prepare them to succeed in college and careers, and interventions and supports will be provided to ensure their success from their individual academic, social, and emotional level. Vital information is provided to teachers, families, students, and communities through the use of MAP testing as well as M-STEP. Additionally, FLA uses frequent progress monitoring to ensure academic and behavioral growth of all students.

FLA is committed to supporting the needs of our various student populations. We value student and staff diversity and respect individual learning differences. We scaffold support and work with meeting students where they are. Inclusion is an ongoing process, and we are committed to creating a culture of collaboration, respect, and support. We believe that every student has unique needs and the innate ability to grow and learn. It is our mission to create the environment to make that possible.

5:3 Mail & Deliveries

All mail and packages should be delivered to the main office. The Administrative Assistant or another FLA staff member should receive all packages. Please contact the Principal or Administrative Assistant to coordinate large deliveries to ensure someone is there to receive them. If you need to drop something off to your student during the day, please leave it in the main office.

5:4 Complaints

As a student and parent/guardian of Fostering Leadership Academy you have a right to be treated with dignity and respect. Your privacy will be protected. You have the right to file a grievance concerning the service you receive. FLA is committed to open communication. If you believe you have a grievance or complaint regarding your treatment at FLA, or a matter regarding compliance with any rules, acts, policy or procedure, please follow these steps:

1. Notify the teacher or other involved staff member immediately to resolve the problem with him/her.
2. If the problem still exists, contact the Principal, in writing. Please outline all your concerns related to the grievance and mail to the following address:

Fostering Leadership Academy
Attn: Abby Stewart
26645 West Six Mile Road
Redford, MI 48240

You may also email the grievance to Abby Stewart at astewart@mchsmi.org.

The principal will respond to the concerns outlined in the grievance within (5) working days. If the problem remains unresolved after contacting the principal, please contact the Director of Human Resources, Rachel Martoia by emailing RMartoia@mchsmi.org or calling (313) 683-9589. If it still is not handled, you may file a written complaint with CEO, Kevin Roach at kroach@mchsmi.org or (313) 531-9494. Each complaint shall be promptly investigated in a way that respects the rights, wellbeing, and privacy of all parties involved.

Please contact the FLA main office with any other concerns about the grievance process.

5:5 Confidentiality

Student information is confidential and protected by the Family Educational Rights and Privacy Act (FERPA). Educational records are defined as any records that the school holds about students, including student and family information, grades, test scores, IEPs, disciplinary records, medical records, attendance information, and any other personal information that would not be known by the public. FERPA gives parents the right to review and confirm the accuracy

of their students' educational records. If parents deem something in the student record as inaccurate, the parent can seek to amend it. Parents have equal access to student information unless a court order or state law revokes these rights. To file a complaint about an alleged violation of this policy, please contact the Principal. For more information about student and family privacy rights, please refer to the protocol as outlined in FERPA.

5:6 Freedom of Information Act (FOIA)

Under the protection of the FOIA, the public has the right to request documents and laws from FLA. A person can ask the school for a copy of its records on a specific subject, and FLA must provide those records, unless there is an exemption that protects those records from disclosure (for example, records containing personal information).

Principal, Abby Stewart has been designated as FLA's FOIA Officer. You may submit a request in writing my mail, personal delivery, email, or other means available. The request must specify the records desired and include the name and address of the person requesting the information. Any request for public records may be addressed to:

Fostering Leadership Academy
Attn: Abby Stewart
FOIA Officer
26645 W. 6 Mile Rd
Redford, MI 48240

5:7 American with Disabilities Act (ADA)

In accordance with Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of educational opportunity, or be subjected to illegal discrimination or retaliation. FLA does not discriminate in admission or access to, participation in or treatment of, students with disabilities in its programs and activities. Similarly, FLA does not discriminate against any job applicant or employee with a disability in any term or condition of employment or in the recruitment process.

Section 6: Extracurricular

6:1 Athletics

Due to COVID-19, athletics are currently suspended. We do hope to have athletics in the future, so any new information will be communicated to families via newsletter, website postings, and teacher communication.

6:2 Clubs & Groups

We value extracurricular clubs, groups, and activities at FLA. Due to the current COVID-19 circumstances, all extracurricular groups have been suspended. However, we do hope to have extra activities either in person or held virtually throughout the year. More information on this will be communicated by your child's teacher, on the FLA website, and through Principal Newsletters.

6:3 Tutoring

Throughout the year, there may be extra academic opportunities for students to participate in. Tutoring may be provided either in person or virtually, depending on the circumstances brought on by COVID-19. Tutoring opportunities will be communicated through your child's teacher, on our website, and/or described in the Principal Newsletter. If a student is in need of tutoring, please contact his/her teacher.

6:4 Parties & Holidays

We love to celebrate special events at FLA. All parties and holidays will be subject to the COVID-19 Policies and Procedures as it relates to food handling, visitors, gathering maximums, and social distancing. To the greatest extent possible, parties and holidays should be conducted in a way to minimize shared food distribution. Policies and procedures for classroom parties will be communicated prior to the holiday event in accordance with COVID-19 policies. For more information about this, please contact the main office.

6:5 Field Trips

While FLA very much values field trips, these have been suspended for the 2020-2021 school year due to COVID-19. In an effort to keep the students, staff, and families of FLA safe, we will be engaging the students in virtual field trips and community partner presentations in alignment with the visitor policies described in the COVID-19 Preparedness and Response Plan. We hope to implement field trips in the future when it becomes safe to do so. Thank you for your patience and understanding during this time.

6:6 Recess/Playground

We encourage and support outdoor activity and social engagement by integrating recess into our daily schedule at FLA. When students are out on the playground, they will be supervised at all times by FLA staff. Recess routines and procedures will be in alignment with the safety precautions as described in the COVID-19 Preparedness Plan, which is included on our website. Shared equipment will be cleaned regularly in between each use. Students are to wash their hands before and after recess or being on the playground. During the time outside, students are to wear their masks, maintain social distancing, and avoid touching their face with unwashed hands. Visitors, family members, and siblings are not permitted to use the playground during the day or after school hours unless specific permission has been given by school principal or if an FLA event is taking place.

Section 7: Enrollment

7:1 Enrollment Policy

FLA will accept students grade 6th-8th for the 2020-2021 school year, and we will add two grades each year until we are K-8. Grades 4th-8th will be accepted in the 2021-2022 school year, grades 2nd-8th for the 2022-2023 school year, and K-8 for the 2023-2024 school year. Except for foreign exchange students, all students enrolled at FLA must be residents of the state of Michigan.

Enrollment is open to all pupils in Michigan who meet the admission policy standards.

Enrollment will be conducted on a first come, first served basis. If there are more applicants to enroll at FLA than there are spaces available, a random selection lottery procedure will be used.

Any student who was enrolled in FLA in the immediately preceding school year shall be allowed to enroll in the next appropriate grade at FLA unless the appropriate grade is not offered.

Students who are re-enrolling must fill out an intent to re-enroll form by the end of the school year for enrollment in the following year. Enrollment Packets will be accepted on a year-round basis. FLA will continue enrolling students until all seats are filled. A waitlist will be used after all seats are filled.

7:2 Class Size and Offered Seats

Class sizes and offered seats will be recommended by FLA and submitted each year to the school board of directors for approval. The number of classrooms may fluctuate based on the number and grade level of the students enrolled.

7:3 Random Selection/Lottery Procedure

If more students attempt to enroll at FLA than there are spaces available, a random selection lottery procedure will be used. In this procedure, each student attempting to enroll for those few spots will be assigned a number. Their numbers will be written on ping pong balls and placed in a bag. Numbers will be picked from the bag to fill the remaining spots and begin a waitlist. If a student is selected who has siblings who are also applying for admission to FLA, the siblings will be accepted if there are seats available in their grade. If there are no seats available, they will be placed on the waiting list with sibling preference. The person who chooses the numbers will not be related to any student, staff member, anyone applying to the school, or any FLA employee. An accurate record of the enrollment lottery will be kept by one person taking detailed minutes and one person recording the numbers. If the amount of enrollment packets received is fewer than the offered seats in each and every grade level, all eligible applicants will be accepted and there will be no random selection process conducted.

7:4 Waitlist

After all spaces are filled, FLA will place the rest of the students from the lottery procedure on the waitlist. The waitlist will continue for students who submit enrollment applications after the

spots are filled. The waitlist will be cleared each year. In order to be placed on the waitlist for that year, an Enrollment Packet must be filled out for that year. Parents/guardians/caregivers will be aware of their position on the waitlist. FLA will communicate this to parents/guardians/caregivers through email and/or formal written letters. If a waitlist does not exist for a particular grade, but it exists for another grade, the school may (subject to enrollment limits and board approved offered seats) fill the seat available using the first student on the waiting list in a different grade. That student will be placed in a grade deemed most beneficial to the student and school considering class size, teacher capacity, and other school operational and management factors. All applicants on the waitlist must resubmit an application for the following school year during the re-enrollment process. FLA will contact parties on the waitlist to see if they are interested once a spot opens up, and they will be responsible for filling out another Enrollment Packet.

7:5 Accepting/Declining Offers

FLA will provide offers of enrollment to parents in writing, and parents will be required to accept or decline that offer in writing. A time frame of one week will be given to accept or decline the offer in writing. If the offer is declined, that spot may be given to another student who enrolls or is on the waitlist for enrollment at FLA.

7:6 Priority

FLA reserves the right to give enrollment priority to one or more of the following:

- 1) A sibling of a student already enrolled at FLA. This includes half siblings who share a single parent, step siblings who share a parent or parents by marriage, and children who share a parent or parents through guardianship or adoption.
- 2) A sibling of someone selected in the random selection lottery procedure.
- 3) A child of an MCHS or FLA employee.
- 4) A child of someone who is on the board of directors for FLA.

“Child” includes an adopted child or a legal ward.

If a student selected for a grade level with open seats has a sibling in a grade that does not have open seats, the student will be accepted in his/her grade level, and the sibling will be placed on the waitlist. So while sibling preference is given, it is not guaranteed.

7:7 Enrollment Procedures

1. Obtain the Enrollment Packet one of two ways:
 1. Download the Enrollment Packet from our website:
www.fosteringleadershipacademy.org.
 2. Pick up the Enrollment Packet from our school (26645 W. 6 Mile Rd. Redford, MI 48240).

2. You can return the packet by:
 1. Scanning and emailing the completed Enrollment Packet to fosteringleadership@mchsmi.org. You will receive a confirmation email in reply, confirming that your packet was received.
 2. Mailing the Enrollment Packet to: Fostering Leadership Academy (Attn: Abby Stewart 26645 W 6 Mile Rd. Redford, MI 48240)
 3. Drop off the enrollment packet to our main office at FLA (26645 W. 6 Mile Rd. Redford, MI 48240).

The first person listed as an Emergency Contact will receive a confirmation phone call and email, confirming that FLA received the Enrollment Packet by mail. If the Enrollment Packet is mailed in, one week has gone by, and no confirmation email or phone call is received, please contact fosteringleadership@mchsmi.org.

You can also email fosteringleadership@mchsmi.org to request a packet. You will be sent an Enrollment Packet and Enrollment Checklist.

7:8 First Day Attendance

Prior to the first day of school, FLA will send postcards to inform parents/guardians/caregivers that the student must be present on the first day of school. If the student does not show up on the first day, and there is no call to request an excused absence by the end of the day, the student could forfeit his/her registered status in the school and not be enrolled. The school may attempt to call all students who are not present on the first day to see if he/she is still interested in enrolling at FLA.

7:9 Standby Opportunity Plan

The Standby Opportunity Plan (SOP) is a procedure where FLA may enroll new students on the first day of school, depending on the result of students present on the first day in each grade. With this procedure, FLA will send all applicants on the waitlist a registration card prior to the first day of school. The person on the waitlist must return the card to FLA by 1:00pm on the first day of school to be reconsidered for enrollment, providing phone numbers where the application can be reached. If a seat becomes available, FLA will attempt to reach the parent/guardian/caregiver listed on the card, and they may be offered a seat. If a student participates in the SOP, and a seat is not available, they may receive a higher priority on the waitlist than those who did not participate.

Section 8: Attendance

In order for children to receive quality academic and emotional support on a consistent basis, students need to be in school. Our goal at FLA is to ensure that all students attend school regularly. It's important to the child's academic success that they show up for school consistently, and families play a key role in making sure this happens. Attendance will be taken during the first 10 minutes of class. If you have any questions, if your child has a chronic condition affecting attendance, or if you need more information, please contact the principal. We want to work with you!

8:1 Tardy Policy

Students will be marked tardy if he or she arrives five minutes or more after the class starts. A student will be marked absent if he or she does not arrive to that class period. Ten late arrivals to class will count as one unexcused absence.

8:2 Excused & Unexcused Absences

“Unexcused absence” refers to any absence that is not an excused absence. For a students' first five absences, an “excused absence” would refer to an absence for which documentation of the reason for the absence has been submitted to the main office and approved. Approvals will be made by the building principal. For the students' sixth or subsequent absences for the remainder of the school year, the absence is only considered excused with submitted and approved documentation for the following reasons:

- Illness or medical condition (with doctor's note)
- Medical appointment (with doctor's note)
- Observance of a religious holiday
- Death in the pupil's family
- Mandated court appearance
- An educational opportunity approved by the school principal prior to the absence
- Other emergency beyond the control of the students' family

8:3 Documentation

“Documentation” refers to a written and signed document from a parent or legal guardian, a signed note from a school employee or official who spoke with the parent or legal guardian regarding the student's absence, or a note from a licensed medical professional. Documentation from a licensed medical professional would only be required if the absence lasted for five or more school days within the same academic school year.

8:4 Chronic Absenteeism

A child is considered to be chronically absent if he or she misses eighteen or more days per school year. This means that a child can be chronically absent just by missing two days per month! It's a warning sign if your child misses ten to seventeen days. A student is considered to have satisfactory attendance if there are nine or fewer absences per school year. It's normal for students to miss a few days of school per year due to being sick, but if absences add up then they could be at serious risk for falling behind academically or socially. We do not want your child to get discouraged or fall behind in school.

If a student demonstrates a pattern of excessive absences, the following steps will be taken:

- **10 Days Absent** – Parent or guardian will be contacted by school personnel and an attendance advisement letter will be mailed home.
- **15 Days Absent** – A meeting with the parent/guardian, teacher, and student will take place to develop an attendance action plan.
- **20 Days Absent** – A meeting with parent/guardian and the Director of Student Support and Principal will take place to discuss the potential referrals to Oakland County Truancy Officer.
- **25 Days Absent** – The Principal and/or Director of Student Support completes Oakland Schools referral and submits to Oakland Schools Truancy Program for further follow up and action.

8:5 Communication Regarding Attendance

At FLA we take special measures to ensure families are supported through phone calls, attendance letters, parent information nights, and meetings regarding student attendance. If we suspect a student is in danger of being chronically absent, we will first contact the parents. A meeting with the teacher, parents, student, and principal will most likely proceed. At this meeting we will establish interventions to help the child succeed. An Attendance School Success Plan will be created to track and monitor that students' attendance. If the student continues to be absent, other resources may be utilized.

8:6 Positive Attendance Rewards

We have PBIS rewards for good attendance on a monthly, quarterly, and yearly basis. Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school!

8:7 COVID-19 Attendance

There are specific instances in which alternative methods of attendance will be permitted. See FLA's COVID-19 Preparedness Plan for more information about COVID-19 attendance policies and procedures.

Section 9: Arrival & Dismissal

9:1 Student Drop Off & Pick Up

Please use the West Road Entrance on 6 Mile Road or the side gate entrance off Delaware Avenue to drop off and pick up students. All students should be dropped off in front of the main doors in the front of the building. If there is a line of cars, please wait until your car is directly in front of the main doors to let your child(ren) out of the car. Do not drop off your child(ren) until you are in front of the main door and a FLA staff member has greeted your child. This is for their safety. We want to make sure that we protect the safety of our students from the moment they enter our care in the morning.

Upon pick up, a staff member will greet you outside and call inside the building using a communication device for your student to come outside. Only the parent or guardian (shouldn't we say only those people listed on the pick-up list on enrollment form) is allowed to pick up their child. If you'd like to make special arrangements for someone other than you to pick up your child, please provide written notification to the office prior to pick up. This is also the case if another parent/guardian is taking your child(ren) home. The person you designate to pick up your child must show proof of identification upon arrival. Thank you for helping us ensure that all students at FLA are kept safe!

9:2 Early Pick Up

Parents or guardians must sign out a student at the main office in order for that student to be released from school. The Administrative Assistant will call the students' teacher, and the student will come down to meet the parent or guardian at the main office. In order to maintain a distraction free learning environment for our students, no one is allowed to walk through the school without permission from the Administrative Assistant or Principal.

9:3 End of Day Pick Up

Students are dismissed at 3:26pm every day from school. All students must be picked up from the school by a parent or guardian, or another trusted adult specified on the emergency contact list immediately following the school day ending. If the student is not picked up, the school will attempt contact with the parent, guardian, or another adult listed on the emergency contact sheet. If the student is not picked up by 4:30pm, the police will be contacted.

9:4 Releasing Students to Adults Other Than Parents or Guardians

In order for a student to be released to an adult other than their parent or guardian, that person must be written on the student's emergency card as an adult authorized to do so. If not listed on the emergency card, the parent or guardian can write a signed letter stating permission or send an email to the Administrative Assistant. Authorization can be made over the phone only with

Principal's approval in special circumstances. All adults must show a valid proof of identification before the student is released.

Section 10: Medical/Emergencies

10:1 Medication

All student medication must be held in the main office with a doctor's note, any other relevant documentation, and procedures and instructions for administration of the medicine. This includes over-the-counter medications, such as cough drops, which are considered medication and also must be held in the main office. The Administrator's Assistant will be responsible for the medical distribution of all students. Please bring any medical prescriptions to the main office labeled with your child's name as well as information from a licensed medical professional as to the administration procedures and frequency.

10:2 Fire, Tornado, & Lock Down Safety Drills

In accordance with the Public Act 12 of 2014, FLA will perform at least five fire safety drills, two tornado safety drills, and three shelter in place emergency drills throughout the school year. There will be three fire drills before December 1 and two after December 1. There will be two tornado drills with one in March. Three shelter-in-place drills will be completed- one by December 1, one after January 1, and one later in the school year. At least one of each of these drills will be during recess, lunch, or another time where students are gathered outside of the classroom. A Fire, Tornado, and Shelter-in-Place Drill Report form will be used, in compliance with MCL 29.19.

10:3 Illnesses & Emergencies

If students are sick, we will contact the parent or guardian to come pick up the child. If the parent or guardian is not available, and if the child does not appear to be in immediate danger, we will try our best to keep the child in a safe and comfortable setting at FLA while continuing to make contact with the child's parent or guardian. If the child is experiencing any of the following circumstances, he/she may need immediate medical care:

- Vomiting twice or more over a 4-hour period or being unable to tolerate normal food and drink, or both
- A temperature of 100.4 or higher
- Severe coughing or difficulty breathing
- Repeated bouts of severe diarrhea
- Persistent abdominal pain (more than 2 hours)
- Injury or broken bone
- Distorted perceptions; difficulty with vision
- Possible concussion or head injury
- Seizure
- Suicidal threats or attempts
- Any other extreme medical situation

If any of the above circumstances occur, and the parent, guardian, or another trusted adult listed on the emergency contact list either does not answer or cannot come pick up the child, the school will call an ambulance. If the ambulance is called, the parent or guardian will be responsible for the costs associated with the provided medical care.

Section 11: Discipline

11:1 Disciplinary Procedures

All disciplinary procedures at FLA will be nonviolent, therapeutic, and restorative approaches created as a team with the teachers, students, administrator, parents or guardians, and clinical staff. Each situation will be treated on a case-by-case basis. FLA is 100% restraint free, and we do not impose school suspensions, unless guided by Michigan Law. Please see the School Code of Conduct section for more information.

11:2 Positive Behavior Intervention System (PBIS)

FLA implements a PBIS framework to identify and support positive student behavior. This type of framework exists to support a positive school culture based on encouragement and praise rather than discipline and consequences. All FLA teachers and staff are trained in PBIS and collaborate with Wayne RESA to ensure that all students have an opportunity to succeed. Throughout the week, students may earn PBIS dollars to buy items at our school store. Students also receive PBIS points by completing schoolwork, being helpful and respectful to staff and students, and demonstrating positivity that promotes a warm and inviting school culture. This type of model teaches and encourages students through positivity, so school becomes a fun and safe environment to learn and grow.

11:3 Restorative Practices

Everyone makes mistakes! At FLA we know that students are not perfect; neither are adults! For this reason, we are prepared at FLA to teach students to respond to conflict. After an undesirable incident occurs, restorative practices are a way for students to de-escalate, listen, gain empathy into other student's feelings, talk through differences of opinions, and determine ways to make amends for harms done. This type of framework encourages students and their peers to resolve conflict and rebuild relationships. FLA staff is trained in restorative practices so students have ample opportunities to appropriately interact with their peers and build positive relationships.

11:4 Removal, Suspension, Expulsion

At FLA, our goal is to keep all students in school. For that reason, we do not automatically resort to removal, suspensions, or expulsions. All situations are dealt with on a case-by-case basis to determine the most therapeutic and restorative approach to student misconduct. There is no one-size-fits-all model for student discipline. For that reason, we take into consideration the students' backgrounds, previous incidents, perspectives, and triggers. It is the goal of the FLA staff and administration to provide opportunities for students to learn from mistakes, change their behavior, and learn strategies and techniques for managing difficult emotions. All disciplinary issues will be responded to in a collaborative effort from teachers, administration, and the clinical support team.

11:5 Restraint

FLA is 100% restraint free. We are a trauma-informed educational environment that focuses on hand-off methods of managing students. Students need to feel safe at school. Instead of physical management of students, FLA promotes positive classroom management with therapeutic tools, routines and structure, appropriate emotional modeling, de-escalation techniques, restorative rehabilitation, talking through difficult feelings, and responding in an appropriate way to big emotions.

11:6 Search & Seizure

Each student at FLA is provided a locker to keep his/her personal belongings in. These lockers are the property of FLA, and while students should have no expectation of privacy with respect to their lockers or contents, we respect the privacy of our students from unreasonable searches. The only way FLA would search the locker or belongings of a student is if there was reasonable suspicion of that student possessing something that could cause harm to that student or another student at FLA. When conducting locker searches, FLA personnel has the right to contact law enforcement if deemed appropriate by the school principal. No search will be done alone. All searches of personal property on school grounds will be conducted in a manner consistent with applicable legal standards.

Section 12: Student Code of Conduct

12:1 School Code of Conduct

While being mindful of the impact of trauma on student learning, behavior, and interactions in a school setting we still hold our students to a high standard. The following policies are put in place to provide a safe, therapeutic, welcoming environment for all students to learn and grow. All discipline procedures are grounded in a non-punitive, therapeutic, trauma-informed, and restorative model.

12:2 Anti- Harassment

All students deserve a safe and welcoming school environment culture to learn and grow in. Harassment of any kind is prohibited and will be addressed on a case by case basis. Please let the principal know right away if your child is victim of harassment. Methods of restorative rehabilitation, therapy, and remedial services will be provided in response to harassment.

12:3 Sexual Harassment

Sexual harassment includes any form of unwelcome sexual or flirtatious advances, requests for sexual favors, and other visual, physical, or verbal conduct of a sexual nature. This type of conduct will not be tolerated at FLA. Examples of sexual harassment include, but are not limited to, the following:

- Cornering or blocking someone's movement
- Touching another student's clothing or body in a sexual way
- Derogatory comments, flirtations, verbal abuse, or sexually degrading descriptions
- Graphic comments about a person's body, sexual jokes, stories, drawings, gestures, pictures, or spreading sexual rumors

Sexual harassment will be dealt with on a case-by-case basis with the administrative team as well as the social worker, special education teachers, general education teachers, families, students, and other involved parties. Students will be taught and coached to respect other peoples' bodies, feelings, and boundaries.

12:4 Anti-Bullying Policy

This Anti-Bullying Policy is taken from the Model Anti-Bullying Policy from the Michigan Department of Education.

A school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes

with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil.

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

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

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

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

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

reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,

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

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

Fostering Leadership Academy expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

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

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

Fostering Leadership Academy believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students will apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff will encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings will be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms

that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they will be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The administration team at Fostering Leadership Academy ensures *both* appropriate consequences *and* remedial responses to a student who commits one or more acts of bullying and harassment. The following factors, at a minimum, will be given full consideration by the school administrators in determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

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

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

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors

- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of bullying and harassment will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures are designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to Principal
- In-school restorative rehabilitation
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group

- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Strategies for Environmental Change:

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally- neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff
- Restorative rehabilitation for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Principal is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Principal. All other members of the school community, including students, parents, volunteers, and visitors, are also encouraged to report to the Principal any act that may be a violation of this policy.

Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Principal is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Principal will conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation will be completed within three school days after a report or complaint is made. The parents of the students involved will receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment will be recorded by the school for annual data review.

Reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation is prohibited. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation will be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Fostering Leadership Academy prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

12:5 Dress & Grooming Policy

While we encourage and support student self-expression when it comes to dress, students at FLA should adhere to certain dress code policies. The students' dress and grooming must not disrupt the educational process, interfere with the goal of having a positive teaching and learning climate, or compromise standards of health and decency. Students are not required to wear school uniforms; they may dress in their choice of clothing. However, please ensure that your child refrains from offensive graphic clothing and clothing that shows too much skin. Please refrain from the following:

- Clothing with messages of pictures with drug or alcohol symbols or products, cigarette advertisement, violence or hate, sexual innuendos, or other messages deemed inappropriate
- Backless or strapless dresses
- Tops which expose midriffs, low cut shirts, and others which are revealing
- Tops which expose most of the shoulder such as spaghetti straps and halter tops
- Shorts, skirts, or skorts that are extremely short or tight (these must be mid-thigh or longer)
- Low riding pants, which show more when sitting in classroom chairs

Sometimes dress code can be a sensitive topic between staff and students. For this reason, the administration team will have conversations with students and families if necessary. If there are repeated dress code issues, a parent meeting may be held. Administration has the authority to make changes to this policy at any time if deemed necessary in promoting a safe and positive school culture.

Students will be instructed to groom regularly. Please ensure that your child is bathing regularly, maintaining appropriate dental hygiene, and wearing deodorant. As children get older, their bodies change, and it becomes important for social integration that they practice good hygiene. If your family needs any support with grooming items, please let an FLA staff member know, and we will provide that for you. We will also work together educating the students on proper ways to care for themselves. Thank you for helping to ensure your child has a positive social school experience.

12:6 Homework & Planners

Students will have ample time to finish their classwork during the school day. However, if students are unable to finish their classwork during the day, that work may be completed as homework. Parents, guardians, and family members will always know what homework is assigned by checking their student's planner. The planner is also a great communication tool between teachers and school families. Please utilize this tool for communicating with your child's teacher about any concerns you may have.

For literary success, students would benefit from reading thirty minutes or more per night. Positive rewards and incentives will be granted to students who are completing their work on time. Homework may be part of these rewards at the teacher's discretion. Please contact your child's teacher if there are accommodations your child needs to complete work. We understand that all students have different responsibilities and accessibilities after school, and we want to help you support your child's academic success.

12:7 Use of Tobacco, Alcohol, or Other Drugs

MCHS and FLA is a smoke free campus. The use of tobacco, alcohol, or other drugs by any staff member, parent or student is prohibited on the campus or in the school. This applies to any field trips or school-sponsored events on or off the FLA campus.

12:8 Weapons

Weapons are prohibited from the FLA campus. Law enforcement officials may be contacted in the event that a serious weapon is brought onto campus.

Section 13: Technology

13:1 Technology

Students at FLA will be given the opportunity to use computers, smartboards, Chromebooks, and other forms of technology. Each student will be taught how to appropriately use these devices, and they will be responsible for keeping these devices safe. Parents/guardians and students will be given a technology consent form prior to using any electronic devices.

13:2 1:1 Chromebook Program

We know the importance of providing students with equitable opportunities to complete their coursework. For that reason, we assign each student their own Chromebook for the school year. The Chromebooks are each labeled with a number, and the student will be assigned their own numbered device. The students are responsible for the safety and protection of their Chromebook throughout the school year. Each student and family must sign a Technology Consent Form in order to participate in our 1:1 Chromebook Program. As specified on the Technology Consent Form, each student and his/her parent or guardian will be responsible for the cost of the Chromebook should it be damaged, lost, or broken throughout the school year. Students are not permitted to take the Chromebooks home unless mandated by the Principal in the events of remote learning brought on by COVID-19. Each student is responsible for making sure his/her Chromebook is locked in the Chromebook storage cart before leaving school each day. Because students are not permitted to take the Chromebooks home, students will be provided opportunities to complete their work during school if a Chromebook is needed for their assignment. This policy may be modified by the Principal with or without notice if a situation arises where school has to change to a remote learning model. In this case, the Principal may communicate the new policy in an FLA memo via email.

13:3 Personal Electronic Devices

FLA reserves the right to prohibit the possession or use of personal electronic devices on school property or at school-related functions. Personal electronic devices are any privately-owned devices that are used for visual, audio, or text communications. The Principal may develop regulations to control the possession and use of personal electronic devices.

Section 14: Special Services

14:1 Social Work Services

At FLA, social work services are implemented to provide prevention services to students and families and lead professional development for teachers and staff. Social work services will be provided to students in both, individual and group settings, based on individual needs. The School Social Worker will utilize different techniques to help students process emotions and regulate behavior. Sometimes social work services are beneficial when presented in a classroom setting with larger groups. Within the classroom, the School Social Worker will be able to help identify triggers to ensure that all students have a comfortable place to learn and grow.

14:2 Special Education

It is the policy of FLA to adhere and comply with state and federal laws as they pertain to students with disabilities. FLA provides free, appropriate public education to all students within the school, regardless of the nature of severity of the disability. Due process rights of students and their parents or guardians are protected under IDEA 2004, Section 504 of the Rehabilitation Act and Americans with Disabilities Act (ADA). Student information, access to student files, and the confidentiality of this information meets the standards of the Family Educational Rights and Privacy Act (FERPA). FLA places students in the Least Restrictive Environment (LRE) which most often means the regular education classroom. All students will be assessed on a case by case basis and be provided with accommodations and adjustments deemed necessary by the Special Education team.

Individual Education Plans (IEPs) will be followed according to state and federal laws, and meetings will be held at the appropriate times specified by law to review, reassess, and implement the IEP's for each student. While the IEP's will be primarily monitored by the Special Education Teachers, other school staff such as the School Psychologist, Speech and Language Pathologist, general education teachers, administration, and School Social Worker will take part in making sure that all students are provided the educational resources and accommodations they need to succeed in the Least Restrictive Environment (LRE). Regular staff meetings will be held to ensure that deadlines are met and that students are getting the designated accommodations as provided on their IEP's.

14:3 Title I

Fostering Leadership Academy will be a Title I school. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) provides financial assistance to local educational agencies (LEAs) to help ensure that educationally disadvantaged children meet challenging state academic standards. Title I funds will be used to supplement the core curriculum and target those students who are failing, or who are most at risk of failing, to meet academic achievement standards. At FLA, teachers and administrators are trained to assess students and implement instructional strategies that are scientifically research based, creating a plan to identify areas of need, and teach and monitor the progress a student is making. Title I requires parental involvement,

and FLA knows that forming a partnership with parents/guardians is a key to make learning successful for students. We will have a Title I Parent meeting in the fall and different activities during the school year to ensure parents have the opportunity to learn what students are focusing on in class. Parents/guardians will be an important voice at intervention meetings, school conferences, and in addressing the needs of the school as representatives on school improvement committees. We believe all students can learn when given the support they need, in a caring environment, with a home/school team behind them. We look forward to working with families to make that happen.

Section 15: Visitors & Volunteers

15:1 Visitors

All visitors must check in at the main office upon arrival. To ensure clear identification of visitors within the building for student and staff safety, all visitors will be required to wear a visitor's sticker. All visitors must abide by the COVID-19 policies & procedures for safety in each phase of reopening.

15:2 Volunteers

At FLA, we highly encourage and appreciate our volunteers. All volunteers must abide by the COVID-19 policies & procedures for safety in each phase of reopening. Prior to working with students, we require all FLA volunteers to complete background checks and fingerprinting to ensure student safety. Contact the main office to find out more information on how to complete these processes. We look forward to having you volunteer at FLA!

These policies are subject to change at any time with or without reason and/or notice.

Section 16: Agreement Form

16:1 Parent/Guardian & Student Acknowledgement

I, _____ (parent/guardian name), have read and acknowledged the policies and procedures in this handbook, and I agree to comply with the policies for the time my child, _____ (student name) is enrolled at Fostering Leadership Academy. I will support the school policies to the best of my ability in my interactions with my child, staff, and administration at FLA. Any concerns I have regarding policies and procedures will be brought to the attention of the school Principal.

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Acknowledgement

I, _____ (student name), agree to comply with the policies and procedures explained in this handbook. To the best of my ability, I will respect myself, others, and the property of FLA. I will work toward a positive and collaborative school climate for all students to learn and grow.

Student Printed Name: _____

Student Signature: _____

Date: _____