



STUDENT CODE OF CONDUCT
Based on School-Wide Restorative Practices
(March 2020)

Section 1 – Introduction

Mission

THE MAGIC CITY ACCEPTANCE ACADEMY(MCAA) FACILITATES A COMMUNITY IN WHICH ALL LEARNERS ARE EMPOWERED TO EMBRACE EDUCATION, ACHIEVE INDIVIDUAL SUCCESS, AND TAKE OWNERSHIP OF THEIR FUTURE IN A SAFE, LGBTQ-AFFIRMING LEARNING ENVIRONMENT.

Purpose of the Implementation of Restorative Practices

In response to the call of “zero tolerance” utilized in the 1980’s more communities across the country began to implement more punitive practices in regard to student discipline in schools. The use of exclusionary practices and policies such as suspensions, expulsions and referrals to law enforcement agencies increased in school systems all over the country. According to the Restorative Practice Partnership, these practices continue to push many students out of school systems. They report that the use of these practices rarely changes student behavior but actually worsen behavior and attitudes toward school systems and authorities.

Teachers who use **restorative discipline practices** find that behavior in their classroom improves dramatically. They have better relationships with their students and therefore less stress from unresolved conflicts. Classen, (2019) stated in an article published online at weareteachers.com, “Restorative discipline improved my relationships with students.” The article continues with the following: Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Restorative justice resolves conflicts in a cooperative and constructive way.

The article continues by suggesting that any restorative justice plan is based on respect, relationship-building and relationship-repairing. The three main components are prevention, considered Tier 1, Intervention, Tier 2, and Reintegration, Tier 3.

MCAA believes in the importance of setting high expectations for all community members. The Code of Conduct is designed to support the vision and mission of MCAA.

It should be noted that the Code of Conduct is a living document and can and will be amended and adapted as we grow as a learning community.



Right to a High-Quality Education

The belief at the Magic Acceptance Academy (MCAA) is that all students have a right to a high-quality education. As such, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff.

General Principles

The goal of our student discipline practices is to assist students in learning to utilize behaviors that contribute to academic success, social wellness, and exist in a school atmosphere where students and staff are responsible and respectful.

- Classroom management along with engaging instruction are the foundation of effective discipline.
- A positive school culture and environment are best achieved by preventing unacceptable and disrespectful behaviors before they occur and utilizing positive effective interventions after they occur.
- The building of a safe environment where academic success is valued when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.

- High standards should be promoted by all school personnel through teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as it occurs.
- School discipline that is practiced along with meaningful instruction and guidance offers students the opportunity to learn as they make mistakes and contribute to a positive school community and is more likely to result in getting the student re-engaged in learning.
- Effective discipline in the entire school community maximizes the amount of time students spend learning and minimizes the amount of time students are not actively learning in classrooms.

Scope

This Code of Conduct shall apply to any conduct:

- On school property prior to, during and following regular school hours when school is in session or when school activities are in operation.
- From the time a student leaves home until the student returns home.
- At all school sponsored events and activities.
- During travel to and from any internships or dual enrollment assignments.
- The Code also applies to out-of-school conduct by a student if the school believes the nature of the conduct indicates the student presents a threat to the health, safety or welfare of other students and staff.

Reasonable Consequences

MCAA leadership and staff will make every effort to assure that we strive to correct student misbehavior at the lowest level possible, and to support students in learning the skills that they may need to enhance a positive school environment and avoid negative behavior. The vast majority of issues can, and should be, addressed at the classroom level. In all circumstances discipline should be fair, age-appropriate, timely, private and should match the severity of the behavior.

Use of Out-of-School Suspensions, Expulsions, and Referrals to Outside Agencies Should be Minimalized

It is our belief at MCAA that students need to be in school and learning, therefore it will be our practice to minimize out-of-school suspensions utilizing restorative practices that involve the offender and the victim in order to resolve disputes, as mentioned earlier at the lowest level of consequences possible.

Types of Interventions

There will be three levels of strategies available to teachers and administration and they are: Administrative, Restorative, and Skill-based/Therapeutic.

- Administrative Strategies are statutory, rule-based, or contract-based interventions. They focus on the done “to” the offender, such as detention or suspension.

- Restorative Strategies are problem-solving interventions that are done “with” the offender. They focus on the harm caused and how it will be repaired. This may include; Family group conferencing, victim-offender mediation or classroom peace circles.
- Therapeutic/Resources are done “by” the offender and require internal motivation for behavior change. These interventions include; mental health counseling, anger management classes, informal mentoring and behavior coaching.

Strategies in Utilizing Interventions

Teachers and administration should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for the second or third instances of the same disruptive or inappropriate behavior. The following examples of interventions may be used in the following ways:

- Independently (e.g. after school detention)
- As alternatives to each other (e.g. choice of peer mediation or one day detention):
or
- In conjunction with each other (e.g. 2-day in-school detention along with mediation)

Factors Relevant to Making Discipline Decisions

When choosing consequences for student’s misbehavior, MCAA teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student
- Appropriateness of student’s academic placement
- Student’s prior conduct and record of behavior
- Student’s attitude
- Student’s willingness to repair the harm
- Seriousness of the offense and the degree of harm caused
- Impact of the incident on the overall school community

Guidelines for Behavior

First and foremost, MCAA is a school that provides a safe and nurturing environment for all students, especially our LGBTQ students. Therefore, all students are expected to behave in a manner that will reflect favorably on our school community. The following guidelines are expected to govern and characterize student behavior:

- **Attendance** – Students are expected to attend school on a regular basis, as required by state law and come to school on time.
- **Safety** – Students are expected to exhibit behaviors that are safe for themselves and others. Students, parents, faculty, and staff are expected to follow all rules, as they were designed with consideration of a safe MCAA school community. Every attempt will be made to allow students to be equal partners in decision-making in regard to school rules and policies.

- **Cooperation** – Students are expected to cooperate fully with mentors, advisors, administrators, and other adults in the school not only when they are in the classroom but also when they are in all areas of the school. Students are always expected to be polite and helpful to others at all times.
- **Orderly movement** – Students are expected to move between classes and other activities in common areas, inside or outside the school in an orderly and timely manner.
- **Entering the building** – students should always enter the building quietly and orderly with no pushing or shoving. Students must be respectful of the personal space of others at all times.
- **Electronic devices – (to be developed)**
- **Illegal drugs and alcohol** – Illegal drugs and alcohol are forbidden at all times. If a student is taking any medications for health reasons, they must be signed in and administered by the school nurse only. All medications must be accompanied by a signed physician form.
- **Dress Cond** – (to be developed)
- **Bullying** – at MCAA a safe and secure community and environment is the foundation of our beliefs. Safety and security will ensure a learning environment for all students that allows them to achieve at the highest levels. All incidents of bullying, hazing, and cyberbullying are strictly forbidden, and consequences will be administered in order to alleviate any of these behaviors.

Restorative Practices

At MCAA we will utilize restorative practices with all issues related to student issues with regard to behavior as outlined in this Code of Conduct. The guiding principles of restorative practices are:

- Restorative practices focus on harm rather than rules or persons and the needs of the victim(s), offenders, and communities.
- Restorative practices address obligations of the offender resulting from any harm committed, as well as the community obligations to both the victims and offenders.
- Restorative practices utilize inclusive, collaborative processes
- Restorative practices involve all individuals (victims, offenders, parents, students, staff and faculty) who have a legitimate stake in a given situation.
- Restorative practices seek to “right the wrongs” that have been done, so that victims feel safe and valued and offenders feel restored to the school community.

Restorative Discipline

- Acknowledges that relationships are the central component in building the MCAA community.
- Establishes policies and procedures that strengthens relationships.
- Focus is on the harm done rather than the rules broken.

- Gives voice to the person(s) who have been harmed.
- Promotes collaborative problem-solving.
- Empowers change and growth for all involved.
- Enhances responsibility for actions and attitudes for all involved.

The Goals of these Restorative Practices at MCAA are that...

- MCAA will be a safe, friendly and enjoyable learning space for all.
- We will give a positive voice to our LGBTQ students.
- A space where students are motivated to learn and explore, and faculty and staff enjoy meaningful and fulfilling work

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Definitions of Prevention Practices Disciplinary Interventions and Responses

Morning Meetings – Classroom meetings in which the teacher and all students choose to come together are usually for one of two purposes; to build community at a relatively peaceful time or to resolve a conflict. At the morning meetings, students sit in a circle and complete activities together that help build caring within the group and between individuals. The meeting provides a place where students come to understand the truest meaning of “finding common ground.” They come to see, tolerate and appreciate the ways of one another, including their teachers. The most basic element of this practice of caring that aids the process is the genuine willingness to listen attentively.

Student Advisories – students meet in small groups with an adult advisor to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult, advocate, refine communication skills, and participate in social justice or service- learning projects. Student Advisories offer emotional support for students, develop a trust relationship with the adult mentor/advisor and discuss student progress academically.

Behavioral Intervention Plan – is a proactive plan designed by school staff to correct inappropriate behavior through positive behavioral interventions, strategies, and supports. This plan will be appropriate for students with and without disabilities.

Community Service- will allow the student to participate in some sort of activity to serve and benefit the community.

Conference – conferences can involve students, teachers, administrators, and parents/guardians in discussion about student performance/behavior and potential solutions for any problems identified. Conferences strictly to address student behavior should include/address the social, academic, and personal issues related to the behavior.

Functional Behavior Assessment – involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student’s behavior.

Mentoring Program – each student at MCAA will be assigned a mentor each year, usually a counselor, teacher, or other staff member) to assist students in setting and working through goals. Regarding behavioral issues students may be assigned an additional mentor such as an LPC, community member or other professionals who might assist with the student’s social and emotional development.

Parent/Guardian Outreach – school staff are required to inform parents/guardians of their children’s behavioral and academic performance. Teach should reach out to parents to seek assistance with correcting any academic or behavioral issues related to students.

Peer Mediation – peer mediation is a form of conflict resolution in which students assist other students deal with and find solutions to problems.

Community Accountability Panels – are meant to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.

Victim-Offender Mediation – provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense and the ways in which healing can take place.

Restorative Sentencing Circles – are community meetings designed to address both family and community circumstances that are underlying causes of the inappropriate behavior. They are meant to rebuild relationships, develop rehabilitative plans and respond to victims’ needs. They involve the offender(s), victims(s), the friends and family of each and necessary staff.

EXAMPLES OF RESTORATIVE DISCIPLINE

INFRACTION	PUNITIVE	RESTORATIVE
Fighting	Out-of-school suspension	Prepare and deliver a speech or large school assembly about how to negotiate with words rather than fists. Teach a class during

		detention on anger management and self-control. Read the book <i>Boundaries for Kids</i> and give an oral report
Theft	Out-of-school suspension	Return the stolen items with a sincere verbal or written apology. Pay for replacement of stolen items.
Use and possession of drugs	Out-of-school suspension or expulsion	Do community service in a drug rehab center or hospital where addicts are being treated. Spend a night under supervision in a drug rehab center
Internet harassment	Out-of-school-suspension	Contribute to a school newsletter on how internet harassment damages relationships. Write a research paper on recent internet harassment incidents that have resulted in severe consequences for the victim.
(Unintentional) arson or property damage	Suspension or expulsion	Ride along with firefighters. Visit a fire station and interview firefighters and/or paramedics.
Truancy	Suspension, referral to law enforcement, truancy court	Write a reflection paper on assets for youth. Help facilitate a circle discussion on truancy and identify why some students skip school. Interview a recent high school graduate who dropped out and later returned to school. Interview a college student and ask why he or she desires to complete college. Ask for help with an underlying problem that is causing truancy.
Adapted from the Colorado School Safety Resource Center		

Levels of Interventions and Disciplinary Responses		
Level 1	<ul style="list-style-type: none"> ● Teacher/Student Conference ● Reminders and Redirection ● Teaching of Expectations ● Written Apology 	<ul style="list-style-type: none"> ● Reflective Essay or Other Reflective Activity ● Independent Study ● Role-Play
Level 2	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Parent Guardian Outreach ● In-Class Time-Out ● Seat Change ● Self-Charting of Behaviors ● Daily Report on Behavior, Task Completion, and Achievement 	<ul style="list-style-type: none"> ● Reprimand by Administrator ● Removal from Class to Supervised Time-Out in Another Classroom ● Loss of Privileges/Activities ● Mini-Course/Training (e.g. conflict resolution, anger management, social skills)
Level 3	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Student/Teacher/Parent Conference ● Referral to support staff (e.g. counselor, social worker, psychologist or nurse) ● Behavioral Intervention Plan ● Change in Schedule/Class ● In-School Suspension 1 day 	<ul style="list-style-type: none"> ● Community Service ● Mentoring Program ● Peer Mediation ● Functional Behavioral Assessment ● Referral to School-Based Health/Mental Health Clinics ● Referral to Community Based Services ● Substance Abuse Treatment ● Modification of IEP (if applicable)
Level 4	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Detention ● Restorative Justice ● In-School Suspension 1-3 days 	<ul style="list-style-type: none"> ● Teen Court/Peer Jury ● Restitution ● Out of School Suspension
Level 5	<ul style="list-style-type: none"> ● Any Lower-Level Interventions ● Out of School Suspension 	<ul style="list-style-type: none"> ● Alternative Educational Placement ● Recommendation of Expulsion ● Arrest or Referral to Law Enforcement

The disciplinary levels above should be utilized as follows:

- In choosing one or more interventions or disciplinary responses for an inappropriate or disruptive behavior, school staff should locate that behavior on the behavioral matrix. ****note, to be added later
- On the first instance of any inappropriate or disruptive behavior, school staff should utilize one or more interventions or disciplinary actions/responses from the lowest level indicated on the matrix for that behavior.
- If the same behavior is repeated during the same school year, school staff may utilize one or more interventions or disciplinary responses or disciplinary responses from the next highest level indicated on the Matrix for that behavior, or any lower level. If only one level is indicated for that offense, then any interventions or disciplinary responses utilized must be from the same or a lower level.
- School staff may not utilize interventions and responses that are shaded in dark gray.
- Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.

Levels of Intervention and Disciplinary Response

MCAA recognizes the importance and effectiveness of utilizing restorative practices in approaching student behavior. The suggested interventions purposely shift from overly harsh or punitive actions. Instead, teachers and leadership will utilize an approach that educates students about the harm they might have caused while seeking to keep them engaged in the school community.

The categories below are suggestions to guide teachers and leaders in utilizing appropriate interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors

Level 1 – Teacher Interventions and Responses

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies.

- Contact parents via telephone, email or (if permission to do so has been secured) text message.
- Verbal correction
- Reminders and redirection
- Written reflection or apology
- Seat change
- Parent or guardian conference

- Daily progress sheet for behavior
- Establish teacher buddy system
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention (before or after school) with parent permission
- De-escalation strategies (i.e. mindfulness reflection break, relaxation techniques, peace corner)
- Affective statements, proactive circles

Level 2 – Administrative interventions and responses

These interventions shall involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior while keeping the student in school.

- Parent or guardian notification
- Change in schedule or class
- Conversations with those involved
- Restorative circle
- Loss of privileges
- Behavior contracts
- Invitation for parental shadow
- Restitution (monetary or service-based)
- Detention
- Mindfulness
- Conflict resolution by a trained adult
- Peer mediation
- Referral to student support team
- Referral to IEP or 504 team
- Assignment of work projects
- Mentoring
- Referral to counselor or mental health team

Student Support Team Interventions and Responses

These interventions involve support staff, both school-based and within the broader community to engage the student’s support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student’s inappropriate or disruptive behavior.

- Parent or guardian conference
- Community conferences (circles) or mediation led by administrators/counselors
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- Development of Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)
- Referral to school-based medical or mental health professionals
- Referral to appropriate after-school program
- Restitution
- Conflict resolution led by a trained professional
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to appropriate community-based organization
- Develop a student support team plan

Level 3 – Short -term suspension and referral responses

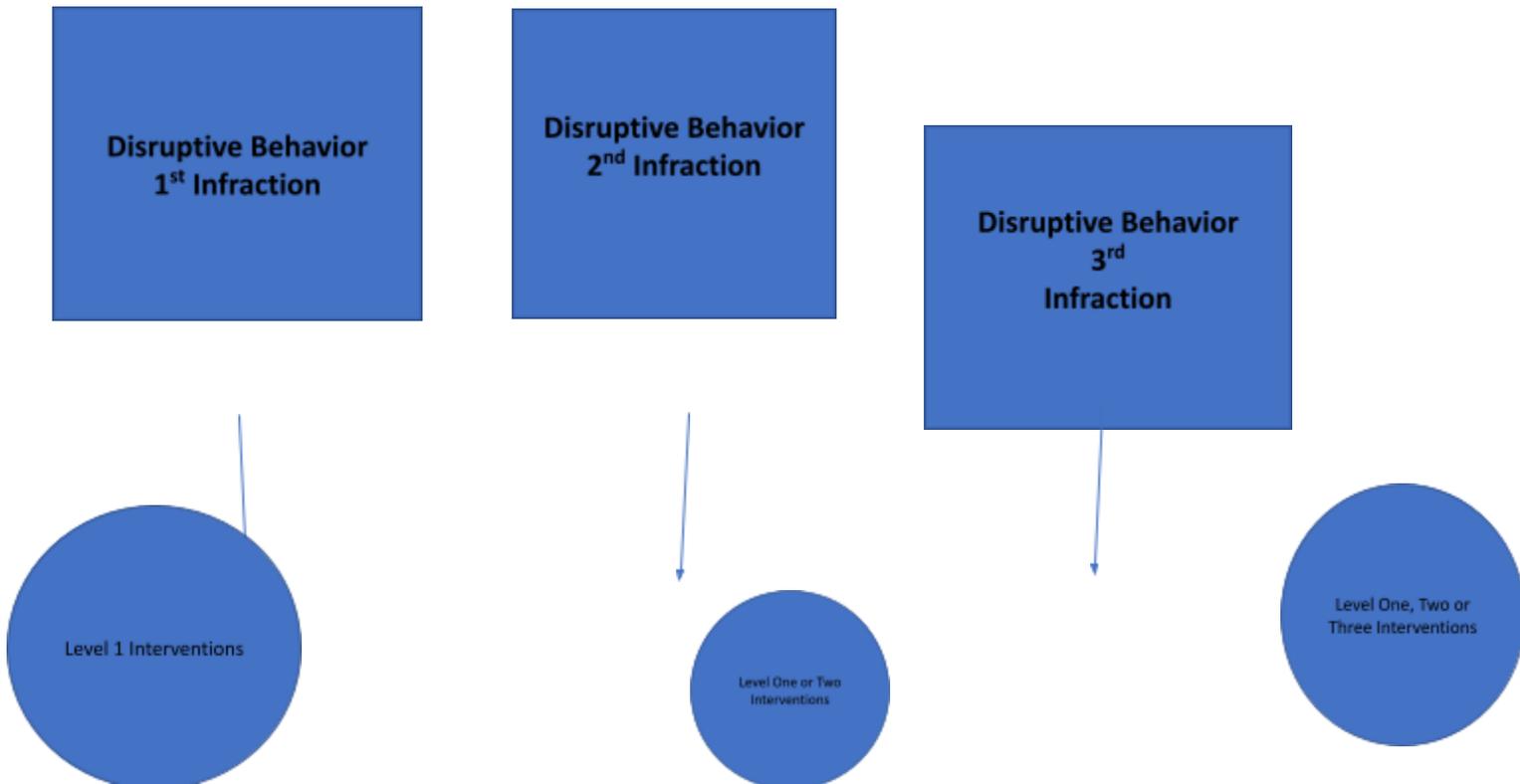
These responses shall involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued is to be limited as much as practical while adequately addressing the behavior.

- Parent or guardian notification
- Short-term suspension (1 – 3 days)
- Restorative approaches
- Development of or revision to student behavior plans
- Referral to IEP or 504 team for manifestation determination for students with disabilities
- Revision of IEP or 504 plans, (students with disabilities) as needed
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (FIP)
- Referral to appropriate community organization

Level 4 – Long-Term suspension, expulsion or referral responses

These interventions shall involve removal of the student from the school environment for periods of 4 – 10 school days and include, depending on the severity of the behavior(s) expulsion.

- Any responses listed in Level 3 plus
- Parent or guardian notification
- Long- term suspension (4 to 10 days)
- Expulsion for certain offenses as stated in school policy



**Secondary
Level 1 Offenses**

<p style="text-align: center;"><u>Behaviors</u></p> <p>Level 1 incidents are acts that disrupt the orderly operation of the classroom, school, transportation, or extracurricular activities</p>	<p style="text-align: center;"><u>Range of Corrective Strategies Prior to Administering Discipline</u></p>	<p style="text-align: center;"><u>Range of Discipline Actions</u></p> <p>The principal or designees may select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p>
<p style="text-align: center;"><u>Level 1 Incidents</u></p> <ul style="list-style-type: none"> ● Tardiness, Habitual ● Truancy ● Out of Assigned Area ● Leaving School Grounds w/out permission ● Dress Code Violations ● Public Displays of Affection ● Cheating ● Failure to comply with School Rules ● Bus Rules Violation ● Computer/Technology Misuse (Minor) ● Disruptive (Unruly) Behavior or Play ● Disrespectful Language ● Confrontation ● Lying/Misrepresentation ● Cellular Telephone/Technology Violation ● Prohibited Items 	<ul style="list-style-type: none"> ● Review of Matrix of Expectations ● Re-teach Behavior ● Coaching ● Reflective Assignment ● Apology Letter 	<p style="text-align: center;"><u>Administrative Responsibilities</u></p> <p style="text-align: center;">Parent/Guardian Contacted (M) Conference with Student (M)</p> <ul style="list-style-type: none"> ● Conference with Parents ● Referred to School Guidance ● Referral for Peer Mediation ● Referral for Administrative Mediation ● Behavior Contract ● Plan Meeting (IEP, 504, LEP) ● Daily Weekly Report ● Schedule Change ● Parent Guardian attends school w/student ● Voluntary Restitution ● Assigned Bus Seat ● Silent Lunch/Lunch Detention

<ul style="list-style-type: none"> ● Unauthorized Sale/Distribution of Materials ● Inappropriate Activity ● Disobedient or Insubordination 		<ul style="list-style-type: none"> ● After School Detention ● Extended or Multiple Detention ● Saturday School Detention ● Confiscation ● Conflict Resolution ● Mentoring ● Referral to Outside Agency <p><u>M = Mandatory</u></p>
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**Secondary
Level 2 Offenses**

<p style="text-align: center;"><u>Behaviors</u></p> <p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p>	<p style="text-align: center;"><u>Administrative Responsibilities</u></p> <ul style="list-style-type: none"> ● Investigation ● Witness Statements 	<p style="text-align: center;"><u>Range of Discipline Actions</u></p> <p>Where appropriate Principal or designees should apply discipline in a progressive manner.</p> <p>The principal or designees can select one of the strategies from Level 1, as well as one action from Level 2.</p>
<p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ● Harassment * ● Bus Disruption ● Profane or Obscene Language ● Threat, non-criminal * ● Physical Aggression ● Repetitive Disruptive Behaviors* ● Repetitive Disobedience ● Bullying/Cyber bullying * ● Vandalism < \$1000 ● Petty Theft or Stealing <\$300 ● Possession of Tobacco Products (include Vape/ENDS) ** ● Un-served Detentions (Regular) ● Un-served Detentions (Saturday) ● Firecrackers/Poppers * 	<p style="text-align: center;"><u>Range of Corrective Strategies Prior to Administering Discipline</u></p> <ul style="list-style-type: none"> ● Investigation ● Witness Statements ● Review of Matrix of Expectations ● Coaching ● Reflective Assignment ● Apology Letter ● Check in-Check Out ● Restorative Justice ● Ripple Effects ● Victim Safety Plan ● Stay Away Agreement 	<p style="text-align: center;"><u>Administrative Responsibilities</u></p> <p>Parent/Guardian Contacted (M)</p> <p>Conference with Student (M)</p> <p style="text-align: center;"><u>LEVEL 2 ACTIONS</u></p> <ul style="list-style-type: none"> ● Mediation ● Behavior Contract ● Plan Meeting (IEP, 504, LEP) ● Daily Weekly Report ● Voluntary Restitution ● Restorative Justice ● Community Service ● Loss of Privileges ● Confiscation ● In-School Intervention ● In-School Suspension ● Days Held in Abeyance

<ul style="list-style-type: none"> ● Forgery of Document of Signature ● Gambling* ● Possession of Other Instruments or Objects ● Sexual Harassment * ● Menacing Statements, Non-Criminal * ● Severe Inappropriate Activity* ● Cheating Severe <p><u>*Referral to School Based Team Mandatory</u></p>		<ul style="list-style-type: none"> ● ATODProgram** ● Bus Suspension ● Out-of-School Suspension(OSS)for 1-5 days <p>** 1st Offense – 5 days OSS/3 in Abeyance with attendance at and approved Alcohol Tobacco or Other Drugs (ATOD) program</p> <p>** 2nd Offense – 5 days OSS/2 in Abeyance with attendance at and approved Alcohol Tobacco or Other Drugs (ATOD) program</p> <p>*** Further offenses – 10 days OSS</p> <p>M = Mandatory</p>
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**Secondary
Level 3 Offenses**

<p style="text-align: center;"><u>Behaviors</u></p> <p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p>	<p style="text-align: center;"><u>Administrative Responsibilities</u></p>	<p style="text-align: center;"><u>Range of Discipline Actions</u></p> <p>Principal or designees must select at least one of the non-mandatory Level 3 Actions.</p>
<p style="text-align: center;"><u>LEVEL 3 INCIDENTS</u></p> <ul style="list-style-type: none"> ● Fighting ● Verbal Assault on a Student/Person ● Verbal Assault on School Board Employee ● Physical Aggression on a Student /Person (Non-School Board Employee) ● Physical Attack ● Extortion/Blackmail/Coercion ● Robbery ● Physical Aggression on School Board Employee ● Hazing ● Stealing>300 ● Vandalism>1000 ● Breaking and Entering/Burglary ● Computer/Technology Misuse (Major) ● Reckless Vehicle Use ● Motor Vehicle Theft ● Counterfeit or Misrepresented 	<ul style="list-style-type: none"> ● Investigate(M) ● Witness Statements (M) ● Notify School Police (M) ● Referral to School Based Team (M) ● MHR–Mental Health Services Referral (M) 	<p style="text-align: center;"><u>Administrative Responsibilities</u></p> <p>Parent/Guardian Contacted (M) Student Conference (M)</p> <p style="text-align: center;"><u>LEVEL 3 ACTIONS</u></p> <ul style="list-style-type: none"> ● Confiscation (where applicable) ● Restorative Justice ● Community Service ● Loss of Extracurricular Activities ● In-School Suspension ● Days Held in Abeyance ● Suspension from School 1-10 days ● Exit from Choice Program** ● Recommended for Expulsion <p style="text-align: center;"><u>Alcohol or Other Drug (AOD) Offenses</u></p> <p>*** 1st Offense – 7-10</p>

<p>Document</p> <ul style="list-style-type: none"> ● Sexual Assault ● Unauthorized use of Prescription Medications*** ● Use of Intoxicants*** ● Alcohol *** ● Drug Paraphernalia *** ● Drugs/Imitation Drugs Represented as Drugs (possession/use/storage) *** ● Disruption of a School Trespassing ● False Fire Alarm/ 911 Call ● Bomb Threat ● Inappropriate Lewd, or Obscene Act ● Sexual Misconduct ● Possession of a Knife or Other Potentially Dangerous Item MHR 		<p>days OSS/5 in Abeyance with attendance at an approved Alcohol or Other Drugs (AOD) program</p> <p>*** Repeated Alcohol or Other Drugs offense (during same calendar year) – REQUIRE a 10 day out-of-school suspension and recommendation for expulsion.</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>** For Students Assigned to a Choice Program</p> <p>M= Mandatory</p>
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**Secondary
Level 4 Offenses**

<p style="text-align: center;"><u>Behaviors</u></p> <p>These behaviors are the most serious acts of student misconduct and threaten life</p> <p>**** MHR for all level 4 incidents</p>	<p style="text-align: center;"><u>Administrative Responsibilities</u></p>	<p style="text-align: center;"><u>Discipline Consequences</u></p> <p>Principal or designees must use the following Level 4 Actions</p>
<p style="text-align: center;"><u>LEVEL 4 INCIDENTS</u></p> <ul style="list-style-type: none"> ● Imminent Threat of Violence, High Level**** ● Attempt a Criminal Act Against a Person**** ● Possession of a Firearm, Handgun, Rifle, Shotgun**** ● Battery on Law Enforcement Officer**** ● Possession, Use, Sale, Storage or Distribution of an Explosive Device**** ● Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications**** ● Aggravated Assault**** ● Battery or Aggravated Battery on a Student/Person (Non-School Board Employee) **** ● Armed Robbery**** ● Battery or Aggravated Battery on School Board Employee**** ● Sexual Battery **** ● Kidnapping or Abduction**** 	<ul style="list-style-type: none"> ● Investigate(M) ● Witness Statements (M) ● Notify Regional Office (M) ● Notify Safe Schools (M) ● Notify School Police (M) ● MHR – Mental Health Services Referral (M) 	<p style="text-align: center;"><u>LEVEL 4 ACTIONS</u></p> <ul style="list-style-type: none"> ● Parent/Guardian Contacted(M) ● Student Conference(M) ● Confiscation (if applicable) (M) ● Suspension from School 7-10 days (M) ● Exit from Choice Program** ● Recommendation for Expulsion **** (M) <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>** For Students Assigned to a Choice Program</p> <p>M= Mandatory</p>

<ul style="list-style-type: none">● Arson ****● Bomb/Transmit a Threat of Mass Shooting or Terrorism****● Homicide****		
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APPENDIX VIII: ATTENDANCE POLICY

Regular attendance is essential for a student's successful academic progress. The right to attend school and arrive on time is the responsibility of both the student and the parent (in the case of children under seventeen years of age). Alabama State Law 16-28-3, Code of Alabama, 1975 requires all children between the ages of six (6) and seventeen (17) to attend school regularly. Alabama State law states that each child who enrolls in a public school, whether or not the child is required by law to enroll, is subject to the school attendance and truancy laws of the state.

Parents or guardians having control over school age children are responsible for their children's regular attendance and proper conduct. Failure to comply with the Compulsory School Attendance Law requires the Attendance Officer to file a complaint in the Jefferson County Family Court. Excused Absences Absences may be excused for the following reasons:

- personal illness; death in the immediate family; or inclement weather (as determined by the principal) which would be dangerous to the life and health of the child; or legal quarantine;
- emergency conditions as determined by the principal; and
- prior permission of the principal upon request of the parent or legal guardian of.

Written Excuses: A written excuse from the parent/guardian explaining the absence or a doctor's note stating the reason for the absence must be provided to the school within three (3) days of the student's return to school to be counted as an excused absence. The written statement must include:

1. The date(s) of absence
2. The reason for absence
3. The parent's signature

A written excuse from parents or guardians, as described above, will excuse absences for up to but not exceeding ten (10) absences during the school year. Further absences will require a written excuse from a medical doctor or court official. Unexcused Absences:

Any absence that does not fall under the category of Excused Absence is recorded as an Unexcused Absence. Any student with seven (7) unexcused absences during the school year may be referred to Early Warning Court. What to Expect for Excessive Unexcused Absences:

- 3rd unexcused absence: warning letter from school
- 5th unexcused absence: parent conference with school officials
- 6th unexcused absence: parent meeting with district attendance staff
- 7th unexcused absence: parent and/or student may be referred to Early Warning Truancy Program
- 10th unexcused absence: petition may be filed in Jefferson County Family Court against parent or student for truancy or educational neglect 44 Early Warning Truancy Program Parents and students will be referred to the Early Warning Truancy Program on the seventh (7TH) unexcused absence. Referral to the program includes the following steps:

1. The parent will receive official notification by U.S. Mail. The notice will require the parent and student to report to Jefferson County Family Court.
2. The parent and student will meet with the attendance officer and a court official. The attendance officer will review the system's Attendance Policy. The Court Official will review the State of Alabama's Attendance Laws and consequences of breaking the laws.
3. If the parent and student fail to appear at the scheduled Early Warning Truancy Program, the parent may receive legal notice and a court referral.

Absence Due to Chronic Ailment: Parents or guardians of any student having a chronic ailment that may cause the student to miss school are required to provide the school with a clinical or doctor's statement verifying the child's condition. The clinical or doctor's statement must be provided when a student enrolls or at the time of diagnosis (if already enrolled). An updated doctor's statement should be provided at the beginning of each school year. The written statement must include:

1. The nature of the child's illness
2. A statement from the doctor that the student may have to miss school from time to time due to this illness Failure of parent/guardian to provide the school with a chronic ailment statement can result in unexcused absence accumulation and referral to Juvenile Court.

A written excuse from the parent/guardian must be submitted to the school for each absence explaining the reason for absence is due to the chronic ailment. In cases of prolonged absences due to illness, the parent or guardian should seek assistance from the Homebound Program. **Absence Due to Extreme Emergency:** In cases where extreme emergencies exist and can be verified, the principal may extend the maximum number of unexcused absences per term that a student may accumulate before credit is withheld. The principal may establish an alternative plan by which students may redeem credits. This plan must include completion of assignments as well as a time requirement, such as Saturday School or before/after school time.

Loss of Credit and Appeal: For high school students, excuses are limited to ten (10) per semester for a full credit course and five (5) for a half-credit course. Combined (excused and unexcused) absences from a class period more than ten (10) times a semester may result in a loss of credit. The parent or guardian may appeal a decision to withhold credit for an individual student based upon excessive unexcused absences to the Director of Student Success, setting forth the reasons for the absences and attaching any supporting documentation. The appeal is to be considered by a three-member panel, which will include the Chief Academic and Accountability Officer of MCAA. The committee can exercise one of the following:

- Uphold the principal's decision and withhold credit;
- Reject the principal's decision and award credit; or 45
- Approve or revise the principal's offer of an alternative plan. Students over age seventeen (17) who accumulate more than ten (10) days of unexcused absences during a single semester may be withdrawn from school.

- Parents must be notified of pending withdrawal and given one (1) week to appear before the principal to show cause as to why the student should not be withdrawn from school.
- School Attendance Designee, Grade Level Counselor, and Assistant Principal must conduct an exit interview where the student and student's parents or legal guardian meet with designated school staff and are advised of the negative effects of withdrawal such as unemployment, decreased future earning potential, driver license revocation.
- The student and parent or legal guardian also be provided with GED information and discuss other classes or opportunities available to the student. • The completed exit interview should be placed in the student's cumulative file. The Director of Student Success working in cooperation with the Special Education Department and Executive Director of Student Support Services must approve all withdrawals for special education students.

Technology Acceptable Use Policy

The following notice must be read by, or read and/or explained to, the student. In addition, it is available to be read by, or explained to, the student's parent(s) or legal guardian(s) (unless the student is emancipated). The New and Returning Student Registration Form, PBSD 0636, which is required to be reviewed, completed and signed by the parent/legal guardian/emancipated student annually, will contain language providing them notice of P-8.123 and that the students must abide by its terms.

Student access to District technology resources, including access to the Internet, is to support the District's educational responsibilities and mission.

Student access to District technology resources, including access to the Internet, is to support the District's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, the District makes no warranties with respect to network or Internet service, and it specifically assumes no responsibilities for:

- The content of any source on the Internet, or any costs, liability, or damages caused by the way the student chooses to use his/her network or Internet access.**
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the District.**

The student agrees to the following terms:

- 1. The student's use of the District's technology resources must be consistent with the primary goals of the District, IT, and the school site.**
- 2. The student will not use any District technology resources for illegal purposes of any kind.**
- 3. The student understands that misuse of District technology resources may occur in many forms, including the issues described in this document and School Board P-8.123 and its referenced Manual.**
- 4. The student will not use District technology resources to transmit materials that are harmful to minors, threatening, obscene, or harassing. The District will not be held responsible if the student participates in such activities or for any such behavior on the student's part.**

- 5. The student will not use District technology resources to interfere with or disrupt network users, services, or equipment through the distribution of unsolicited advertising, propagation of computer viruses, using printers other than those designated at the student's school site for student use, and/or using the network to make unauthorized entry to any other machine accessible via the network or by any other means.**
- 6. The student will not use District technology resources and information unless permission to do so has been granted by the owners or holders of the rights to those resources or information. It is assumed that information and resources accessible via District technology resources are private to the individuals and organizations, which own or hold the rights to those resources and information unless specifically stated otherwise by the owners or holders of the rights.**
- 7. The student has read or been informed of the provisions of School Board P-8.123 and its Manual and understands that the student is responsible for abiding by the provisions within this policy relating to Student Use of Technology at <https://go.boarddocs.com/fl/palmbeach/Board.nsf/Public> and the IT User Standards and Guidelines Manual at https://www.palmbeachschools.org/departments/it_security**
- 8. The student acknowledges that only a limited expectation of privacy exists to the extent required by law for him/her as a student related to his/her use of District technology resources. District technology resources may be monitored for all lawful and good cause purposes. Use of these resources constitutes consent for the District to monitor these resources for these purposes. The student further acknowledges that the District may retrieve and/or disclose, as allowed by law, all messages stored by the District or an outside entity on its behalf.**
- 9. The student's District computer account, if the student is authorized to do so, may be used by the student to electronically acknowledge District documents. The student's account may also be used to access and update the student's personal information in District information systems.**
- 10. The student acknowledges his/her intent to be bound by documents he/she acknowledges electronically by the method described above in paragraph 9 to the same extent the student would be bound if signing a hard-copy of the document.**
- 11. All passwords assigned to the student will be kept confidential and the student will not disclose them to *any* third parties. The District makes no warranties of any kind, whether expressed or implied, for the services provided and will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions**

caused by the District's negligence or by user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through District network or Internet services. All users need to consider the source of any information they obtain and consider how valid that information may be.

In accordance with the Electronic and Communications Privacy Act of 1986, (18 USC Section 2510), all students are hereby notified that there are no facilities provided for sending or receiving private or confidential electronic communications. All messages may be considered readily accessible to the general public. Do not use this system for any communications, which the sender intends only for the sender and intended recipients to read. By the student's use of the District network or Internet, the student agrees to hold harmless the District against any and all claims arising out of said use. The student and his/her parent(s) or the student alone, if emancipated, is bound to the terms and conditions of this Notice. The student has discussed these rights and responsibilities with his/her parent(s).

The student understands that any violations of the above provisions may result in disciplinary action, the revocation of the student's access privileges, and/or privileges, and/or appropriate legal action. The student also agrees to report any misuse of the information resources to the school site administrator, teacher, or technology representative. All the rules of conduct described in District or school site policies, procedures, and handbooks apply when the student is on the network.

The parent or guardian understands the provisions and conditions of this document and the Policy and Manual and that Internet access via the MCAA network is being provided solely for educational purposes related to the curriculum, the academic development of the student, or a school extracurricular activity. The parent or guardian understands that his/her child will abide by the provisions and conditions of this Notice and the parent or guardian understands that any violations of the above provisions may result in disciplinary action, the revocation of his/her child's access privileges, and/or privileges, and/or appropriate legal action. All the rules of conduct described in District or school site policies, procedures, and handbooks apply when his/her child is on the network.

The parent or guardian further understands that it is impossible for MCAA to restrict access to all controversial materials, and the parent or guardian will not hold MCAA responsible for materials acquired on the District network or Internet. The parent or guardian also will report any misuse of any information resources or technology to the school site administrator,

teacher, or technology representative. The parent or guardian accepts full responsibility for the supervision of his/her child should he/she use remote connections to the District network or Internet in a non-school setting.

The principal/designee agrees to promote the terms and conditions of this Policy with the student and to instruct the student on the acceptable use of the network and proper network etiquette. The principal/designee also agrees to report any misuse of any information resource or technology to the school site technology representative.

Parents take notice

While principals routinely reiterate messages about the proper use of technology with students, it may be prudent for parents to discuss and remind your child about the legal and ethical use of technology (both in and out of school) in order to prevent serious incidents. MCAA(Technology Acceptable Use Policy for Students), (New and Returning Student Registration) has certain standards for the student's use of MCA technology, including an agreement not to use the technology for illegal purposes or for sending or receiving messages suggesting pornography.

Students will be held responsible, in compliance with the law, for any inappropriate immoral, unethical, dangerous, destructive, hateful or threatening behavior committed against a student(s) or employee(s) on or off school grounds by means of electronic communication or use of a technological device. In compliance with policy, the school will intervene, investigate and search diligently in situations where off campus speech and behavior has resulted in violent altercations between students or has created significant interference with the rights of a student(s) or employee(s) or has interfered with the operation of the school and/or the delivery of instruction.

When discussing the legal and ethical use of technology with your child, please:

- Inform your child that publishing their thoughts, ideas, and opinions is a form of speech that is often protected by the First Amendment. However, the right to free speech does not mean that a student can make public defamatory remarks, or post threats against someone and/or damage his/her reputation. (P-5.002)**
- Encourage your child to alert adults on campus if anything harmful or dangerous is sent via technology; please see the Bullying section above.**
- *Remind your child of School Board P-5.183* on student use and possession of cellular telephones and the cell phone policy at your school, including student discipline for violations and procedures**

concerning the potential confiscation and return of cell phones. This policy can be accessed at www.magiccityacceptanceacademy.org, clicking Policies. The *devices are not allowed to be visible, used, or activated*, must be stored in a non-visible secure location, and must be kept in the "off" position throughout the instructional school day and while on school-sponsored transportation, except as allowed by the policy and your school.

1. **Responsibility/Liability** – Any student who chooses to bring a cellular phone or other wireless communication device to school shall do so at this or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel nor Board will assume any responsibility or liability for loss, theft, damage, nor vandalism to a cellular phone or other wireless communication device brought onto school property or for the unauthorized use of any such device.
2. Tell your child that she/he is expected to show good character in the use of all technology. If something could be hurtful to another person physically, socially, or psychologically, students should not write, save, or forward the message.
3. “Sexting” (defined as students sending nude or semi-nude pictures of them or other students through cyberspace) is forbidden and is strictly prohibited. Similarly, downloading and printing hard copies of “sexted” images is also prohibited.
4. Remind your child that adults (including law enforcement officials) take the cyber-bullying and the “sexting” issue very seriously in light of child pornography laws, even if students are only “kidding around.” ALL incidents will be investigated by law enforcement. Young people have been arrested for sending sexually-provocative/suggestive/offensive/insulting pictures to friends.
5. Let them know that unclothed pictures of people under 18 (taken with or without their permission) are considered a form of child pornography, despite the intent of the parties. It is illegal to transmit any unclothed pictures of people under the age of 18.
6. Cyber-bullying can easily cross the line from being a school violation to being a **SERIOUS CRIME**.

In some other instances, class sets (books not assigned to students but used in class and available to students and parents as needed for use at home) may be assigned when the text is used as a reference. At the beginning of the school year, teachers will advise you in person or by newsletter of the core materials they plan to use and how homework will be assigned. In some instances, there may be no textbook, because other materials are more appropriate or up-to-date for content purposes. Many textbooks are available online through a link to each student’s district portal. These

textbooks can be accessed from any location where an Internet connection is available.

When textbooks, library books, or other instructional materials are assigned to a student and materials are lost or damaged, the parent is financially responsible. F.S. § 1006.42 Failure to pay for lost or damaged textbooks may result in the student's suspension from extracurricular activities or a requirement that the student perform community service equal to the value of the lost or damaged materials. Parental and student responsibility as to instructional materials, debts for loss, damage or destruction, and accountability procedures, including debt collection efforts by MCAA.

Please look for such information from your child's teacher(s). Please attend parent/teacher functions, especially Open House at the beginning of the school year. If you have any questions, please call your child's school.

APPENDIX II: SECTION 504 OF THE REHABILITATION ACT OF 1973 Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a civil rights statute that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving federal financial assistance. In particular, Section 504 provides that: No otherwise qualified individual with a disability in the United States... Shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance... 29 U.S.C. § 794(a) (1973) Students who receive 504 services must adhere to the district's Code of Student Conduct, and may not be subjected to a disciplinary action for more than 10 (consecutive/cumulative) school days - unless it has been determined, by the 504 Team, that the behavior(s) causing the disciplinary action IS NOT related to the student's disabled condition(s). Disciplinary action(s) that may result in 10 or more school days must follow the 504 Manifestation Determination/Evaluation prior to any outcome. Disciplinary action(s) less than 10 days (cumulative/consecutive for the year) DO NOT require the 504 Manifestation Determination/Evaluation. However, a review of the 504 Plan may be needed. For additional information please contact the

APPENDIX XIII: JAMARI TERRELL WILLIAMS STUDENT BULLYING PREVENTION POLICY

Section 1: Bullying, Intimidation, Violence, and Threats of Violence Prohibited. No student shall engage in nor should any be subjected to bullying, violence, threats of violence or intimidation by any other student that is based on any of the specific characteristics set forth in this policy. Students who violate this policy will be subject to appropriate disciplinary sanctions as specified in the Student Code of Conduct, subject to the investigating school administrator's authority and decision.

Section 2: Definitions In this policy, these terms shall have the following meanings:

(a) "Bullying" means a continuous pattern of intentional behavior (or a single incident which is particularly egregious) that takes place on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or written, electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in this policy. To constitute bullying, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.

- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

(b) When harassing conduct is sufficiently severe, persistent, or pervasive that it creates a hostile environment, it can violate a student's rights. A hostile environment may exist even if there are no tangible effects on the student where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program.

(c) "Violence" means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.

(d) "Threat" means a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.

(e) "Threat of violence" means an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.

(f) "Intimidation" means an unjustified threat or other action that is intended to cause fear or apprehension in a student.

(g) "Student" as used in this policy means a person who is enrolled at MCAA.

Section 3: Description of Behavior Expected of Students (a) Students are expected to treat other students with courtesy, respect, and dignity and comply with the MCAA Discipline Policy.

Students are expected and required

(1) to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation;

(2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student, and

(3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy. (b) Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the student: Race Sex Religion National origin Disability, Sexual Identity or Sexual Preference

Section 7: Common Forms of Bullying (Please note that this is not intended to constitute an exhaustive list) (a) Verbal Bullying • Teasing Name-calling • Inappropriate sexual comments • Taunting • Threatening to cause harm • Other pervasive, ongoing pattern intended to intimidate, harass or shame a student (b) Social Bullying • Exclusion – intentionally excluding a student • Telling other students not to be friends with someone • Spreading rumors about someone • Embarrassing someone in public • Other pervasive, ongoing patterns intended to intimidate, harass or shame a student.

(c) Physical Bullying—the victim's personal boundaries are violated • Hitting/kicking/pinching • Spitting/ tripping/pushing • Taking or breaking someone's Things • Making mean or rude hand gestures • Other pervasive, ongoing pattern intended to intimidate, harass or shame a student (d) Cyberbullying • Intimidating text messages or emails • Rumors by email or social networking sites • Embarrassing pictures and videos • Trolling • Other pervasive, ongoing patterns intended to intimidate, harass or shame a student

APPENDIX XVI: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) The Family Educational Rights and Privacy Act (FERPA) (20U.S.C. 1232g; 34CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to a student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom rights have transferred are "eligible students".

- Parents or eligible students have the right to inspect and review the student records maintained at the school. Schools are not required to provide copies of records unless, for reasons such as great distance, makes it impossible for parents or eligible students to review these records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release information from a student's education record. However, FERPA allows schools to disclose those records without consent, to the following parties or under the following conditions (34 CFR 99.31).
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system; pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook or newspaper article) is left to the discretion of each school.

APPENDIX XVII: ADMINISTERING MEDICINES TO STUDENTS

Oral Medication in Schools

If under exceptional circumstances a child is required to take oral medication during school hours and the parent cannot be at school to administer the medication, the school nurse or principal's designee trained in administration of medication will administer the medication in compliance with the regulations that follow:

A. Written instructions signed by a physician will be required and must include:

1. Child's name
2. Name of medication
3. Time to be administered
4. Dosage
5. Possible side effects
6. Termination date for administering the medication
7. Special storage instructions

A medical form for this purpose may be obtained from each school's office.

B. Over the counter medications (example: Tylenol, Advil, aspirin) must be prescribed by the physician or licensed health care provider to be given on an "as needed" basis for chronic illness. Over the counter medication will not be given for acute illnesses. ALL medications for students require a physician's signature.

C. The medication must be brought to school in a container labeled by the pharmacist according to the prescription.

D. Students will not be permitted to carry medication to and from school. All medication that will be administered at school must be brought to the school office by the parent/guardian of the student. When the medication is completed, out-of-date, or at the end of the school year, parents will be advised in writing to pick up any unused medicine. Medications not picked up by parents (by the last day of school) will be destroyed.

Self - Administered Medications

Students who have conditions such as asthma, diabetes, and hypersensitivity to bee stings/insects may require self-administration of medications. The student may self-medicate when the following criteria are met:

A. Written consent by parents on the medical form

B. Written instructions signed by a physician are also included on the medical form C. Certain medications (i.e., inhalers) may be kept on the student's person if the physician deems necessary and provides instructions. This must be discussed with and approved by the school's principal and school nurse.

D. The student must be trained in the procedure to manage his/her condition.

School's Responsibility

The school nurse or principal's designee trained in the administration of medication will:

1. Inform appropriate school personnel of the medication
2. Keep a record of the administration of medication
3. Keep medication in a locked cabinet

4. Return unused medication to the parent/guardian only The school system retains the discretion to reject requests for administration of medication in the schools.

Parent's Responsibilities

The parents of the child must assume responsibility for having the medication form properly completed and returned to the school. The parents of the child must assume responsibility for informing the school of a change in the child's health or change in medication. Many parents are concerned about when to keep children who have been ill home from school. These are a few of the most common symptoms parents should consider when determining to keep a child at home.

Your child should stay at home if he/she has a fever of 100 degrees (orally) or more and should remain home for about 24 hours after the fever has gone.

Your child should stay home if he/she has vomited or has diarrhea (more than 1 loose stool) within 2 hours prior to the start of school. (Be alert of stress induced vomiting – some children throw up when worried about something.) Conjunctivitis (pinkeye) can be very contagious. If the white of your child's eye is red and has any type of drainage, you should keep your child at home.

Other conditions that merit keeping your child home include, but are not limited to: head lice, chicken pox, and strep throat.

Remember that a doctor's note must accompany any medications that are to be given during school hours. We appreciate your help in preventing the spread of disease in school and in limiting the number of days children miss due to illness.

TECHNOLOGY RESOURCES AGREEMENT Every student, regardless of age, and the student's parent or legal guardian must read and sign below. The signed agreement must be returned to the school before Internet access will be permitted.

STUDENT: _____

DATE OF BIRTH: _____

GRADE: _____

I understand that, as an Internet user, I am responsible for my actions and that I am responsible to act considerately and appropriately, in accordance with the following rules. When using any MCAA Technology Resources, including the Internet, I will not: • send, display, or download offensive messages or pictures. use obscene language. harass, insult, or attack others. damage computers, computer systems, or computer networks (this includes changing workstation and printer configurations). violate copyright laws. use other users' passwords. trespass in other users' files, folders, or work. intentionally waste limited resources. I understand that any or all of the following sanctions could be imposed if I violate any of the policies and procedures regarding the use of MCAA Technology Resources, including the Internet. 1. Loss of access 2. Additional disciplinary action to be determined at the individual school in line with existing practice regarding inappropriate language or behavior. 3. Legal action, when applicable. _____ My child has my permission to access the Internet under the supervision of his/her teacher. (ELEMENTARY AND SECONDARY STUDENTS)

_____ My child has my permission to be an independent user (able to access resources and explore the Internet without teacher direction) of Internet resources provided by the Magic City Acceptance Academy. (SECONDARY STUDENTS ONLY)

STUDENT'S AGREEMENT: I have read, understand and agree to abide by the terms of the foregoing Internet Safety Policy. Should I commit any violation or in any way misuse my access to the MCAA's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action and/or legal action may be taken against me. If I am signing this Policy when I am under 18, I understand that when I turn 18, this Policy will continue to be in full force and effect and agree to abide by this Policy.

PARENT'S OR GUARDIAN'S AGREEMENT: As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the MCAA's Internet Safety Policy for the student's access to the MCAA computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the MCAA to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. I am therefore signing this Policy and agree to indemnify and hold harmless the School, the MCAA and the Data Acquisition Site that provides the opportunity to the MCAA for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if

and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access the MCAA computer network and the Internet.

STUDENT SIGNATURE

DATE

PARENT/GUARDIAN SIGNATURE

DATE