



Student & Parent Handbook

2024-2025

Magic City Acceptance Academy
75 Bagby Drive
Homewood, Alabama 35209

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Mission Statement

The Magic City Acceptance Academy facilitates a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a brave, self-affirming learning environment.

Vision Statement

The Magic City Acceptance Academy (MCAA) will motivate and prepare students in grades six through twelve by providing an exceptional, innovative, and quality-driven education. MCAA's purpose is to engage students who have dropped out, are not thriving in traditional schools, or are enrolled in home-school programs. Mentors and teachers will be incorporated throughout the multifaceted MCAA curriculum to empower students in directing their own education. MCAA will provide a brave learning environment for all students to succeed.

Equal Education Opportunities

No student will be unlawfully excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity offered or sponsored by the Board.

School Directory

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Taylor Hill, Exceptional Education Teacher: thill@mcaabhm.org
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The Family Educational Rights and Privacy Act

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.

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.

Section I: School Operations

Hours of Operation & Communication

The office at MCAA will operate daily between the hours of 8:35 a.m. and 4:05 p.m. Students should wait in the cafeteria until they are dismissed at 8:30 a.m. to transition to their first class of the day. MCAA operates on a 7 period traditional school schedule, with an 8th period added to the beginning of the day for Advisory.

Students may arrive as early as 7:30 a.m. and students should leave by 5:30 p.m. If there is no notification, then the parent/guardian will be contacted followed by emergency contacts listed on PowerSchool SIS. If there is no contact made after a certain period of time, the school is required to contact the Alabama Department of Human Resources for further assistance.

Any messages and deliveries from parents to students should be left at the front office to respect the educational opportunity of all students. Please keep in mind that we are an educational institution and these messages and deliveries should be in the event of an emergency only and within respect of the technology policies of MCAA.

MCAA is closed during all school holidays; any changes will be announced via email and on the homepage of our website.

Communication

MCAA will primarily communicate with parents and families of current students via email. Monthly emails will be sent out with announcements. In case of an emergency, MCAA will send out a phone message as well as an email. In the case of any ongoing litigation that threatens the school's charter or the general operations of the school, MCAA will communicate to parents via our school website as well as email.

Transportation

Car Line & Parking Information

Students can begin arriving at 7:30am and will enter on the backside entrance of the cafeteria. Student drivers can park in the student parking lot which is located near the front entrance on the side of the building and can enter the building through the cafe entrance or the front entrance. Students are expected to go into the building once they arrive at school. Students are not allowed to return to their cars through the school day without permission from their teacher and a pass from the front office.

Student drivers are expected to fill out the permission form and contract for student drivers and turn in a copy of their valid Alabama drivers license in order to drive to and from school. Failure to uphold the driver contract can result in revoking the privilege of driving.

The car line will begin at 4:05 p.m. Parents will enter one of two lanes of the car line at the designated entrance directed by a staff member. Once in the car line, a staff member will collect the names of the child from each parent/guardian in the order of arrival. After the parent/guardian picks up the child, they will leave out of the designated exit. **Pick up ends at 5:30 p.m.** If the parent/guardian is late picking up their child they should notify the school. If there is no notification, then the parent/guardian will be contacted followed by emergency contacts listed on PowerSchool SIS. If students remain after 5:30pm, the school may contact local agencies for support.

Student Bus Expectations

MCAA provides buses as an alternative form of transportation. Please call the front office or email info@mcaabhm.org for more information about bus routes and times.

In order to continue to ride the bus, students must follow all guidelines put in place for their safety and the bus drivers safety. The privilege of riding the bus is contingent upon students abiding by the rules established by MCAA and STS, Inc., listed below.

Failure to comply with the rules of the bus driver could result in losing bus privileges for temporarily or permanently.

- The buses must maintain a regular schedule and cannot wait for students.
- The driver has disciplinary responsibilities which pupils must respect. **THEY ARE REQUIRED TO REPORT ANY BREACH OF BUS RULES TO ADMINISTRATION or BUS SUPERVISOR**
- A regular seating arrangement may be implemented if deemed appropriate by the bus driver/principal
- No profane or inappropriate language or inappropriate conduct will be permitted.
- Students shall be respectful to persons whom they meet or pass on the roads/streets.
- All passengers must remain seated until the bus comes to a complete stop.
- No one may leave the bus without the driver's consent
- Changing seats during a trip is not allowed.
- The use of tobacco in any form, vaping, and further use of drugs is prohibited.
- Spitting on the floor or other parts of the bus is prohibited.
- Throwing objects at, on, against, into or out of bus is strictly prohibited
- Parents should not confront a bus driver at the bus stop. Please call Operations with any complaints/concerns.
- The rear door will be opened only in case of emergency
- Students will be picked up/dropped off only at their assigned bus stop.
- The bus is equipped with video equipment and records all bus-related activity
- Parents are expected to abide by any discipline action deemed appropriate by school administrators, until an investigation has been completed.
- Only those students assigned to a specific bus will be allowed to enter that bus without prior approval
- No fighting or striking fellow students or employees, and no employee shall fight with or strike any student or employee.
- Defacing, cutting, or scratching school property is prohibited and will result in restitution.

- Blocking, restricting, or otherwise placing objects in the aisle, steps, or emergency exit is prohibited.
- Students must keep heads, hands, arms, and legs inside the bus
- Students are prohibited from entering the bus with weapons of any kind
- No one should board a school bus, at any time, without expressed authorization of the school bus driver.
- The driver will be considered the authority during transportation, unless his/her/their actions directly challenge the afore-mentioned rules, therefore, all pupils must abide by instructions given during travel.
- Action taken is to ensure the highest possible safety standards are maintained.
- Questions regarding incidents on the bus should be referred to school office personnel. Students waiting to ride the bus or riding the bus are expected to conduct themselves in a manner consistent with established standards for classroom behavior as stated in the systems code of student conduct. When infractions occur, the following disciplinary action will be taken:
 - 1st Infraction - Warning - parental notification
 - 2nd Infraction - Suspension of riding privileges for 5 days
 - 3rd Infraction - Suspension of riding privileges for 10 days (with parent conference)
 - 4th Infraction - Suspension of riding privileges for the remainder of the current school year

If bus infractions are of a severe nature, bus privileges will be suspended until an investigation has been completed. The results of the investigation may result in the suspension of riding privileges. Each incident will be evaluated on its own merit and additional riding privileges may be revoked at administration discretion, as well as other appropriate disciplinary action. **All decisions from MCAA and STS, Inc. are final.**

Health Office

MCAA employs a school nurse to dispense medication and provide basic healthcare. Students can also access healthcare providers through the Magic City Wellness Center www.magiccitywellnesscenter.org.

Nurse Station Protocol

Each student has the right to visit the nurse's office if that student is not feeling well, is injured, or during a medical emergency.

The guidelines that are in place for the nurse's office are in place to help regulate the space and help the students feel comfortable, while also not missing class.

- Students have to receive a written pass from their current teacher to see the nurse.
- Every classroom has a first aid kit, and teachers are encouraged to work with the students first before sending them to the nurse's station.
- Students are allowed in the nurse's station for 15 minutes at a time.
- Students that need to stay past the 15 minutes need will need to obtain teacher permission and may call home to get checked out.

- Students that have regular medication to take need to create a daily appointment with the nurse, and they will receive a special pass daily to go to the nurse.

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 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 the front 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. **Prescription 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. 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.
- C. The student must be trained in the procedure and be able to demonstrate to the school nurse that they are able to manage his/her condition.

School's Responsibility

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

- A. Inform appropriate school personnel of the medication
- B. Keep a record of the administration of medication
- C. Keep medication in a locked cabinet
- D. Return unused medication to the parent/guardian only. The school system retains the discretion to reject requests for administration of medication in the schools.

For ongoing medical conditions requiring unique nurse intervention, the parent should set up a meeting with the nurse in order to create a healthcare plan. Parents should provide written documentation from a doctor outlining a diagnosis and needed medical treatment.

Parents' Responsibility

The parent/guardian of the child should ensure that all required forms and current medications are shared with the school's Health Office if they wish for their child to take medications on the school's premises. Any and all changes to the child's health and medications should be communicated in writing and in a timely manner. If the conditions have subjected the child to having a 504 plan under federal law, then the 504 coordinator should also be informed of changes.

Parents/guardians are also responsible for keeping their child home in the event that they are sick and ill. If your child is vomiting, has diarrhea, has a fever of 100 degrees (Fahrenheit), and/or any other illness that is contagious (head lice, ringworm, cold, flu, conjunctivitis, COVID-19, etc). If a child misses 3 consecutive days of school, they should return with a doctor's note to school for the absences to be considered excused. For detailed information related to attendance, please see our attendance policy.

COVID-19 Protocol

The health, safety, and well-being of all students, faculty, and staff are top priority at the Magic City Acceptance Academy. COVID protocols may change based on CDC guidelines and will be updated regularly on the schools website and social media page. Visit our school website for the most recent update on mask policy, COVID testing availability, vaccination clinics, and quarantine protocol.

Nutrition

Students at MCAA have access to buy breakfast and lunch from the school cafeteria or bring in their own lunch.

Prices for our 2024-2025 programs are provided below:

Student Breakfast: \$2.00

Student Lunch: \$4.00

Adult Breakfast: \$2.50

Adult Lunch: \$4.50

Every family at MCAA is required to fill out a free and reduced lunch application.

Each parent/guardian will have access to an online portal to add money to their students' account. Students will use their assigned 4-digit PIN in order to pay for their school lunch that they will receive at the beginning of the school year.

If a student has doctor approved dietary restrictions, please contact the front office or the nutrition page of the website for the application.

All questions regarding our nutrition program should be emailed to nutrition@mcaabhm.org.

Our cafeteria is required to follow state nutrition laws and the policies of the nutrition company that supplies our food.

Students are more than welcome to bring their lunch, however students are not allowed to have food delivered through delivery services such as DoorDash, UberEats, etc. Students are also not allowed to have packaged food from outside restaurants and fast food agencies.

Students are prohibited from having caffeinated drinks, including but not limited to caffeinated soda, coffee, and energy drinks. If a student has these items, they will be confiscated until the end of the school day.

Wellness Suite

Magic City Acceptance Academy utilizes a team approach in order to best support the whole family throughout their journey through and after MCAA. Wraparound services combine families, community based partners, support systems, and academic personnel to develop a plan of supports and services unique to students' specific needs. If needed, our Mental Health Services Coordinator (MHSC) will work with you on an individual basis to find the appropriate resources to assist families. Our goal is to create the best possible plan of care for students to succeed during their time at MCAA while finding the appropriate resources to solidify lifelong skills for life beyond MCAA. Services that can be developed for students' needs can include, but are not limited to, substance use treatment, therapeutic counseling referrals, vocational rehabilitation, career counseling, eating disorders, utility assistance, and academic planning. General wraparound partnerships are listed on our website listed under the Safety/Wellness section.

Wellness Suite Informed Consent

The Magic City Acceptance Academy Wellness Suite offers short-term individual counseling to students as well as small group counseling. The Wellness Suite aims to teach students about self-control, self-esteem, and self-advocacy with evidence-based research. These services are not intended for psychiatric diagnosis or medical treatment for any mental health disorder. Parents, guardians, and students will be provided additional resources if they are in need of treatment.

In order to promote self advocacy, students are encouraged to request services for themselves. The consent form allows guardians and students to make a collaborative choice to receive services from the Wellness Suite.

In compliance with the National Association of Social Workers (NASW) ethical responsibilities, the school social worker will keep information confidential. This does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others.

In order to provide mental health services to students under 14 years old, parents/guardians must opt-in for services (individual counseling, support groups, referrals and mental health resources). Each parent/guardian or student will have to turn in the opt-in form to receive services. Forms must be completed, unanswered forms will **not be** considered as approval of services.

Referral Process

In order to better serve our students, the Wellness Suite is utilizing a referral process through Google Forms that is available for access on our website and in google classroom. Students will have the ability to scan a QR code to schedule an appointment. The wellness team checks this form on a regular basis. Students, parents, staff or any member from administration can also make a referral.

The Wellness Suite Team regularly checks this form and schedules student meetings in a timely manner. We kindly request that, unless there is a crisis situation, the Mental Health Consultation Form is the primary method for making an appointment.

At MCAA, we understand and value the importance of outside mental health support. We are more than willing to accommodate students who participate in virtual mental health services arranged outside of school. Upon request, telehealth consent forms will be sent home. Once returned, and with advance notice of the scheduled sessions, we will ensure that the student has a quiet, private space to participate. Additionally, we will inform the necessary parties, such as teachers and administrators, about the student's whereabouts during these sessions.

Self-Harm

If a student self-harms while on MCAA campus, staff from the Wellness Suite and the school nurse will assess the self-harm and consult with the principal to determine if it warrants the student to be sent home. In this situation, it is recommended that parents contact an outside mental health service provider for ongoing treatment.

Self-harm, or self-mutilation, is the act of deliberately inflicting pain and damage to one's own body. Self-harm most often refers to but is not limited to cutting, burning, scratching, and other forms of external injury. If a student harms themselves on campus, our school nurse and a member of the wellness suite will work with the student and then consult the principal to determine the next steps. Depending on severity of self-harm, the student may be asked to be picked up by guardians to ensure student safety and well-being. In cases of an emergency, administration and The Wellness Suite will determine the best course of action, including but not limited to calling DHR, contacting the police, or calling a medical center.

If a threat of suicide is reported, the mental health counselor is authorized to inform the student's parent or guardian of the report. However, if the threat of suicide is a result of child

abuse or other significant harm from a parent or guardian it will be at the discretion of the school principal or the principal's designee to inform student guardian.

Sensory Room

At MCAA we are very happy to have partnered with KultureCity to allow us to have a fully equipped sensory room for our higher need students. The sensory room is equipped with all types of sensory toys, sensory lights, and comfortable seating for our students in crisis that need a place to cool off. In between students' utilization of the room, MCAA staff will follow sanitation protocols.

To protect student safety and privacy in these moments we have the following procedures in place to access the sensory room:

1. Students, Teachers, Wellness Staff, and any other school personnel in times of high need will contact the front office to check for Sensory Room availability.
2. If the Sensory Room is available, the student will be given a sensory room pass and is allowed 15 minutes in the room.
 - a. In cases of higher need, students can be allowed more time if there are not other students that need the space
3. After the allotted time is up, the student will be expected to return the pass to the front office and go back to class.
4. Students are not allowed to bring backpacks, cell phones or other distracting objects into the sensory room

Academic Advising

Magic City Acceptance Academy recognizes the critical role of school counseling in nurturing the holistic development of its students. Our school counseling program is designed to empower students to achieve their fullest potential by fostering personal growth, instilling positive social skills and values, guiding informed career aspirations, and unlocking their academic excellence. At MCAA, we understand that a comprehensive counseling program is vital for students to become productive and contributing members of their community, and we are committed to making this vision a reality.

Academic guidance lies at the heart of our counseling approach. Our counselor and academic advisors work closely with individual students to develop personalized academic plans, set meaningful goals, navigate credits and transfers, strategize for tests and assessments, and create well-structured schedules. They are the compass guiding students towards a path of academic success and achievement.

At MCAA, we firmly believe that collaboration between educators, students, and parents is crucial for the success of our school counseling program. Our counselors and academic advisors are readily available for consultation, and we encourage parents to reach out with any questions or concerns related to counseling services. We believe that this partnership between home and school creates a robust support system for our students.

Transcript Audits and Course Credits

Academic advisors and counselors at MCAA complete transcript audits each semester to assure students are enrolled in and satisfactorily completing courses required by the Alabama State Department of Education for graduation.

Standards of Student Safety & Security Plans

There are two national response models that serve as the framework for local policies, procedures and response plans.

For larger-scale emergencies and disasters, the National Response Framework (NRF) offers guiding principles that enable all response partners to prepare for and provide a unified response to disasters and emergencies—from the smallest incident to the largest catastrophe. The term “response” (as defined by NRF) includes taking immediate action to save lives, protect property and the environment and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery. The NRF also describes how agencies, such as schools, can work together with communities, tribes, states, the federal government and private partners.

Secondly, the National Incident Management System (NIMS) is a comprehensive national design for conducting incident management. NIMS provides the template, while the NRF provides the structure and mechanisms for incident management. A key component of NIMS is the Incident Command System (ICS), which provides a standardized approach for incident management, regardless of cause, size, location or complexity. By using ICS during incidents, schools and districts will be able to more effectively work with the responders in their communities.

To maximize success, effective management of school emergencies requires training, preparation and planning. Schools are responsible for anticipating and preparing to respond to a variety of emergencies.

The policies and procedures outlined below will help empower the students and staff to respond in an emergency, closely aligned with the phases of emergency management: The Five Phases of Emergency: Management, Prevention, Mitigation, Preparedness, and Response & Recovery.

MCAA will incorporate all required elements in the Alabama Code in ensuring the safety and security of all students and staff. For detailed information of our crisis protocols, please read below.

Crisis Protocols

Lockdown Procedures

A lockdown takes place if a threat or possible threat is identified inside the school or on the campus and school is on HIGH ALERT. All exterior and interior doors are locked. No one (except appropriate emergency response personnel) will be allowed to enter or leave the building/campus to avoid hindering emergency response teams arriving at the school. We ask that you monitor local news or wait for communication from MCAA Leadership about any

possible evacuation of the building and parent reunification site. Please note that we conduct a lockdown audit and review of lockdown procedures at least twice during each school year.

Secure Perimeter

Secure Perimeter is used in the event of a potentially dangerous emergency that is occurring near or on MCAA's campus and is considered a Partial Lockdown. When a secure perimeter is announced, teachers will implement all external procedures as listed above, brief students on what to do and continue instruction. If students were pulled from the hallway, teachers will inform the student's teacher of whereabouts to ensure proper communication. Students are only allowed outside of the classroom upon approval.

Lockdown

Lockdown is used in the event of a dangerous crisis that is actually occurring on MCAA's campus and is considered a Full Lockdown. When this is announced, teachers will implement all external procedures as listed above. Students movement is prohibited and during this code, students are to sit on the floor in a safe location in the classroom. Upon hearing a Lockdown announcement students should immediately enter the nearest classroom or bathroom and lock the door. Students in the classrooms should immediately flip their desks on their side and lay down behind them. More instructions will come from leadership depending on the event.

Shelter in Place

This phrase might be encountered during inclement weather or a hazardous material release. A tornado warning will require schools to take students to the Stormatorium and stay there until it is safe to release students. These areas have been reviewed and approved by the Emergency Management Agency, and have been deemed safe in the event of severe weather. Please note that we cease operations such as checkouts during an active warning. If you are at the school during a warning, we invite you to join us as we "shelter." Should we ever encounter a hazardous material release, we have made precautions to limit the amount of exposure students have with the outside environment.

Heightened Awareness

This means a potential MAY exist for an unusual situation. This status may be used when there is an event in the community or on the state or national level. Instruction will continue but the system/school will be instructed to report any suspicious or unusual activity. This includes weather watches/warnings.

Medical Emergency Lockdown

In the event of a medical emergency, students are to remain in the classroom and hallway movement is strictly monitored, students are only allowed to move with administrative permission. Teachers will take in students found in the hallway and notify teachers of the student's whereabouts. Instruction and activities will continue until Code Green is called.

Parent Unification Procedure

When students have been removed from the school or when an emergency has occurred that affects the ability to have a normal dismissal, a relocation site will be established. Parents will

be notified of this location by school/district communication systems. At this location, parents will be updated concerning the situation and the plans for reunification with their child.

Fire Protocol

In the event of a fire emergency, each floor will be dismissed using their designated staircase down to the Cafetorium through the back door of the building. Teachers will guide their students to their assigned spots, and take attendance of their students. Once attendance is taken and all students are taken care of, teachers will display the Green side of their class sign. If there are students missing, the teacher will display the Red side of their class sign.

Section II: Code of Conduct

This Code of Conduct shall apply to any conduct: during all times that the student is in the responsibility of the Magic City Acceptance Academy. Including but not limited to:

- 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.
- All field trips and off campus school activities
- On the bus to and from school, and the bust stop
- 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.

Student Rights and Responsibilities

MCAA views the school as a place where students have the opportunity to experience academic and social success. Success contributes to positive student self-esteem and positive student behavior when given an environment that nurtures that. By providing an environment with opportunities for students to form concepts, practice skills, and learn, a positive school environment shall promote academic and social success.

Our school policies are intended to allow for opportunities for students to develop self discipline while providing boundaries within which individuals find emotional and physical security.

Student Agreement

MCAA Students agree to basic guidelines of behavior that will create a safe, cooperative, inclusive and restorative classroom setting. This agreement addresses the following behaviors: respect of self, the respect of others, respect of the learning environment, and the respect of the facilities and equipment. Students agree to all school rules outlined in this code of conduct.

If the teacher's attempt to use classroom management does not resolve the behavior, teachers will remind students of the Code of Conduct agreement. If the behavior is not corrected with

classroom management strategies, teachers will contact parents, and reach out to administration for further support.

Guidelines for Behavior

First and foremost, MCAA is a school that provides a safe and nurturing environment for all 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 time on a regular basis, as required by state law.
- **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.
- **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** – Students should not have electronic devices, besides the school issued laptop, in use during the school day.
- **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 Code** – Magic City Acceptance Academy's Student Dress Guidelines are established to teach grooming and hygiene, to instill discipline, to prevent disruption, to avoid safety hazards and to teach respect. Cleanliness, neatness, appropriateness, modesty and effect on the learning environment are the criteria that should dictate the student's choice of school dress and grooming on any given day. A student is not appropriately dressed if they are a disturbing influence in class or school because of their selected choice of dress. No attempt will be made to dictate fashion style as long as they are in keeping with school guidelines and/or policies. Students and their Parents/Guardians are charged with the responsibility of ensuring that modesty, appropriateness and neatness of dress are maintained.
- **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. A bullying reporting form can be found in the back of this booklet. This form should be turned in to an administrator.

Discipline Policies and Procedures

Alternative Virtual Learning Plan (AVL)

In the rare event that a student has committed an egregious infraction against our school community, they will participate in the Alternative Virtual Learning (AVL) Plan. They will be removed from the school environment until they have completed the requirements of the program.

In-School Suspension

In-School Suspension allows for students at MCAA to learn and build skills to regulate their emotions and behaviors in order to effectively operate within the school community.

Out of School Suspension

In situations where students violate our code of conduct, they may be suspended from school based on principal discretion.

Discipline and Students with Disabilities

Discipline of students with disabilities will be subject to applicable legal requirements as determined by the individuals with Disabilities Education Act (IDEA) and Section 504.

Classroom Management

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. The vast majority of issues can, and should be, addressed at the classroom level. In all circumstances discipline should be fair, age-appropriate, timely, and should match the severity of the behavior. Teachers will ensure that they set their classroom expectations from the very beginning and stay consistent through the school year.

Administrative Conferences

If the incident involves a student and an adult, and an appropriate resolution has not been reached, the teacher can refer the student to the School Administration for a conference. If the incident involves a number of students, the Administrator may choose to hold a conference with students and adults involved in the incident.

In the course of the discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the circle leader, school counselors, and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon.

Safe and Drug Free School

The Magic City Acceptance Academy is committed to providing learning environments free from alcohol, drugs, controlled substances, and weapons. The Code of Conduct includes consequences for those who violate its provisions relating to drugs, alcohol, controlled substances and weapons. The possession, use, sale, attempted sale, attempted possession or any other involvement with tobacco, drugs, alcohol, controlled substances, or dangerous instruments/weapons will not be tolerated and will subject the violating individual to immediate disciplinary action. Such prohibition applies not only to firearms, guns, deadly weapons, or dangerous instruments carried by a person, but extends also to said prohibited items in automobiles, person purses or backpacks, or otherwise in the actual possession of any persons. Any violations regarding firearms will result in involvement by appropriate law enforcement authorities. Per State law, safety drills including severe weather, fire, and active shooter are periodically completed as required by law.

Safe and Drug Free Schools and Communities (SDFSC) Program

Magic City Acceptance Academy is committed to providing learning environments free from alcohol, drugs, controlled substances and weapons. The Parent and Student Handbook includes serious consequences for those who violate its provisions relating to drugs, alcohol, controlled substances and weapons. The possession, use, sale, attempted sale, attempted possession or any other involvement with tobacco, drugs, alcohol, controlled substances, or dangerous instruments/weapons will not be tolerated and will subject the violating individual to immediate disciplinary action up to and including expulsion. Such prohibition applies not only to firearms, guns, deadly weapons or dangerous instruments carried by a person, but extends also to said prohibited items in automobiles, personal items such as purses or backpacks, or otherwise in the actual possession of any person. Any violations regarding firearms will result in involvement by appropriate law enforcement authorities and will result in a recommendation to the Discipline Committee for expulsion. Per State law, safety drills including severe weather, fire, and active shooter are periodically completed as required by law.

The purpose of the Safe and Drug Free Schools and Communities Program is to foster a safe and drug-free learning environment that supports academic achievement. The Safe and Drug Free Schools and Communities Program (SDFSC) is a federally funded initiative which supports programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and other drugs; that involve parents and communities; and that are coordinated with related federal, state, and community efforts and resources. Funds may be used for drug prevention and education programs (Pre K-12); violence prevention; professional

development for drug, alcohol, and violence prevention; implementation of strategies; drug abuse resistance education programs; program evaluations; and conflict resolution programs. All of these efforts together form a comprehensive plan to promote peaceful resolution to conflict and to reduce the demand for and use of alcohol, tobacco, and marijuana and other drugs by school-age children.

Gun Free/Tobacco Free School Environment

MCAA is a weapon and illegal substance free campus. Students, staff, and guardians are not allowed to bring weapons, tobacco, alcohol or any other illegal object or substance onto campus. If a student knows of illegal objects on campus, they are to report it to an administrator immediately in a calm fashion.

Any items which are specifically prohibited by law or by school policy may be impounded by school administrators or teachers. Such prohibited items shall include, but are not limited to, the following:

- Weapons of any type
- Guns, including realistic replicas
- Knives
- Chains
- Pepper spray
- Brass knuckles
- Alcohol/alcoholic beverages
- Tobacco/vapes
- Vapes
- Cigarettes
- Non-prescription pills
- Drugs
- Drug paraphernalia
- Pornography
- Property that is alleged to belong to another party
- Unauthorized electronic devices

Search Policy

MCAA Property

All school property, facilities, equipment, and grounds may be entered, inspected, and searched for any lawful purpose by school administrators. School computers are monitored closely by our technology department and any non-educational search material may be flagged.

Personal Property

A student's personal property, including but not limited to vehicles, purses, wallets, gym bags, book bags, cell phones, and computers may be search by authorized school officials when reasonable suspicion exists that the property contains prohibited materials, illegal substances, weapons, or other items that are reasonably deemed to present a risk or threat to the safety or welfare of the school community or significantly disruptive to the overall discipline of the school

or is evidence of a crime or violation of those code, provided that the nature and extent of the search shall be reasonably related and limited to the suspected violation.

Law Enforcement Searches

Law enforcement agencies are allowed to make periodic, unannounced visits to any local school for the purpose of detecting the presence of illegal drugs or other justifiable reasons. These visits may be unannounced to anyone except the local Superintendent and building principal.

The school administration is not obligated to return confiscated items to the student. Items can be returned to the parent or guardian, or kept on school property after being confiscated.

Technology Acceptable Use Policy

MCAA believes that access to technology in school provides students greater opportunities to learn, create, communicate, collaborate and develop skills that will prepare them for work, life and citizenship. Therefore, MCAA is pleased to provide network, internet, and devices to all students, faculty, and staff. We expect all students to exercise responsible and ethical behaviors while online as a demonstration of good digital citizenship. We are committed to helping students develop the technology and problem solving skills necessary to support their future successes.

Please read the following carefully. Student access to District technology resources, including access to the internet, is to be used for research, instructional, and academic purposes only; and reflect the school's mission. Violations of the Technology Acceptable Use Policy may cause access privileges to be limited or revoked. Disciplinary action may be taken against any user in violation of this agreement. Use of district technology resources is a privilege and not a right.

Device Care and Usage

1. All devices remain the property of Magic City Acceptance Academy.
2. Use of MCAA technology resources must be consistent with the primary goals of the school.
3. Students will not use any school technology resources for illegal purposes of any kind.
4. Students specifically agree not to submit, publish, or display on the system any defamatory, inaccurate, abusive, violent, obscene, profane, threatening, or illegal material, or to encourage the use of controlled substances.
5. Students will not use school technology resources to interfere with or disrupt network users, services, or equipment through the distribution of unsolicited advertising, propagation of computer viruses, hacking, 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. Students (or their family/guardian) will be responsible for the repair costs associated with all accidental or deliberate damage. Students (or their family/guardian) will be responsible for the replacement cost of lost/stolen devices and accessories. Loaner devices may be provided during repair or replacement of a primary device. This agreement also applies to loaner devices.

7. Students must notify a school teacher or administrator as soon as possible if their device is lost, stolen, or damaged. A police report may be required in the case of theft, vandalism, and other criminal acts.
8. The alteration of the setup and configuration of any computer or system component is unacceptable unless such activities are curricular objectives, in a specific course, under direct teacher supervision.
9. Adding stickers, markings, or other cosmetic alterations is prohibited.
10. The device must be returned to the school in working condition prior to leaving Magic City Acceptance Academy.

Email

Email addresses will be provided to students through Google Apps for Education to facilitate use of web tools and to develop an appropriate digital presence. Email services are to be used only for appropriate information exchange. Email etiquette should be observed. School email accounts are provided for school communication and other academic purposes. Do not provide school email accounts to websites, companies, or third parties without the permission of a teacher or administrator. Email accounts may not be used for sending inappropriate messages such as: harassing, derogatory or obscene messages; threatening messages; unsolicited e-mail ("spamming"); chain letters; commercial purposes, or profit; anonymous messages.

Because email is not securely transmitted, discretion must be used when sending, or encouraging the receipt of email containing sensitive information. There is no assurance that email will be confidential and/or private. MCAA administrators will not intentionally inspect the content of e-mail sent or received by a user or disclose contents of an email without the consent of the sender or intended recipient. MCAA administrators will, however, comply with inspection and disclosure requests when required to do so by law or policies of the Magic City Acceptance Academy, or to investigate complaints regarding mail which is offensive or inappropriate.

Internet

1. All school rules and guidelines for appropriate technology usage shall apply to Internet usage.
2. Users may not access, capture/record, view, download, transmit or attempt to access, capture/record, view download, or transmit profane, lewd, obscene, pornographic, abusive, objectionable, illegal, or otherwise prohibited content on MCAA's computer system or through any of its other technology resources or on personally owned devices.
3. Student access to the Internet will be restricted in compliance with Children's Internet Protection Act (CIPA) regulations and school policies. MCAA has implemented filtering software and other security measures designed to block and prohibit access to inappropriate materials based on CIPA guidelines.
4. The Board may also utilize monitoring software to control and monitor access to its system and the Internet and to further the safety and security of its users. Any attempt to disable, modify or circumvent this software or other limiting device is strictly prohibited.

5. Successful or unsuccessful attempts to bypass Internet or network filters by using proxies or other resources are a violation of this agreement.
6. Faculty and staff should screen all Internet resources before distributing them for use for instructional purposes.

Privacy and Safety

1. There is no right or expectation of privacy in any MCAA technology resource, and the school will monitor internet use, network use, electronic mail, or any other use of its technology resources without limitation. All computers, devices or other components of the School's system may be inspected by School staff or its designees at any time.
2. MCAA may collect and examine any personal device at any time for the purpose of enforcing the terms of this agreement, investigating student discipline issues, or for any other school-related purpose. Personal devices are subject to immediate inspection when there is a reasonable suspicion that the contents or recent utilization of the device is in violation of any of the Board's policies, rules or regulations.
3. The Board cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
4. Student data will only be collected with district approved data collection resources to protect minors from unauthorized disclosure, use, and dissemination of personal data in compliance with FERPA (Family Educational Rights and Privacy Act).
5. Students shall not reveal or post any personal or contact information about themselves or other people on websites and/or social media sites while utilizing the Board's technology resources. Personal information includes, but is not limited to, names, addresses, telephone numbers, photos or likenesses, video, ages, dates of birth, grade levels, social security numbers, or any other information by which a person might be identified.
6. Any online message, comment, image, or anything else that causes a student to be concerned for his/her personal safety, should be brought to the attention of an adult. Students should immediately bring any threatening or unwelcome communications to the attention of school personnel.
7. All passwords are required to be kept private.

Resources

Students will be using online tools such as G Suite for Education for communication, collaboration, time-management, document storage and course content. Furthermore, please be aware that additional instructional web tools may be introduced by teachers to enrich student learning. These tools can be accessed from most internet-connected devices with a web-browser.

Although content filtering is in place while students are at school, there is always a possibility that students could be exposed to inappropriate content. It is impossible for MCAA to restrict access to all controversial materials. Parents/guardians will not hold MCAA responsible for materials acquired on the District network or Internet. Furthermore, parents/guardians will report any misuse of any information resources or technology to the school site administrator, teacher, or technology representative. Parents/guardians are fully responsible for the supervision of their child should they use remote connections to the District network or Internet

in a non-school setting. School staff will monitor students' use of these tools when at school. Parents are encouraged to monitor their child's use when accessing programs from home. No personal student information is collected for commercial use. The school's use of student information is solely for educational purposes. These online tools require utilization of student information such as student's name and school email address. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from students under the age of 13. The law permits schools to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. District and school employees have the right to monitor all postings and activities in these online tools.

Laws, Rules, and Regulations

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).

Congress enacted the **Children's Internet Protection Act** in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

Cellphones and Other Electronic Devices

MCAA provides every student access to technology for educational purposes. **Cell phones, headphones and other distracting devices are prohibited during instructional time.** Students should keep their phones and other devices on silent or off and put away in a backpack, or personal bag. Students should always rely on and have their school loaned technology for classwork and homework that needs to be done using technology. The policy on electronic devices is designed to ensure that the use of such devices does not interfere with teaching and learning during the school day.

Any student who chooses to bring a cellular phone or other wireless communication device to school shall do so at his 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.

If a student needs to contact a parent or guardian during class they will need to do so through the front office.

Staff members have the right to take up electronic devices if being used during class time. Devices will be taken to the office until the end of the day when the student can pick it up. After the second time, a parent will need to retrieve the device after a meeting with an administrator.

Students are not allowed to take pictures or videos of other students, teachers or staff members without their permission.

If a student needs special accommodations regarding electronic devices including headphones, communication from a licensed professional or the counselor should be given. Otherwise students should be following the guidelines of the Code of Conduct.

Employees of MCAA are not in any way responsible for the repair, or replacement of any electronic device a student may bring to school. A student's possession, use, or transfer of any electronic device during the school day or any other school event, is at their own risk.

Possession of an electronic device is a privilege that may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their electronic devices. Neither the MCAA nor its employees shall assume any responsibility for theft, loss, transfer use or damage of any electronic device or its unauthorized use.

Library Procedure

At MCAA, all students can utilize the library. Students are able to check out books using an online inventory system. All books must be checked out before removing them from the library. Books may be checked out for two weeks and can be renewed as needed by students.

Students are able to utilize the library during class time with teacher permission. Students are not allowed to be in the library without permission. Students must ask teachers for a library pass that includes the student's name, date, time they left class, and how long they will be in the library.

Eating and drinking are not allowed in the library. Additionally, cell phone use is not allowed in the library. Students may study, read, or work on academics in the library.

Infractions

Positive behavior enhances the learning environment. Classroom teachers are responsible for maintaining classroom discipline and will deal with general classroom disruptions. Only when the action taken by the teacher is ineffective or the disruption is sufficiently severe should the student be referred to administration. Parents or guardians of students who consistently disrupt class and/or exhibit poor work habits should be notified by the teacher or other school official and/or referred to a guidance counselor. When a student is brought to the office of the

supervising employee, the principal/designee shall hear the student's explanation and consult further with other school personnel, if necessary, before determining the classification of violation or disciplinary measure.

Violations of the Code of Conduct are grouped into four classes: Class I, Class II, Class III, and Class IV. Each classification is followed by a disciplinary action that is to be implemented by principals or their designee. Parental contact (verbal and/or written) will be made as disciplinary consequences are assigned to a student for misconduct. Additionally, law enforcement and other state agencies (i.e., DHR) may be contacted depending as circumstances dictate.

Class I Offenses

Class I offenses may receive restorative actions in the classroom, conference with teacher, administration and parents, confiscation, referral to wellness team, coaching, behavior contract. This is not an exhaustive list of potential restorative actions. Subsequent offenses may result in additional actions.

- Bus violations
- Minor technology misuse
- Dress Code violations
- Tardiness
- Lying
- Coming to class unprepared
- Possession of Non-Criminal Altering Substances (Energy Drinks, Coffee, etc.)
- Nuisance Items
- Horseplay, minor
- Possession of a nuisance item
- Any other offense that the staff may reasonably deem falls into this category.

Class II Offenses

Class II offenses may result in students receiving disciplinary actions in the classroom, conference with teacher and administration, administration and parents, confiscation, referral to wellness team, coaching, behavior contract, etc. These infractions may additionally require a consequence such as detention or In-School Suspension. This is not an exhaustive list of potential disciplinary actions. Subsequent offenses may result in additional actions.

- Profane language
- Inappropriate use of device
- Skipping class
- Disobedience or Defiance
- Bullying or Cyberbullying
- Unserved Detentions
- Cheating
- Verbal Confrontation
- Possession of Non-Criminal Altering Substances (Energy Drinks, Coffee, etc.)
- Excessive Public Displays of Affection
- Habitual Tardiness or Truancy
- Firecrackers/Poppers

- Stealing <\$200
- Vandalism <\$200
- Any offense that the administration may reasonably deem falls into this category

Class III Offenses

Class III offenses may receive disciplinary practices listed above in conjunction with consequences, such as In-School Suspension, Out-of-School Suspension, or removal from the learning environment. Offenses may include, but are not limited to:

- Harassment
- Possession, Use, Sale of tobacco products, including vaping supplies
- Possession of a knife
- Consensual Sexual Contact/inappropriate sexual interactions
- Fighting
- Assault, physical or verbal, against student or staff
- Stealing <\$200
- Vandalism >\$200
- Physical Aggression
- Hazing
- Serious misuse of technology
- Inappropriate materials
- Mind-altering substances, such as intoxicants,
- Any other offense that administration deem falls into this category

Class IV Offenses

Class IV offenses are the most severe offenses. These offenses may result in restorative actions in conjunction with consequences. Such consequences may include immediate dismissal from school. Class IV infractions include, but are not limited to:

- Alcohol possession, use, sale
- Drug/Paraphernalia possession, use, sale
- Aggravated Assault
- Non Consensual sexual behavior
- Terroristic Threat
- Felony charges pending
- Any criminal act
- Any other offense the administration deems falls into this category.

Threat Assessment Protocol

The purpose of this protocol is to establish a procedure for members of the Magic City Acceptance Academy and community to work together to recognize and assess threats of violence in a school setting and, if possible, prevent acts of violence from occurring. The protocol is intended to help school administrators and law enforcement officials identify credible threats of violence, establish procedures for addressing them, and develop guidelines for follow-up once a threat has occurred.

Threatened Act of Violence: Any threat or action that suggests the possibility that serious physical injury or death may be caused to another.

Procedure: The following procedure is separated into several sections to highlight responsibilities of different members of the school community.

1. Any student, parent or guardian, or school staff member upon receiving information that a person is threatening to commit an act of violence shall:
 - a. Assume the threat is serious
 - b. Immediately report the threat to a school administrator or law enforcement
 - c. Take measures to preserve the evidence
 - d. Be available and cooperative in providing a statement of information with the understanding that the information source will remain anonymous to the greatest extent possible.
2. Any school administrator upon receiving information that a person is threatening to commit an act of violence shall:
 - a. Assume the threat is serious
 - b. Arrange for threat assessment interviews to be conducted

Threat Assessment Interviews: The primary purpose of the interviews are to engage in an assessment of the available information in an attempt to determine the veracity of the threat in order to decide what level of follow-up action is needed and appropriate.

- The school administrator will make arrangements for the threat assessment interview to be conducted at the time of the threat or as closely to the time of the threat as possible.
- Administrators will work with law enforcement personnel to determine an appropriate time to conduct the assessment if law enforcement determines there is need/cause for immediate removal of the student from the school campus.

Bullying

MCAA has a **zero tolerance** stance on bullying. Our community was built on being a safe space for all. MCAA is tasked with creating safe and inclusive spaces for all folks and in breaking down those barriers, students will be held accountable for their actions.

Bullying is defined as repeated actions, either physical or verbal, which instill fear or which serve to demean an individual, committed by a community member over a period of time. It includes verbal and physical taunting or intimidation. Bullying includes in person bullying and cyber bullying to students and staff members. Parents are strongly encouraged to have conversations about inclusion means and inclusive language with their student(s).

Students are encouraged to report any form of bullying to the school counselor, teacher or other staff members. Our staff is trained to handle situations of conflict amongst students, and will follow the right avenues to make sure it doesn't continue.

Students who are caught bullying will go through our restorative programs to help them understand and rectify the situation. If a student continues to break our community standards parent conferences, community service, or the AVL program will be brought into effect.

No student shall engage in nor should any be subjected to (cyber)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 Parent and Student Handbook and applicable law, subject to the investigating school administrator's authority and decision. A copy of the Bullying Complaint Form can be found on the last page of the Handbook.

Hazing

MCAA has a zero tolerance policy on hazing. Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which wilfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with or as condition for continued membership in, any organization operating under the sanction of or recognized as an organization by the school.

Students who participate in the hazing of another student will be held accountable for their actions by the administration.

Section III: Academic Program

Classroom Policies & Guidelines

Each teacher at MCAA has the right to create their own individualized classroom guidelines in addition to this document. Teachers will have a syllabus or information sheet for students and parents with all information on this during the first week of school. Students are responsible for respecting each teacher's guidelines, and in the event that an issue arises, they might be asked to refer back to the policies in place or receive a disciplinary referral depending on the offense.

Individual teacher policies and guidelines are at the discretion of each teacher, and students or parents who are eager to learn more about those policies are asked to schedule an appointment with the individual teacher.

Assessment/Testing

MCAA will assess the chosen curriculum and will measure student mastery through both formal and informal assessments. The principal or designee will establish assessment approaches for determining the effectiveness of instructional programming at MCAA for all classrooms.

Assessments will focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms. MCAA leadership staff will design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Students at MCAA will also take state-mandated assessments such as the ACT, pre-ACT, ACCESS for ELLs, and ACAP. They will also take benchmark assessments through NWEA, a nationally recognized and nationally normed assessment.

Reports will be made periodically to the MCAA Board, staff, and families concerning these assessments and results. Teachers will be expected to conduct frequent assessment of students on the curriculum objectives. These will include:

- Teacher-made assignments/assessments
- MCAA grade-level benchmark assessments
- Advanced Placement Common Assessments
- Criterion-referenced tests will be utilized to determine patterns of student achievement.

Teachers and supervisors will utilize test results to assess the status of individual student's achievement in order to:

- Continuously regroup students for instruction
- Identify general achievement trends of various groups of students
- Modify instruction as warranted by assessment results
- Modify individualization of instruction
- Perform continuous goal-setting and progress monitoring

Grading Policy

The following outlines the grading system and policy for MCAA.

Final grades are comprised of the following percentages:

- Classwork = 60%
- Assessments (tests, quizzes, projects) = 30%
- Homework = 10%

Final Grade Setup for the year:

- Semester 1 Grade =
1st 9 weeks grade (40%) + 2nd 9 weeks grade (40%) + 1st semester exam (20%)
- Semester 2 Grade =
3rd 9 weeks grade (40%) + 4th 9 weeks grade (40%) + 1st semester exam (20%)
- Final Year Grade =
Semester 1 grade (50%) + Semester 2 grade (50%)

Grading Scale		
Percentage	Letter Grade	GPA (only applies to high school courses)
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
0-59%	F	NO CREDIT (0.0)

Exam Exemption Policy

Second Semester Exams may be exempted under the following conditions:

- Student has an A average in the class and no more than 5 absences (excluding doctors excuses and legal excuses) from the class for the school year
- Student has a B average in the class and no more than 4 absences (excluding doctors excuses and legal excuses) from the class for the year
- Student has a C average in the class and no more than 3 absences (excluding doctors excuses and legal excuses) from the class for the year

Academic Integrity

MCAA has a zero tolerance stance on plagiarism and cheating. If the behavior happens, then the administration will work with the teacher to respond appropriately.

Plagiarism

Plagiarism is defined as taking someone else's work or ideas and passing them off as your own without giving credit to the original source. Any work produced must be properly cited and/or attributed to the generative AI engine, and any malicious, unethical, or unauthorized use will be subject to the disciplinary actions of the Code of Conduct. Unauthorized use of generative AI will be considered plagiarism and/or cheating and will be subject to disciplinary procedures described above.

Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or assessment. It includes using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Multi-tiered System of Support (MTSS)

Tier I Supports: Core Instruction and Universal Support

Tier I is the core instruction and universal support for all students and consists of high-quality, standards-based instruction in the classroom setting by highly qualified personnel using evidence-based curricula and instructional strategies differentiated to meet every student's needs. Data from screening and progress monitoring are used to differentiate instruction within Tier I, which occurs in whole group, small group, and individual settings. Tier I must be considered the key component in successful tiered instruction.

Tier II Supports: Targeted Support and Intervention

Tier II is targeted support and intervention that consists of supplemental academic and behavioral supports provided in addition to the high-quality core instruction students receive with their peers. These supports are provided in small groups and include additional opportunities to practice necessary skills for core instruction or strategies for enrichment. Tier II support provides opportunities for frequent progress monitoring so that interventions may be adjusted based on student need.

Tier III Supports: Intensive Support and Intervention

Tier III is the most intensive level of support and consists of targeted, explicit instruction and intervention specifically designed to meet the individual academic and behavioral needs of students. Results of universal screeners or observation of consistent deficiencies in

prerequisite foundational skills indicate the potential need for Tier III intervention, and progress monitoring should continue so that adjustments can be made for interventions. Tier III supports, and interventions must not supplant core instruction and universal supports; students must continue to receive high-quality, core instruction with their peers. Tier III is not synonymous with special education, but consists of explicit, focused interventions that occur individually or in very small groups.

Exceptional Education

Exceptional Education - Individualized Education Program (IEP)

Students referred for exceptional services will be evaluated by the Exceptional Education team for eligibility. Eligibility for exceptional services is determined as necessary for the following students: those who have a qualifying disability that inhibits their access to the general education curriculum, those who have not successfully responded to MTSS process interventions, and those who require specialized instruction to access the general education curriculum. Students with an IEP will have annual meetings with the IEP Team to review the effectiveness of the plan and to determine if the student continues to require specialized instruction. Any and all updates will be made to the student's program by assembling the IEP team. Once a student has an IEP, teachers and educational staff will provide the accommodations specified in the program to support student success in the classroom and all other relevant areas where the student's IEP is utilized.

If a student with an IEP or 504 receives disciplinary action that removes them from the school program for 10 days or more during a school year, a Manifestation Determination Hearing will be held to determine whether the behavior in question was a manifestation of the child's disability.

Gifted Referral Protocol

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. To make a referral, contact our Gifted Specialist, Katie Porter at kporter@mcaabhm.org.

Gifted and ExEd Grievance Procedures

Level 1: Informal Procedures

- The aggrieved person (student, parent, guardian, or employee) must first discuss their grievance with the gifted specialist (GS) with the objective of resolving the matter informally.
- The aggrieved person and the GS shall discuss the grievance with a view toward arriving at a mutually satisfactory resolution.

Level 2: Formal Procedures

- If as a result of the discussion between the aggrieved person and the gifted specialist, the matter is not resolved to the satisfaction of the aggrieved person, the aggrieved person may, within 5 school days of the date of the meeting with the GS, set forth their grievance in writing, directed to the GS and shall specify the following:
 - The nature of the grievance
 - The nature or extent of the injury, loss, or inconvenience
 - The remedy desired
 - The results of previous discussions
 - Areas of dissatisfaction with decisions previously rendered
- The gifted specialist will consult with the Exceptional Education Coordinator, Whitney Watson, and shall communicate in writing their decision to the aggrieved person within 5 school days of receipt of the written grievance
- If the aggrieved person is not satisfied with the disposition of his or her grievance at this point, they may within 5 school days of receipt of the GS written decision, present their grievance to the Principal (Dr. Patton Furman).
- The principal will review the written record and convene a hearing, no later than 10 working days after the filing of the grievance, at which both the aggrieved person, the GS, and the Exceptional Education Coordinator may present testimony and documents relevant to the grievance.
- Witnesses may be presented and cross-examine. Detailed minutes of the hearing will be made and kept; a copy of the minutes will be available to each party.
- Within 10 working days of the hearing, the Principal will provide a written copy of their determination to both parties.

Level III

- In the event the aggrieved person is not satisfied with the disposition of their grievance at Level II, they may request a hearing before the Board of Education.
- The request shall be in writing and include copies of the original complaint, the minutes of the hearing before the principal, and the written determination of the principal.
- The request for a hearing before the Board must be made within 10 working days of the receipt of the decision from the Principal.
- The request for a hearing before the Board shall be submitted to the Principal
- The Board shall convene a hearing within 30 calendar days of receipt of the request at which the parties may present additional testimony and argument.
- The aggrieved person shall be given a written decision by the Board within 5 working days of the Boards hearing.
- In the event the aggrieved party is not satisfied with the disposition of the grievance by the Board, they should follow the procedures listed in the State Compliant and Mediation Processes for Matters Pertaining to Gifted Students.
- This information is available for download from the Alabama State Department of Education.

Section 504 of the Rehabilitation Act of 1973

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 out of the school building 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 proper school channels.

Extracurricular Activities

MCCA offers several extracurricular activities led by a teacher-advisors. Each individual group will decide on meeting times and community standards for that activity.

Failure to uphold the student code of conduct can result in having extracurricular activities taken away for a period of time and replaced with mentoring, tutoring, or a period of time to re-evaluate the community standards.

Section IV: Parent Responsibilities & Communication

Change of Information

Should you need to change any information that we have saved in the Student Information System (PowerSchool) please call or email the front office at MCAA. Please make sure that we always have a current phone number, custody arrangements, and emergency contact information.

Parent/Teacher Conferences

Conferences with an individual teacher can be made at the request of the teacher or the parent. An appointment will need to be made. Each teacher has the right to their own format for parent/teacher conferences whether that be in person, a phone call, or a virtual conference. It is preferred that an administrator be present.

Please contact a counselor or administrator for any other types of conferences, and make an appointment.

Custody Notification

The school needs to be notified immediately of any and all custody changes for a student so that we can have the correct information in our systems. Please call or email the school to update any information as soon as possible as it pertains to a change in custody.

Attendance

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 are responsible for children's regular attendance and proper conduct. Failure to comply with the Compulsory School Attendance Law requires the Attendance Officer or school team member assigned to school attendance to file a complaint in the Jefferson County Family Court. Excused absences may be excused for the following reasons:

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

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. Student's Name
2. The date(s) of absence
3. The reason for absence
4. 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 administration
- 6th unexcused absence: home visit from school staff/administration
- 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) a year 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 year 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 School Secretary or Registrar 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 Principal and the CEO 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

- 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 school year 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.
 - 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 their actions and are given possible ways to correct the situation.
 - 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 administration in conjunction with the Exceptional Education Department Chair must approve all withdrawals for special education students.

Visitors and Volunteer Information

All visitors and volunteers must check in at the front office before entering the school. They are required to present an I.D. and wear visitors badge the entire time that they are at the school.

All visitors and volunteers are must comply with our school mission and rules. Under no circumstance is a visitor or volunteer allowed to bring weapons or drugs onto the campus, including the parking lot. Failure to adhere will result in removal from the campus.

All visitors and volunteers should call the front office ahead of time and make an appointment.

Volunteers and visitors are subject to a background check.

Reporting, Investigation, & Complaint Resolution Procedures

If parent(s)/guardians or students have a complaint to report, please follow the listed procedures below. If you have any questions, please do not hesitate to contact the assistant principal.

- Complaints alleging violations of this policy should be presented to the principal in writing.
- Upon receipt of the complaint, the principal will determine if the complaint alleges a serious violation of this policy. If the principal determines that the complaint alleges a serious violation, the principal will undertake an investigation of the complaint in a reasonably prompt time period. The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violation(s) may also be imposed by the principal or the school system.
- Any reprisal or retaliation against any student who has reported a violation of this policy or sought relief provided by this policy are prohibited and are themselves a violation of

this policy. Any confirmed acts of reprisal or retaliation will be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses someone of a violation of this policy is subject to disciplinary sanctions as outlined in the Code of Student Conduct.

The Jamari Terrell Williams Cyberbullying Policy

Bullying, Intimidation, Violence, and Threats of Violence Prohibited

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

- “Bullying” means a continuous pattern of intentional behavior 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 whether the conduct occurs on or off school property, online, or electronically;
 - 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.
- “Hostile environment” means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.
- “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.
- “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.
- “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.

Annalynn's Law

Annalyn's Law (March 2018) is named after child victim, Annalyn Cook, who was sexually abused by a juvenile offender in Alabama.

The law states that juvenile sex offenders must submit an application to all school property and school functions and must meet with school personnel to create and implement an individualized safety plan.

Schools are required to share information and monitor the student(s) through school enrollment and school personnel changes. Officials will offer training to school personnel on how to take appropriate action when an increase or escalation of certain triggering behavior is noticed.

Erin's Law - Sexual Abuse Prevention Education

In 2016 the Alabama Legislature passed Erin's Law which requires schools to provide an age appropriate curriculum to students on avoiding child sexual abuse.

Jason Flatt Act

Suicide is the tenth cause of death in the United States according to the Centers for Disease Control and Prevention. For youth between the ages of 10 and 24, the cause of death rankings are 2nd and 3rd in the nation, and these rankings are higher for youth in the same age brackets in the state of Alabama. The Jason Flatt Act was passed in order to equip education institutions and their personnel to recognize and act on signs of suicide risk in order to provide prevention, intervention, and postvention with students at risk, their families, and the communities who may be affected.

Section 1: Prevention of Suicide

The Jason Flatt Act was passed in order to equip Alabama school districts and their personnel to recognize and act on signs of suicide risk in order to provide prevention, intervention, and postvention with students at risk, their families, and the communities who may be affected. This act, which amends 16-28B-8 of the Code of Alabama 1975, includes prevention of harassment and violence.

Section 2: The Jason Flatt Act includes several elements which should be interpreted as policy. MCAA will:

- (1) Foster individual, family, and group counseling services related to suicide prevention.
- (2) Make referral, crisis intervention, and other related information available for students, parents, and school personnel.
- (3) Foster training for school personnel who are responsible for counseling and supervising students.
- (4) Increase student awareness of the relationship between drug and alcohol use and suicide.
- (5) Educate students in recognizing signs of suicidal tendencies and other facts and warning signs of suicide.
- (6) Inform students of available community suicide prevention services.
- (7) Promote cooperative efforts between school personnel and community suicide prevention program personnel.

(8) Foster school-based or community-based, or both, alternative programs outside of the classroom.

(9) Develop a strategy to assist survivors of attempted suicide, students, and school personnel in coping with the issues relating to attempted suicide, suicide, the death of a student, and healing.

(10) Engage in any other program or activity which the Board of Magic City Acceptance Academy determines is appropriate and prudent in the efforts of the school system to prevent student suicide.

(11) Provide training for school employees and volunteers who have significant contact with students

on the local board policies to prevent harassment, intimidation, and threats of violence.

(12) Develop a process for discussing with students local board policies relating to the prevention of student suicide and to the prevention of harassment, intimidation, violence, and threats of violence.

(13) Provide annual training for all certificated school employees in suicide awareness and prevention. This training may be provided within the framework of existing in-service training programs or as a part of required professional development by MCAA.

Section 3: Description of Behavior Expected of Students

Students are expected to treat other students with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required to (1) comply with the requirements of the law, policy, regulation, and rules prohibiting harassment, violence, or intimidation and (2) to comply with the system's prevention strategies related to suicide prevention, intervention, and postvention support.

Section 4: Responsibility of Reporting

Any person involved in a cause of action or omission resulting from the implementation of this suicide prevention policy or resulting from any training, or lack thereof, required by this section, shall be subject to state immunity law.

Section 5: Promulgation of Policy and Related Procedures, Rules, and Forms

This policy and any procedures and rules developed and approved to implement the policy will be published, disseminated, and made available to students, parents, and legal guardians, and employees by such means and methods as are customarily used for such purposes.

McKinney- Vento Law

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Students who experience homelessness are still entitled to the following:

- Right to immediate school enrollment even when records not present
- Right to remain in the school of origin, if in the student's best interest
- Right to receive transportation to and from the school of origin
- Right to receive support for academic success

The U.S. Department of Education (ED) allocates McKinney-Vento funding annually to states based on the state's proportion of the Title I, Part A federal allocation. States must subgrant funds competitively to school districts within the state to be used for program implementation at the district level.

Attendance and Conduct (Act 94-782) (Ala. Code § 16-28-12)

Each parent/guardian or other person having control or custody of a child required to attend school who fails to require the child to enroll, to regularly attend school, or to compel the child to properly conduct himself/herself as a pupil in accordance with the written policy on school behavior adopted by the local board of education shall be guilty of misdemeanor (may be fined up to \$100 and may be sentenced to hard labor for up to 90 days).

Teacher Assault (Act 94-794) (Ala. Code § 13A-6-21)

A person commits the crime of assault in the second degree (Class C felony) if the person assaults with intent to cause serious physical injury to a teacher or to an employee of a public educational institution during or as a result of the performance of his or her duty.

Drug Dealing (Act 94-783) (Ala. Code § 6-5-72)

A person who unlawfully sells, furnishes, or gives a controlled substance to a minor may be liable for injury or damage or both suffered by a third person caused by or resulting from the use of the controlled substance by the minor if the sale, furnishing, or giving of the controlled substance is the proximate cause of the injury or damage.

Drugs, Alcohol, Weapons, Physical Harm, or Threatened Physical Harm (Act 94-784) (Ala. Code § 16-1-24.1)

The school principal shall notify appropriate law enforcement officials when a person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If any criminal charge is warranted, the principal is authorized to sign the appropriate warrant. If that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within five school days.

Weapons in Schools (Act 94-817) (Ala. Code § 13A-11-72)

No person shall knowingly with intent to do bodily harm carry or possess a weapon on the premises of a public school. Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school or school bus is a Class C felony. (Note: The term “deadly weapon” means a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious physical injury, and such term includes, but is not limited to, a bazooka, hand grenade, missile, or explosive or incendiary device; a pistol, rifle, or shotgun, or a switch-blade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy, blackjack, bludgeon, or metal knuckles.)

Possession of Firearms—Expulsion Recommendation (Al Code 16-1-24)

All City and County Boards of Education shall develop and implement local policies and procedures requiring the expulsion of students, for a period of one year, who are determined to have brought to school or have in their possession a firearm in a school building, on school grounds, on school buses, or at other school-sponsored functions.

Vandalism (Act 94-819) (Ala. Code §16-5-380)

The parents, guardian, or other person having control of any minor under the age of 18 with whom the minor is living and who have custody of the minor shall be liable for the actual damages sustained to school property, plus the court costs, caused by intentional, willful, or malicious act of the minor.

Pistol Possession/Driver’s License (Act 94-820) (Ala. Code §16-28-40)

Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public school bus, shall be denied issuance of a driver’s permit or license to operate a motor vehicle for 180 days from the date the person is eligible and applies for a permit or license. If a person over age 14 possesses a driver’s license on the date of conviction, the driver’s license will be suspended for 180 days.

Drop-Out/Driver’s License (Act 94-820 which amended Act 93-368 as codified in Ala. Code 16- 28-40(1975) & Ala. Code §16-8-40)

The Department of Public Safety shall deny a driver’s license or learner’s permit to any person under 19 who is not enrolled or has not received a diploma or certificate of graduation. Exceptions are students who: are enrolled in a GED program, are enrolled in a secondary school, are participating in an approved job training program, are gainfully employed, are parents of a minor or unborn child, or are the sole source of transportation for the parent.

Theft of Lost Property (Acts 1977, No. 607, p. 812, §3205)

Theft of lost property – Definition

A person commits the crime of theft of lost property if he actively obtains or exerts control over the property of another which he knows to have been lost or mislaid, or to have been delivered under a mistake as to the identity of the recipient or as to the nature or the amount of the property, and with intent to deprive the owner permanently of it, he fails to take reasonable measures to discover and notify the owner.

Theft of lost property in the first degree Section 13A-8-7

(a) The theft of lost property which exceeds two thousand five hundred dollars (\$2,500) in value constitutes theft of lost property in the first degree.

(b) Theft of lost property in the first degree is a Class B felony

Theft of lost property in the second degree Section 13A-8-8

(a) The theft of lost property which exceeds five hundred dollars (\$500) in value but does not exceed two thousand five hundred dollars (\$2,500) in value constitutes theft of lost property in the second degree.

(b) Theft of lost property in the second degree is a Class C felony.

Theft of lost property in the third degree Section 13A-8-9

(a) The theft of lost property which does not exceed five hundred dollars (\$500) in value constitutes theft of lost property in the third degree.

(b) Theft of lost property in the third degree is a Class A misdemeanor.

Mandatory Reporting of Suspected Child Abuse or Neglect (Code of Ala. § 26-14-3(f))

According to Alabama laws, all ... nurses, school teachers and officials, peace officers, law enforcement officials, social workers, day care workers or employees, mental health professionals, as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child shall report or cause to report incidents where a child below the age of 18 is known or suspected to be a victim of child abuse or neglect.

Title IX

Title IX is a federal statute that prohibits sex discrimination in any educational program or activity receiving federal funds. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." This means that our students and employees are entitled to be free from sex-based discrimination in our educational programs or activities. This includes discrimination based on gender, gender identity, pregnancy status, parental status, and sexual harassment as defined by law.

Title IX defines "sexual harassment" as "conduct on the basis of sex" that satisfies one or more of the following:

- An employee of the school system conditioning the provision of aid, benefit, or service of the school system on an individual's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an educational program or activity of the school system
- Sexual assault, dating violence, domestic violence, or stalking as defined under various federal statutes

To file a Title IX complaint with MCAA, please contact the Title IX Coordinator, Dr. Patton Furman.

To file a Title IX Sexual Harassment complaint requires a completed Title IX Sexual Harassment Complaint Form. The form can be submitted to Dr. Furman directly, or the local school's administration. The local school is required to send all completed complaint forms to Dr. Furman.

Examples of Title IX Concerns:

- Domestic and/or Dating Violence
- Sexual Harassment
- Sexual Assault
- Sexual Misconduct (inappropriate touching, comments, text messages)
- For more information you may visit: The Office of Civil Rights.

Section V: MCAA Board Policies

Magic City Acceptance Academy Board Code of Ethics

The Magic City Acceptance Academy Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for the educational welfare of the children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the Alabama State Board of Education and the Alabama Charter Commission and the board.

Domain III: Board and Community Relations

1. Seek regular and systematic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participated in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of the charter staff.
3. Comply with all applicable laws, rules, regulations, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.

5. Participate in all required training programs developed for board members by the board or State Board of Education.
6. In the annual report, submitted to the Alabama Charter Commission, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable state laws and Alabama State Board of Education standards, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of the Code of Ethics by a member of the board. The board members accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all members of the board that the accused board member has violated this Code of Ethics, the board shall determine the appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the appropriate authority at the state level. A record of the decision of the board to sanction a member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

Grievance Procedure

Magic City Acceptance Academy is committed to creating a safe environment where all students and staff members can thrive. It is our hope that anyone in our building or community feels safe to communicate with school administration and staff members. There are times when these discussions are difficult, but we value open and honest conversations for the betterment of our school atmosphere. A student, parent, or guardian may initiate the grievance procedure to appeal any final decision of school personnel. A person may initiate the grievance procedure to resolve complaints. We support direct communication, and will not tolerate retaliation of any kind towards the complainant. If a student, parent, staff member, guardian, visitor disagrees with the established rules of conduct, policies or practices, or feel that they have been treated unfairly in any way, they may express their concerns by following the following procedure: *(if outside agencies are involved, this will delay any investigation conducted within the school)*

Step I: Principal Conference - a parent or guardian wishing to initiate the grievance procedure shall make a written request to conference with the Principal. This should be delivered to the principal via email or mail. The grievance must be received within thirty (30) calendar days of the event or condition giving rise to the grievance.

The request should describe in detail:

- The basis of the grievance
- Name the specific policy, rule or law believed to have been violated
- The relief being sought

If the complaint is against the Principal, the written request can be submitted to the CEO of the school, or the President of the Board, who will designate an appropriate individual to investigate the complaint. The grievance must be received within thirty (30) days of the incident or condition leading to the complaint, and it must include the details described above. The Principal shall conduct an impartial investigation and grant a conference within five (5) school days following receipt of the written complaint. The complainant shall be given an opportunity to present any information, documents, witnesses they would like to be considered. The content of the conference shall remain confidential. The Principal shall respond in writing the outcome of the investigation.

Step II: Appeal to the Chairman of the Board - If the grievance is not resolved at Step I, the grievant may appeal the decision in writing to the President of the Board. The appeal must be made within five (5) school days following the receipt of the principal's written response. The President of the Board, or their designee, shall review the complaint, the Principal's response, and all information presented as part of the investigation. They will speak to any involved parties for clarification as needed. Within fifteen (15) days of receiving the appeal, the President and/or his designee shall respond in writing summarizing the outcome of the appeal.

Step III - Appeal to the Public Charter School Commission - If the grievance is not resolved by steps I or II, and it involves an alleged violation of state or local board policy or state or federal law or state rule, it may be appealed in writing to the State of Alabama Charter School Commission. The commission's consideration of these appeals will take place according to the published Policies and Procedures of the State of Alabama Public Charter School Commission.

Jamari Terrell Williams Bullying Complaint Form

Name of Complainant: _____ Grade: _____

Name of Charged Student(s): _____ Grade: _____ Date of Incident: _____

Infraction Reported by: _____ Student _____ Parent

Date: _____ Time: _____

Specific Location of Incident: _____

Description: _____

The incident resulted in a threat of suicide by the victim: ___ Yes ___ No

The Jamari Terrell Williams Bullying Prevention Act, No. 2018-472, defines bullying as a continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts 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 the model policy adopted by the department or by a local board. To constitute harassment, a pattern of behavior may do any of the following:

- a. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- b. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- c. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- d. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school sponsored function.
- e. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

My signature below is verification that the information on this Anti-Harassment form is correct.

Student _____ Date _____

OR

Parent/Guardian _____ Date _____

Please note that the submission of a complaint does not automatically substantiate that misconduct has occurred. The school administration has the prerogative to investigate any allegations of wrongdoing.

Information Received by Staff Member: _____