



CHARYL STOCKWELL
ACADEMY

ELEMENTARY

Family Handbook
2025/2026

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Howell, MI 48843
Phone 810.632.2200 • Fax 810.632.2201
Website: www.csaschool.org

Mission Statements

CSA District Mission

The mission of the Charyl Stockwell Academy District is to provide a safe and enriching place for children to grow from early childhood through adolescence, while providing those children with specific learning activities that allow each of them to meet and exceed academic requirements in preparation for success in college, career, and life.

CSA Elementary Mission

The mission of the Charyl Stockwell Academy Elementary School is to provide a safe and enriching place for children to grow, develop, and achieve, while providing learning activities that are developmentally appropriate and innovative in a wholesome setting that promotes intellectual development and moral excellence.

CSPA Middle School Mission

The mission of the Charyl Stockwell Preparatory Academy Middle School is to provide a safe and enriching place for early adolescent students to grow, develop, and achieve, while providing those students with an integrated, exploratory, and rigorous college preparatory education in a wholesome setting that promotes intellectual development and moral excellence.

CSPA High School Mission

The mission of the Charyl Stockwell Preparatory Academy High School is to provide a safe and enriching place for adolescent students to grow, develop, and achieve, while providing those students with a rigorous and demanding college preparatory education in a wholesome setting that promotes intellectual development, moral excellence, and international mindedness to create a peaceful world through intercultural understanding and respect.

Dear CSA Families,

Welcome to Charyl Stockwell Academy (CSA). We are pleased to have you as members of our school community.

This ***CSA Family Handbook*** was developed to answer many of the commonly asked questions that students and parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains information that you should know, so please take some time to read through the entire book. Even if you are a returning family to CSA, it is still important for you to review the handbook because we update it on an annual basis. If you have any questions or need for further information that may not be included in the family handbook, please do not hesitate to contact me and I will be happy to assist you.

At CSA we strive to be proactive and comprehensive in our communications with you. It is easier to feel comfortable in an organization if you are knowledgeable about how it operates on a day-to-day basis. In addition to this CSA Family Handbook each year you will be provided with a comprehensive packet containing information about your child's individual classroom.

As the Principal of Charyl Stockwell Academy, I am available and happy to talk with you about any matter concerning your child's education at our school. Should you have any questions, please do not hesitate to contact me through our front office. I enjoy my conversations with parents and students, and it is my priority to be open and responsive to the needs of our school community.

In partnership with you,

Stephanie Winters
CSA Elementary Principal

This handbook is not an irrevocable, contractual commitment to the student, but only reflects the current status of the Board's policies and the Academy's policies and procedures as of July 31, 2025. If any referenced policies, procedures or administrative guidelines are revised after July 31, 2025, the language in the most current policy, procedure or administrative guideline prevails.

CHARYL STOCKWELL ACADEMY

Board of Directors Meetings take place at:

1021 Karl Greimel Drive, Brighton, MI 48116

Phone: (810) 225-9943

2025-2026 Board Meeting Calendar

July 17, 2025 3:30 p.m.	Board Meeting
August 14, 2025 3:30 p.m.	Board Meeting & Organizational Meeting
September 11, 2025 3:30 p.m.	Board Meeting
October 9, 2025 3:30 p.m.	Board Meeting
November 13, 2025 3:30 p.m.	Board Meeting
December 11, 2025 3:30 p.m.	Board Meeting
January 8, 2026 3:30 p.m.	Board Meeting
February 12, 2026 3:30 p.m.	Board Meeting
March 12, 2026 3:30 p.m.	Board Meeting
April 9, 2026 3:30 p.m.	Board Meeting
May 14, 2026 3:30 p.m.	Board Meeting
June 11, 2026 3:30 p.m.	Board Meeting & Budget Hearing

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SECTION I: General Information

Enrolling in CSA

CSA has a designated period for open enrollment in the Academy. New families must enroll their child(ren) on or before the last day of the annual open enrollment period to ensure their child's placement in the Academy – OR – to ensure their child's placement on the waiting list if more students want to enroll in the Academy than there are available seats.

A child who is at least five (5) years of age on or before September 1st of the school year of enrollment is eligible for entrance to the kindergarten program for that school year. A child who is not yet five (5) years of age on or before September 1st for the applicable school year will be admitted to kindergarten under the following circumstances:

1. The child will have attained the age of five (5) by December 1st for the applicable school year; and
2. The parent guardian provides written notice (waiver of age eligibility) to the Academy of intent to enroll the child for that school year.

Before the open enrollment period each year, all current CSA students must re-enroll to attend the Academy the next year. A form will be sent home with the student mid-year to that effect. During this period, siblings of current students who are not previously enrolled are allowed to enroll when and where space/seats permit.

The open enrollment period is announced to the public each year. For more information about the annual open enrollment procedures at CSA, please contact the Admissions Office.

New students under the age of eighteen must be enrolled by their parent or legal guardian. Prior to enrolling, parents are welcome to participate in a guided tour of the Academy to obtain detailed information and ask questions. Upon acceptance, parents/ guardians must provide copies of the following:

- Completed Enrollment form
- Completed Release of Records Form
- Completed Record of Discipline
- a birth certificate or other reliable proof of identity within 30 days of notification
- court papers allocating parental rights and responsibilities, or custody (if appropriate)
- a current Health Appraisal form
- a copy of the driver's license of the person enrolling the student

Final enrollment at CSA is contingent upon receipt and confirmation of the accuracy of the information submitted. A student's enrollment cannot be confirmed until all records have been received and reviewed.

Homeless students who meet the Federal definition of homeless may enroll in the Academy. Such students will be under the direction of the Academy's Liaison for Homeless Children with regard to enrollment procedures. The CSA Homeless Liaison is the Director of Education Services, Deborah Skolnik.

A student of an Active military member, by Federal definition, may enroll in the Academy. Such students will be under the direction of the Principal or designee regarding enrollment procedures.

A student who has been suspended or expelled by a previous school may be denied admission to CSA pending a review of the records. Before denying admission, the CSA Principal or designee will facilitate a thorough review, which may include an opportunity for a discussion between the parents and the Principal or designee regarding the circumstances of the suspension or expulsion and any other factors the Principal or designee determines to be relevant.

No applicant for admission shall, based on, race, color, ethnicity, national origin, immigration status, sex, (including sexual orientation or gender identity or expression), pregnancy, mental or physical disability, age, religion, height, weight, marital or family status, military status, ancestry or genetic information be discriminated against.

Classroom Assignment

The Principal will assign each student to the appropriate classroom. Any questions or concerns about the assignment should be discussed with the Principal.

School Hours

Students arrive at school between 8:10 and 8:30 a.m. Carpool staff assist students exiting vehicles and entering the school building. Parents need to remain with their child until 8:10 a.m. Class schedules, including recess and lunch, vary by unit. This information will be handed out by teachers and is posted in the classroom. Carpool pick up is from 3:40 to 4:10 p.m. Monday through Thursday. On Fridays, carpool pick up is from 11:55-12:20 p.m. All remaining students will be escorted to the Student Enrichment Program, and all Student Enrichment Program fees apply. Refer to the Student Enrichment Program handbook for more information.

Attendance

Purpose: It is very important that students arrive at school on time as well as attend school daily to fully maximize their learning and mastery of the state standards. Many learning

experiences are provided in the school setting that cannot be replaced through independent study. *In other words, school attendance is critical to successful school performance.* Also, attendance is important in developing a high-quality work ethic, which is a significant factor in a student's success with future employers. Developing habits of being on time and consistent attendance at school and work are important life lessons for our students.

- It is our shared responsibility to ensure that every child is safe and accounted for on every school day. If your child is absent from school, please call the office **before 8:45 a.m.** Please state the child's full name, classroom, and reason for absence.
- Students are expected to arrive at class no later than 8:45 a.m. We ask that parents make arriving on time a priority. Any student arriving *after 8:45 a.m. must be escorted into the school by a parent or guardian and properly registered in the office.*
- Classroom teachers maintain daily attendance records for each of their assigned students. These records are reviewed by the office daily.
- If any student is absent and notification has not been received, the parent/guardian will be contacted at home or at work to verify the student's whereabouts.
- The following student attendance situations will be referred to the school leaders for consideration:
 - During the first term of school, the student has a record of the equivalent of 10% or 10 or more full days absent.
 - During two consecutive terms, the student has a record of the equivalent of 10% or 15 or more full days absent.
 - During one school year, the student has a record of the equivalent of 10% or 25 or more full days absent.

Timely and specific communication by the parent to school personnel regarding their child's absences from school is very important and will be taken into consideration when a decision regarding referral to the county truancy office is considered.

Although we strongly encourage families to take their family vacations during designated vacation breaks on the school calendar, we recognize that opportunities arise that necessitate a family trip during school time. In those situations, we ask parents to notify the school office and teacher(s) of the trip at least one week in advance of departure so that arrangements can be made to provide the student with suggestions and materials that are educational in content to extend the learning of the student and to complete missed work during their absence from school.

The Academy will excuse any tardiness or absence related to a homeless student's living situation when applying any school policy regarding tardiness or absences. A student of an Active military member, by Federal definition, may have leniency regarding attendance. Such students will be under the direction of the Principal or designee regarding attendance guidelines.

Early Dismissal

All early dismissals from school require a parent or authorized adult (18 or older) to sign the child out at the Student and Family office. If an arrangement is needed for a child to be released to someone other than the parent/guardian or someone listed on the child's emergency card as acceptable for the child to be released to, a signed note of permission must be submitted before the student will be released. It is in the student's best interest to remain in school until the end of the day. Please keep in mind that the early release of a student results in a decrease of instructional hours for that child. An 'Early Out' will be considered for any students picked up between 3:15 - 3:40 p.m.

Carpool Procedure

General Carpool Safety

Vehicles entering campus during carpool should stay to the right; the left egress lanes become two lanes of Exit Only traffic. Cars should continue moving in line according to procedures outlined below and then exit the campus by turning right onto M-59. **Right Turns Only.**

Vehicles attempting to enter the exiting traffic from the parking lot should wait until the end of the carpool line before attempting to merge into the exit lanes. Please do not stop to let cars exit the parking lot. They will have an opportunity to exit while the next group of vehicles is brought into position.

You can help the safety and smooth flow of carpool by always displaying your carpool tag. Carpool tags will be distributed at the Open House and during the first week of carpool. Contact the Student and Family Office if you are in need of a carpool tag.

Morning Carpool

There is one carpool drop-off line at the curb. It moves consistently and smoothly. The drop-off position is against the sidewalk curb. Students must exit the curbside. Parents who choose to park and then walk their students into the building will be directed to exit to the west side of the parking lot and continue out in the exit lane. Carpool staff will direct families to use the crosswalk when it is safe to do so.

CSA staff members assist children as they exit the vehicle on the curbside. Please pull as close to the curb and the vehicle ahead of you as possible. Once children are out, please remain in position until the vehicles ahead of you move, then proceed in a single line. If your child is having difficulty leaving the vehicle, you will be directed to the parking lot and asked to walk your child in using the crosswalks.

Afternoon Carpool

When arriving at school for carpool, form two lanes behind the yellow line before the north crosswalk. CSA staff will direct drivers to pull in front of the building in two lanes - one lane along the curb, all the way to the gymnasium, and a middle lane between the two crosswalks. A third is designated for families parking during this time.

Display carpool tags in any vehicles that will be picking up your children. You can help the safety and smooth flow of carpool by always displaying your carpool tag. Carpool tags will be distributed at the Open House and during the first week of carpool. Contact the Student and Family Office if you are in need of a carpool tag.

When the staff has directed all vehicles into place and the cars have completely stopped, a safety horn will blow once. Students may then enter their vehicles. If you need help locating your student, remain in your vehicle and alert a staff member to assist you. Remember to include your child's **room name** as it helps staff locate your child more efficiently.

Once students are in their vehicles, and it is safe to do so, the safety horn will blow twice. The crosswalks will close, and foot traffic will be stopped. The staff will then direct vehicles to exit. To ease the exit process, only right turns onto 59 are expected.

If you do not have your child, a staff member will direct you to park and meet your child at the crosswalk or pull forward to an alternate carpool location.

In case of inclement weather, carpool staff will direct drivers to pull in front of the building in one lane along the curb, all the way along the curbside front. Please hang your carpool tag from the rearview mirror or display it in the front windshield, easily visible. **Please observe and follow the traffic flow and the directions of the carpool staff.** Your child will be escorted to your vehicle.

Please Note:

- When walking your child into the school, use the crosswalks to ensure the safety of you and your child. A staff member will direct you when it is safe to cross.
- For morning carpool, remain in your vehicle and have your children ready to exit the curbside when you arrive. CSA staff members will assist children as they exit the vehicle on the curbside. Pull as close to the curb and the vehicle ahead of you as possible. Once children are out, remain in position until the vehicles ahead of you move, then proceed in a single line. A staff member will inform you when it is safe to proceed forward. If your child is having difficulty leaving the vehicle, you will be directed to the parking lot and asked to walk your child in, using the crosswalks.
- For afternoon carpool, remain in your vehicle and wait for a staff member to assist your child to your vehicle. Once your children are in your vehicle, remain in position until the vehicles ahead of you move, then proceed in a single line. A staff member will inform you when it is safe to proceed forward.

- Cones are used to indicate where it is not safe for cars to travel during carpool. This allows for safe and steady travel during carpool.
- Only use identified parking spots that appropriately meet your needs; handicapped parking spots are for families that have a displayed handicapped tag/plate.
- Paid parking spots that are identified by the patron's last name on a placard. Paid parking spots can be purchased at our annual Beluga Ball. Please see a school leader for more information.
- Use a parking spot if you choose to leave your vehicle. Never leave your vehicle unattended at the curb.
- Once your child is in the vehicle and the cars have started to move forward, form two full lanes on the East side of the parking lot until the merge point where the incoming and outgoing lanes come together. When at the merge point, each car will merge in a zipper fashion, one at a time.
- When exiting the parking lot, turn right onto 59.

Short-Watch Program

Description and Procedures

Short-Watch is designed to allow additional time for parents to drop off and pick up their students, and it reduces congestion in the parking lot and drop-off zone before and after school each day.

Here is how *Short-Watch* works: Students registered for Short-Watch can arrive at school starting at **7:45 a.m.** and report to the gym. They will be dismissed to go to their classrooms during morning carpool time.

School dismisses in the afternoon, and carpool begins at 3:50 p.m. Short Watch pick up begins at the end of carpool. All *Short-Watch* students must be picked up between 4:10 and 4:35 p.m. On Fridays, all *Short-Watch* students must be picked up between 12:20 and 12:35 p.m. After the end of Short Watch, students will be escorted to the Student Enrichment Program, which may result in additional fees.

If your child will not be at afternoon *Short-Watch* for any reason (early pickup, absent, after-school activity, etc.), you must notify the **Student Enrichment Office at 810-632-4778 by 2:00 p.m. (10:30 a.m. on Fridays)** If your child does not check in at PM *Short-Watch* and the child is not absent, staff will notify teachers, the Student and Family office, parents, and even local police to help locate the child.

This is how to enroll in Short-Watch: *Short-Watch* is a free program. However, families must register their students in the Student Enrichment Program in order to participate. Registration in the Student Enrichment Program requires a payment of an annual family fee, which is non-

refundable. *(More information about the Student Enrichment Program can be found later in this handbook.)* During the start-up period, enrollment will be limited to 150 students in the morning and 150 students in the afternoon.

Families may enroll their students in either the AM or PM *Short-Watch* program or both. Enrollment requires a commitment that you and your child will participate in the program every day until you notify the Student Enrichment Office that you no longer wish to use the program.

Please note:

- This program is called a *Watch* program because staff are present to *watch* the children and ensure their safety, but no recreation is provided. Students will be expected to wait respectfully for their ride to arrive. Failure to wait in a quiet and orderly manner will lead to dismissal from the program.
- Parents must drop off and/or pick up their children during the designated time frames.
- This is not a substitute for the Student Enrichment Program's Licensed Child Care (Student Connection). Parents who drop off early or pick up late will be charged a *minimum* of \$15.00 per child. If you need care at school for your children before 7:45 a.m. or after 4:35 p.m., you must enroll in Student Connection or schedule your child care days in advance and pay the regular fees.

*Information and registration for all Student Enrichment Programs is published for families on an ongoing basis on the Student Enrichment Program website: **csasep.ce.eleyo.com***
SEP Office direct phone number: 810-632-4778.

Teacher Support Team Program

The Teacher Support Team Program is a district-wide model for planning and providing individualized instruction and monitoring the progress of students with learning challenges. Our Teacher Support Team (TST) serves Kindergarten through High School students. All students are screened to identify those at risk for learning failure. Classroom teachers regularly consult with TST to gain the knowledge and skills to support their students through proactive, focused interventions.

TST Teachers trained in special education provide individual support to students identified through the Individual Education Plan (IEP) process. We follow all state and federal rules, regulations, and guidelines related to the delivery of special education.

For more information, please contact Deborah Skolnik, Director of Education Services, at dskolnik@csaschool.org.

Pets

Due to allergy and health considerations, pets are not permitted in the school building or on the school campus/playground. Pets that are in a vehicle during carpool or in a parked vehicle must remain in the vehicle while on Academy property. Registered service dogs are allowed in the building, and the owner must present documentation to the Student and Family Office.

Immunizations

Students must be current with all immunizations required by law or have an original (no photocopies) Immunization Waiver form (with seal and Charyl Stockwell as the School). If a student does not have the necessary immunizations or waiver, the Principal may remove the student or require compliance with a set deadline. This is for the safety of all students and is under State law. A certified waiver will be provided to the parent/guardian by the local health department to provide to the Academy. Immunization waivers will not be accepted by the Academy unless signed and stamped by the local health department. Any questions about immunizations or waivers should be directed to a staff member in the Student and Family Office.

Student Well-being and Emergency Information

Student safety is a responsibility of the staff. All staff members working at the Academy are familiar with emergency procedures such as fire and tornado drills, lock-down procedures, and accident reporting procedures. Should a student be aware of any dangerous situation or accident, they must notify any staff person immediately.

All families must complete their student(s)' online registration process through PowerSchool. Please complete this process as soon as possible. The information you provide will allow us to have the most up-to-date information on your child(children). Please provide this information within one month of the start of the school year.

Please remember to notify the Student and Family Office of any changes to this information throughout the school year. We need to be able to reach you as quickly as possible if an emergency occurs.

In the event of an emergency, the student may be taken to the nearest hospital to receive appropriate medical care, regardless of parental preference. Typically, the decision is made by emergency medical technicians or other first responders.

Injury and Illness

All injuries must be reported to a teacher or the Student and Family office. If a minor injury occurs, the student will be attended to and may return to class. If medical attention is required, the Student and Family office will follow CSA's emergency procedures.

A student who becomes ill during the school day should request permission to go to the Student and Family office. A member from the Administration Team, Student and Family Office, and/or appointed designee will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

In the interest of your child's health and for the protection of other students, we will expect you to come and pick up your child if he or she has a fever, persistent cough, rash, head lice, diarrhea, pink eye, or is vomiting. The Student and Family office needs to be notified if your child is absent with a communicable disease. In this case, please see the section *Control of Casual Contact Communicable Diseases and Pests*. If your child has been ill, be sure that he or she is fully recovered before returning to school.

If your child is going to be absent from school, please call the office before 8:45 a.m. The office will contact parents in the case of unreported absence, so please let us know when your child will be absent.

When to keep your child home: We want to work together to ensure that our children and their health are protected. Please keep your child home when they are sick. As a general guideline, a student should not return to school until they have been fever-free for 24 hours, not vomited or had diarrhea in 24 hours, and/or rashes have been addressed by the family's physician.

It is important to log into PowerSchool and fill out your child's emergency information very carefully, including home and work phone numbers, and to notify us of changes during the year. Also, be sure that the people listed as your emergency contacts are aware and willing to accept responsibility for your child if necessary. If your child becomes ill or is injured during school hours, we will make every effort to contact you first.

Medication and/or Treatment Policy

The following definition of "medication" is adopted for use at Charyl Stockwell Academy: medication includes prescription, and U.S. Food and Drug Administration (FDA) approved non-prescription medications, preparations, and/or remedies that are taken by mouth, by inhaler, is injectable, is applied as drops to the eyes or nose, or applied to the skin. This policy

also applies to any medically prescribed treatments. “Treatment” refers both to the manner in which a medication is administered and to health-care procedures that require special training.

Non-prescription (over-the-counter) medications are those that are sold directly to the consumer without a prescription from a physician or health care professional. Non-prescription medications may include, but are not limited to, acetaminophen, ibuprofen, cough syrups, cough drops, antihistamines, etc.

No over-the-counter medication will be given frequently or for a prolonged period of time. If your child is experiencing the need for frequent or regular administration at school, you will be notified. To continue giving this over-the-counter medication, a physician or licensed prescriber’s order will be required. This is to ensure that a serious condition is not being ignored or a more appropriate treatment is not being overlooked.

Before over-the-counter medications are administered to any student during Academy hours, the Academy requires that the student’s parent/guardian give the Academy written, signed permission and a request to administer the medication. Parent/guardian written permission is also required for the application of sunscreen, insect repellants, and other skin lotions.

Any student who requires prescription medications must have written instructions (Medical Action Plan) from a physician, which includes the name of the student, name of the medication, dosage of the medication, route of administration, and time for any prescription medication and/or treatment, along with the parent/guardian’s written permission.

Parental or guardian request/permission and a physician’s instructions for administration and/or treatment must be renewed every school year.

Before the beginning of the school year, parents/guardians are responsible for informing the Academy in writing of any medical issues that may require intervention during the school year. Examples of medical issues may include, but are not limited to, life-threatening allergies (i.e., the need for an epinephrine injector, Epi-Pen®), diabetes, epilepsy, asthma, seizures, or any condition of a serious nature affecting the health of the student. The Academy, parents/guardians, and the student’s physician will participate in developing a medical action plan.

Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma, or before exercise to prevent the onset of asthma symptoms, while at the Academy, on Academy-sponsored transportation, or at any Academy-sponsored activity, if the following conditions are met:

- There is written approval from the student's physician or other health care provider and the student's parent/guardian to possess and use the inhaler; and
- The Principal or designee has received a copy of the written approvals from the physician and the parent/guardian.

These students should be instructed by their parents/guardians to notify their teacher each and every time they use their inhaler so that frequent use can be communicated to the parents/guardians. It is recommended that an extra inhaler be kept in the Student and Family Office.

Students with a need for emergency medication may also be allowed to possess and self-administer such medication, provided that they meet the conditions established in the medical action plan.

Students may use a U.S. Food and Drug Administration (FDA) approved over-the-counter topical substance at school, such as sunscreen, if both of the following conditions are met:

- If the student is a minor, the student has written approval to possess and use the FDA substance from his or her parent or legal guardian.
- The Principal or designee has received a copy of the written approval.

Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan are included under the policy and procedures that govern the administration of medications. Note: The policy and procedures do not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Epinephrine Auto-Injectors

Michigan Law allows the Academy to maintain a supply of emergency epinephrine auto-injectors to be used during emergencies where a student, not previously diagnosed with known allergies, may suffer a life-threatening allergic reaction or anaphylaxis. Academy staff members are properly trained and certified in the use of epinephrine auto-injectors in case of an emergency.

Control of Casual Contact Communicable Diseases and Pests

The Academy has a high concentration of people; therefore, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly contagious pest such as lice.

Specific communicable diseases include the following: diphtheria, scarlet fever, strep infections, whooping cough, mumps, pink eye, measles, rubella, Coronavirus, and other conditions indicated by the Local and State Health Departments.

Any removal will be for only the contagious period under the guidance of the Health Department.

Parents/guardians are asked to notify the Student and Family office if their child has contracted a communicable disease, e.g., mumps, rubella, pink eye, Coronavirus, etc., or highly contagious pests such as lice. The Academy is obligated to communicate to other families and students the possibility that they may have been exposed to a communicable disease.

Safety Drills

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

During some practice drills, as well as real situations, entering and exiting the buildings will be restricted for approximately 15 minutes. During an actual lockdown situation, a sign will be posted on the doors, and parents, guardians, and visitors must return to their vehicles. Updates and information will only be available on our website, www.csaschool.org, and on the Academy voicemail. Situations may include external concerns such as hazardous material spills, police situations, etc.

Communication: School and Home

Tuesday Times: The *Tuesday Times* is a weekly school-wide newsletter that is sent home via email to your work, home, or both. In order to receive this newsletter, parents/guardians will be required to register their email address(es) through PowerSchool, which is full of timely school information. Hard copies of the *Tuesday Times* will be available by special request made to the administration. The Tuesday Times is located at <https://www.csatuesdaytimes.com/>

Classroom Newsletter: A classroom newsletter with timely and pertinent information specific to your child's classroom is located in the Tuesday Times and will be updated monthly.

CSA website is www.csaschool.org: CSA maintains a website that includes a wealth of information about our school and district.

Parent/Teacher Comprehensive Student Reviews: Classroom teachers are required to initiate and schedule at least two parent/teacher conferences per year. These conferences are scheduled on an individual basis with each family at a mutually agreed-upon day and time.

CSA believes that a strong partnership between home and school is critical to the optimal education of all students. CSA staff welcomes the opportunity to confer with parents as the need may arise. Parents are encouraged to access this open and proactive line of communication.

Homework Philosophy and Guidelines

CSA's Philosophy of Homework

CSA is committed to providing a well-balanced education that supports the natural growth and development of each child while allowing their inherent goodness and intelligence to emerge. We understand that this would not be possible without a strong partnership between our parents and teachers. In order to help students achieve academic success as well as enhance the development of the whole child, you will find a series of academic support ideas that can be implemented at home. The homework handbook is a series of homework suggestions that are based on essential learnings in literacy and mathematics and are developmentally appropriate for children at their unit level. Specific learning activities have been designed to support students with the fundamental skills they will need to meet and exceed minimum academic standards set by the state and federal government.

As you are thinking about a positive learning environment in your home, keep in mind that learning happens all the time. Parents should talk about learning and the world around them regularly. Conversations give parents insight into what their child knows. Listen to your child. Listening fosters respect and helps to establish a good comfort level that will later foster positive and open communication about new pieces of learning. Although learning happens all the time, it is important to establish routines in your home that allow time for structured practice of the learning that has occurred at school. Make reading and practicing math skills, as well as playing outside, part of this routine daily. Playing outside is important to our physical well-being. Children need to move to learn. Taking the time to do these simple things will support the lifelong learning habits that lead to future success.

It is our goal to incorporate homework strategies that correlate with our mission throughout the CSA District. Together, we will work toward fostering a positive home-school relationship, which will create the support system our students need to flourish in school and life. The completion of work both at school and at home will establish the habit that learning takes place everywhere, leading to making connections between their learning and the larger world around them.

CSA's Purpose of Homework

At CSA, the partnership between school and home is particularly important. We appreciate that parents are their child's first teachers, and we want to extend this relationship of mutual support through both the classroom and home. We see homework activities as a way in which we can enhance children's learning, specific to their individual needs, extending learning started in school. By practicing the skills they are learning at school at home, students are developing fluency in these skills, leading to a positive growth mindset about themselves as learners.

CSA Homework Practices

In our efforts to foster an environment where students are prepared to achieve the State and National standards, we have developed a set of developmentally appropriate guidelines to enhance your child's academic experience. To gain a full understanding of exactly what homework will look like at CSA, we have put together some basic expectations that will help bridge the gap between school and home. The times suggested below take into account that each child is developing on a continuum at different rates. They represent an average amount of time your child should be engaged in reading and basic math fact practice daily. Students in Kindergarten through Explorer should be engaged in daily reading and math fact practice; students in middle and high school will be engaged in activities that extend their learning throughout the school day.

- Kindergarten -10-15 min.
- Navigator – 15 – 20 min.
- Voyager – 20-35 min.
- Explorer – 30-45 min.
- Middle School- 45-90 min.
- High School-60-90 min.

It is important to keep in mind that this time needs to be positive and productive. If at any time your child is overwhelmed, not in the right frame of mind, or the work is not being understood, please stop for the night and contact your child's teacher the next day. It is also important to contact your child's teacher if the amount of time he/she is spending per day exceeds the recommended amount of time. Communication will help parents and teachers figure out why that might be and make adjustments as necessary. Teachers will recommend activities that are appropriate to instruction based on individual student needs. There are three types of work to consider when thinking about homework.

Homework that extends school learning: This consists of unit projects and culminating events in which a partnership between school and home is necessary. You will be notified in advance when this type of homework is assigned. Check your child's Unit Handbook and classroom/unit newsletters for further information about expectations.

Homework for practice and repetition: Throughout a child's career at CSA, some core basic skills need repetition. To ensure mastery learning, students may be asked to spend some additional time to further gain understanding. Some examples may include spelling words, basic math facts, and reading. This type of homework should be ongoing and initiated by parents. Parents do not need to wait for the teacher's direction or assignment because all students can benefit from additional practice. However, teachers will share resources and ideas for these areas as needed and when requested. It is expected that the amount of time spent on these activities stays within the parameters for the unit (see list above).

Incomplete work sent home for completion: If the child does not finish a project or assignment throughout the school day, has been absent from school, or is revising school work to achieve mastery of the skills represented in the assignment, it may be sent home for completion. The work that is sent home will be meaningful and have a specific purpose. Our expectations will be as follows;
Homework assignments will be completed and submitted in a timely manner as specified in each unit handbook.

- Sufficient time to complete work will be provided in class.
- No work will be sent home if the student has not demonstrated workable knowledge of the concept.
- Work that goes home should be able to be done independently.
- The use of technology will be optional unless specified by the teacher for specific assignments.
- All work that is turned in will be looked at by the teacher, and feedback will be given to the student.
- Parents will notify their child's teacher if incomplete work is excessive, frequent, not understood by the student, or if it requires more time than the parameters for that unit suggest.

As we work to build the home/school relationship, the value and meaning that homework will bring to the child's academic career will become evident. It is our expectation that families will implement these practices into their daily routines. As always, if there is a time when something is unclear, please contact your child's teacher/advisory teacher, as they are here to assist you.

The Homework Routine

- Find a quiet, comfortable place. This needs to be away from distractions like television, computer, phones, and so forth. Having a special place to do homework will help your child focus better as well as develop better organizational skills.
- Have materials ready. Your child will benefit from having the necessary tools readily available, neat, and organized. Materials might include pencils, erasers, scissors, glue,

paper, a stapler, tape, paperclips, and various drawing materials as well as necessary technology (i.e., computer).

- Establish a time to do homework. Attempt to complete homework around the same time each day. Children with shorter attention spans may need to complete half of the homework assignment, take a break, and then complete the rest. Using a timer can assist children who struggle with time management.
- Be involved! Talk with your child and show interest each day in what they are working on. Help them think through their plan for completing homework. Help them develop organizational skills. Encourage them to do their very best. Encourage independence, but stay near where your child is working.

Homework Suggestions by Elementary Unit:

Kindergarten Homework Suggestions for Practice and Repetition:

The following homework suggestions are designed to provide students with the fundamental skills they will need to meet and exceed the minimum academic standards set by the State and Federal Government, while at the same time honoring the development of your five and six-year-old child. Our focus in early elementary is the development of literacy and mathematics skills; our focus for home extensions reflects these areas of learning. The **first** and most important recommendation for homework at the kindergarten level is reading to your child. Please use the “Recommended list for Reading TO your Kindergartener” for suggestions. The **second** recommendation is to practice basic number concepts in engaging ways, such as through playing games like Chutes and Ladders, Sorry, Sets, Uno, and Math Dice Jr. The **third** recommendation is to integrate learning into your child’s daily life. The “Homework Suggestions to Integrate Learning into your Kindergartener’s Daily Living” will give you practical ways to make learning part of your daily schedule.

It is recommended that Kindergarten students, with the support of an adult, spend an average of 10-15 minutes a night on learning extensions. This time needs to be positive and productive. Do not continue if your child is overwhelmed, not in the right frame of mind, or the work is not being understood.

Recommended Book List for Reading TO your Kindergartener

Reading is one of the most important things a parent can do to help their child be successful in school. It is recommended that children be read to every day. Make sure your child sees you reading. If they see that you are in the habit of curling up with a good book, they will likely want to do the same. The following is a suggested list of quality literature. As you are reading for enjoyment, have conversations with your child about what is happening in the story.

The following is a list of 25 “Good Books for the Primary Grades” as recommended in “The Educated Child”.

Recommendations from CSA Kindergarten Teachers include:

- *The Three Billy Goats Gruff* by Susan Blair
- *Book of Nursery and Mother Goose Rhymes*, Marguerite de Angeli-editor
- *The Three Bears retold* by Paul Galdone
- *Little Red Riding Hood retold* by Trina Schart Hyman
- *Make Way for Ducklings* by Robert McCloskey
- *Blueberries for Sal* by Robert McCloskey
- *Winnie the Pooh* by A.A. Milne
- *The Tale of Peter Rabbit* by Beatrix Potter
- *Curious George* by H.A. Rey
- *Where the Wild Things Are* by Maurice Sendak
- *Green Eggs and Ham* by Dr. Seuss
- *The Cat In The Hat* by Dr. Seuss
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Good Night Moon* by Margaret Wise Brown
- *Are You My Mother?* by P.D. Eastman
- *The Little Engine That Could* by Watty Piper
- *The Polar Express* by Chris Van Allsberg
- *The Very Hungry Caterpillar* by Eric Carle
- *There Was an Old Lady Who Swallowed a Fly* by Simms Taback
- *If You Give a Mouse a Cookie* by Laura J. Numeroff
- *Corduroy* by Dan Freeman
- *The Carrot Seed* by Ruth Krauss
- *A Child's Garden of Verses* by Robert Louis Stevenson
- *Danny and the Dinosaur* by Syd Hoff
- *Frog and Toad are Friends* by Arnold Lobel
- *Chicka Chicka Boom Boom* by Bill Martin Jr.
- *Is Your Mama A Llama* by Deborah Guarino
- *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
- *The Kissing Hand* by Audrey Penn
- *Clifford, the Big Red Dog* by Norman Bridwell
- *Brown Bear, Brown Bear* by Eric Carle
- *Mo Willems series, including Don't Let the Pigeon... books and Elephant and Piggie books*

Homework Suggestions to Integrate Learning into your Kindergartener's Daily Living

The following is a list of homework suggestions parents can use to integrate learning into the daily life of their child. The solid bullets are a list of what teachers are teaching during the school day. The open bullets are suggestions that can be done at home to support classroom learning.

Kindergarten Intellectual/Academic Development

- Recognizes and writes all upper and lower case letters
- License Plate Game
- Look for letters in the newspaper and/or magazines
- Finding different letters in signs and stores while driving or in the grocery store
- Recognizes and produces rhyming words
- Look for rhyming words when reading to your child
- Make a list of words that rhyme with common household words
- Playing the “what rhymes with _____” game
- Can blend sounds to create words
- Orally create word family lists (at family: bat, cat, sat, etc.)
- Demonstrates concepts of print
- Point out where you start reading a book
- Model putting your finger on each word as you read
- Demonstrates appropriate oral language skills
- Retell a story that was read aloud
- Have your child share a story about the day's activities
- When writing, string letters together to represent a story
- Label a picture
- Write a story at home with parent help (dictate story to parent, trace letters that parent

writes)

- When writing, the story matches the picture
- Write a story/picture of major events
- Write/draw about family members or pets
- 1:1 correspondence of numbers 1 through 30
- Count household items together (coins, cans, books, etc.) Place your finger on each object as you count out loud.
- Counts orally to 100
- Count mile markers in the car
- Use a calendar to start counting 100 days
- Writes numbers 1 through 20
- Write addresses or phone numbers for parents

- Make a list of things they like to do/chores/grocery list
- Demonstrates a basic understanding of composing and decomposing numbers
- Take a certain number of objects and see how many ways you can separate those objects into two groups.
- Demonstrates an understanding of place value
- Show them that 10 pennies are the same as a dime.
- Count allowance
- Creates and extends patterns
- Make patterns with blocks using color and shape
- Make a pattern while setting the table (ex., Fork, spoon, plate, knife)
- Writes name legibly
- Use magnetic letters to recognize names and letters
- Use sand or shaving cream to draw letters
- Attends to a task independently for 20 minutes
- Time them when doing chores, and talk to them about how many minutes they worked
- Engage in a family game night
- Focus on activities where your child is actively involved, like listening to, reading, using Legos, and using imaginary play, rather than electronic-based activities
- Can create a plan, do it, and reflect on it
- Have your child help create a family fun night or activity, and write it down with you
- Talk about what you need to have with you to go to a certain destination
- Have a beginning understanding of time concepts
- Morning, noon, night
- Yesterday, today, tomorrow
- Days of the week

Kindergarten Social/Emotional Development

- Follows classroom and school procedures independently
- Have routines at home that are followed daily
- Assign a task with two steps. Increase the number of steps as your child is able
- Initiates and sustains positive peer interactions (including appropriate proximity to others)
- Plan peer interaction outside of school, and talk about being a good friend
- Playground time with other children, talk about turn-taking
- Expresses his basic needs appropriately
- Ask the child to state what he needs using words in the form of a question (“May I please...” or “Can I have...”)
- Ask your child to tell you how they feel using words
- Follows adult directions
- Simon Says
- Game Hullabaloo

- Participates in classroom activities as planned
- Have a posted schedule that the child gets used to and follows
- Talk to your child about your planned activities for the day
- Demonstrates appropriate emotional maturity to be comfortable attending school 5 full days per week
- Have a consistent bedtime and wake-up time routine. Be in tune with how much sleep your child needs
- Allow time for social experiences with other children away from parents/guardians

Kindergarten Physical/Sensory Development

Gross Motor activities need to occur daily. This should include outdoor play whenever possible.

- Volume of voice is controlled without disruption to the classroom environment
- Practice different voices at home, stores, sporting events, talk about the differences, and what is appropriate in each situation
- Puts on and takes off their boots or shoes
- Allow for practice and make a game out of it with siblings
- Allow enough time each time you leave the house
- Puts on and takes off own outerwear independently
- Have the child dress themselves for the day
- Allow enough time each time you leave the house
- Uses scissors to cut on a line independently
- Have art projects or bins available for your child
- Have the child cut out the weekly coupons for you
- Controls pencil or crayon enough to draw a recognizable picture or image
- Allow the child to help with list-making
- Write or trace family names to familiarize yourself
- Highlight specific letters in newspapers or magazines (go on a letter hunt)

Kindergarten Character/Moral Development

- Demonstrates consistent use of basic social protocols with occasional prompts (i.e., please, thank you, excuse me, uses appropriate greetings, and apologizes for hurting others.
- Role-play with your child on treating different people in the community
- Practice different greetings and manners with your child
- Use basic protocols at the dinner table

Navigator Homework Suggestions for Practice and Repetition:

The following homework suggestions are designed to provide students with the fundamental skills they will need to meet and exceed the minimum academic standards set by the State and Federal Government, while at the same time honoring the development of your six, seven, or eight-year-old child. Our focus in early elementary is the development of literacy and mathematics skills; our focus for home extensions reflects these areas of learning. The **first** important recommendation for homework at the Navigator level is reading to and with your child. Please use the “Recommended Book List for Reading To, With and By Your Navigator” for suggestions. The **second** recommendation is to practice basic number concepts in engaging ways. Playing board games and practicing basic facts using flashcards are excellent ways to extend mathematical learning at home. Please see additional suggestions detailed in the “Math Extensions for Home” section of this document. The **third** recommendation is to integrate learning into your child’s daily life. The “Homework Suggestions to Integrate Learning into your Navigator’s Daily Living” will give you practical ways to make learning part of your daily schedule.

It is recommended that Navigator students, with the support of an adult, spend an average of 15-20 minutes a night on integrated homework activities. (This is in addition to time spent reading.) This time needs to be positive and productive. Do not continue if your child is overwhelmed, not in the right frame of mind, or the work is not being understood.

Recommended Book List for Reading To, With, and By Your Navigator

Reading to and with their children is one of the most important things a parent can do to help their child be successful in school. It is recommended that children be read to, read with (parent reads then child rereads), or that a child reads to themselves every day. A combination of these methods (to, with, and by reading) leads to even greater success. Ensure your child sees you reading. If they see that you’re in the habit of curling up with a good book, they will likely want to do the same. The following is a suggested list of quality literature. As you are reading together for enjoyment, have conversations with your child about what is happening in the story.

Good Books to Read To and With Your Child

The following is a list of “Good Books for the Primary Grades” as recommended in “The Educated Child”.

- *Fairy Tales* by Hans Christian Anderson
- *Madeline* by Ludwig Bemelmans
- *The Story of Babar, the Little Elephant* by Jean de Brunhoff
- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton

- *The Little House* by Virginia Lee Burton
- *Ramona* by Beverly Cleary
- *Adventures of Pinocchio* by Carlo Collodi
- *Grimm's Fairy Tales* by Jacob and Wilhelm Grimm
- *One Fine Day* by Nonny Hogrogrian
- *Just So Stories* by Rudyard Kipling
- *Pippi Longstocking books* by Astrid Lindgren
- *Frog and Toad Together* by Arnold Lobel
- *Mrs. Piggle-Wiggle* by Betty Macdonald
- *Amelia Bedelia* by Peggy Parish
- *Cinderella* by Charles Perrault
- *The Tale of Peter Rabbit* by Beatrix Potter
- *Caps for Sale* by Esphyr Slobodkina
- *Ira Sleeps Over* by Bernard Waber
- *The Velveteen Rabbit* by Margery Williams
- *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
- *Rumpelstiltskin* retold by Paul O. Zelinsky

Recommendations from Navigator Teachers include:

Alice's Adventures in Wonderland by Lewis Carroll

- *Babushika's Doll* by Patricia Polacco
- *Yertle The Turtle* by Dr. Seuss
- *The Stinky Cheese Man* by Jon Scieszka
- *The Francis and Arthur Series*
- *The Bernstein Bear Series*
- *The Giving Tree* by Shel Silverstein
- *I Love You Forever* by Robert N. Munsch
- *The Polar Express* by Chris Van Allsburg
- *The Mitten* by Jan Brett
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Corduroy* by Don Freeman
- *Stellaluna* by Janell Cannon
- *Click Clack Moo* by Doreen Cronin
- *The Little Engine That Could* by Watty Piper
- *Cloudy with a Chance of Meatballs* –by Judi Barreett
- *Guess How Much I Love You* by Sam McBratney
- *Harry the Dirty Dog* by Gene Zion

- *How the Grinch Stole Christmas* by Dr. Seuss
- Jan Brett's Books
 - *Miss Rumphius* by Barbara Cooney
 - *My Many Colored Days* by Dr. Seuss
 - *The Snowy Day* by Ezra Jack Keats
 - *The Napping House* by Audrey Wood
 - *Elephant and Piggie* books by Mo Willems
 - *Don't Let the Pigeon...* books by Mo Willems

Books Read BY Your Child

Navigator children need to be reading “Just Right” books every day. Just right books are books children can read without reaching their frustration level. Classroom teachers will be able to tell you what level your child is reading. Once you know that level, you can go to the CSA website and follow the Leveled Library link. By looking up your child's level, you can find many titles that will be good for your child to read independently. Navigator teachers will also send home “Just Right Book Bags” containing books that your child has chosen with teacher guidance. Please return these bags frequently so that the books can be exchanged for new ones.

Another strategy parents can use to determine if books they have are at the “Just Right” level is called the five finger rule. Have your child read the first page and put up one finger for every word they do not know. When your child struggles with a word that they do not know, please tell them the word. If you find 5 words that they do not know before the end of the page, then that book is not a just right book, and should become a “Read TO” book. This simple strategy will ensure that reading remains enjoyable.

Math Extensions for Home

Many board games and activities can be done at home to support basic math facts and concepts taught at school. The following is a list of suggested games:

- Chutes and Ladders
- Sorry
- Uno
- Set
- Trouble
- Chinese Checkers
- Chess
- Math Dice, Jr.
- Blokus
- Quirkle
- Dominoes

- Sequence for Kids

Practicing basic addition and subtraction facts using flashcards is also important.

Homework Suggestions to Integrate Learning into your Navigator's Daily Living

The following is a list of homework suggestions parents can use to integrate learning into the daily life of their child. The solid bullets are a list of what teachers are teaching during the school day. The open bullets are suggestions that can be done at home to support classroom learning.

Navigator Literacy

- Reading to, with, and by
- Read 20-30 minutes every night with your child
- Choose books to read at home that are “just right.”
- Practice your sight words weekly
- Independently and consistently using punctuation (. ! ?) in all writing

(Punctuation includes period at end of sentence, question mark at the end of a question, apostrophe for omitted letters (isn't), and exclamation point at end of sentence showing strong emotion.)

- Keep a journal at home
- Send letters or e-mails to friends and family
- Independently and consistently using capital vs. lower-case letters where appropriate in writing
- Talk about the rules of capitalization when looking at any piece of writing
- Navigators should capitalize names of people, places, titles, and the beginning of sentences
- Label objects in the house with Post It notes
- Paragraph formation with indentation
- Look at the newspaper and talk about the paragraphs
- Look in magazines or books and point out the indentations
- Writing includes a beginning, middle, and end, with supporting details
- Read magazine articles and discuss what happened in the beginning, middle, and end. Discuss supporting details.
- Respond to a vacation in writing with the beginning, middle, and end
- Uses a graphic organizer to organize thinking before they write
- Try a word web at home. Allow children to select the topic
- Write stories using an outline
- Printing of all upper and lower case letters is legible
- Use lined paper to write the alphabet twice, once in upper case, once in lower case
- Write a letter to a friend, neighbor, or relative
- Spelling words and purple dictionary words need to be spelled correctly in all writing

- Create sentences for your child to write using spelling words
- Practice your child's spelling words in a variety of ways

Navigator Mathematics

- Knows basic addition and subtraction facts 0 – 20
- Use math flashcards
- Adds and subtracts multi-digit numbers with and without regrouping
- Create addition and subtraction problems for your child
- Practice on www.ixl.com
- Adds multiple two- and three-digit numbers with and without regrouping
- Use numbers on license plates to add
- Add items while shopping for groceries
- Can tell time to the quarter hour on an analog clock
- Practice every time you see a clock at a business
- Wear a watch and randomly have your child tell you the time
- Understands broader concepts of time (days, weeks, months, years, etc.)
- Purchase a calendar for your child and have them fill in future dates of events in your life. Keep the calendar in their room to refer to
- Count how many days, weeks, months, and years until an event
- Recognizes fractions are a part of a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$)
- Make a homemade pizza with specific fractional directions
- Have the child help in making cookies and using measuring cups
- Recognizes and draws two-dimensional shapes
- Create a shape book, and include the names of the shapes
- Label common-shaped objects around the house with Post-its
- Count orally to 1,000
- Count objects while driving
- Count items in a specific space (basement or bedroom)
- Demonstrates place value to 100,000's
- Use straws or toothpicks to demonstrate
- Measures using standard and nonstandard units for length, weight, temperature, and capacity
- Use heel-to-toe walking to measure a room
- Weigh objects on the bathroom scale
- Put a thermometer outside, check it often
- Create, organize, and analyze bar graphs, pictographs, and pie charts
- Create a bar graph of a bag of m+m's (how many of each color)
- Create a weekly graph, keeping track of chores
- Skip counting by 2's, 3's, 4's, 5's, 10's, 100's
- Practice orally in the car while driving
- Count change or dollar bills in your wallet or purse
- Recognizes & counts combinations of pennies, nickels, dimes, and quarters

- Count coins, adding up the value
- Practice skip counting by 1's, 5's, 10's, and 25's
- Solves addition and subtraction story problems, mental computations, and missing addend problems
- Put numbers in a hat and pull out two; create a story problem using those numbers

Voyager Homework Suggestions for Repetition and Practice:

The following homework suggestions are designed to provide students with the fundamental skills they will need to meet and exceed the minimum academic standards set by the State and Federal Government. The **first** and most important recommendation for homework at the Voyager level is reading to and with your child. Please use the “Voyager Recommended Book List” for suggestions. The **second** recommendation is to integrate learning into your child’s daily life. The “Homework Suggestions to Integrate Learning into your Voyager’s Daily Living” will give you practical ways to make learning part of your daily schedule. It is recommended that Voyager students, with the support of an adult, spend an average of 20-35 minutes a night on homework. (This is in addition to time spent reading.) This time needs to be positive and productive. Do not continue if your child is overwhelmed, not in the right frame of mind, or the work is not being understood. A basic understanding of these concepts is expected by the end of the Voyager Unit.

Voyager Recommended Book List

Reading is the single most important thing a parent can do to help their child be successful in school. It is recommended that children be read to or read by themselves every day. Make sure your child sees you reading. If they see that you’re in the habit of curling up with a good book, they will likely want to do the same.

Voyager children need to be reading “Just Right” books every day. Just right books are books children can read without reaching their frustration level. Classroom teachers will be able to tell you what level your child is reading. Once you know that level, you can go to the CSA website and follow the Leveled Library link. By looking up your child’s level, you can find many titles that will be good for your child to read independently.

Another strategy parents can use to determine if the books they have are at the “Just Right” level is called the five-finger rule. Have your child read the first page and put up one finger for every word they do not know. When your child struggles with a word that they do not know, please tell them the word. If you find 5 words that they do not know before the end of the page, then that book is not a just right book, and should become a “Read TO” book. This simple strategy will ensure that reading remains enjoyable. The following is a suggested list of quality literature. As you are reading together for enjoyment, have conversations with your child about what is happening in the story.

The following is a list of “Good Books for the Primary Grades” as recommended in “The Educated Child”.

- *The Pied Piper of Hamelin* by Robert Browning
- *John Henry: An American Legend* by Ezra Jack Keats
- *Pecos Bill* by Steven Kellogg
- *The Arabian Nights* by Andrew Lang
- *The Wonderful Lamp* by Andrew Lang
- *Every Time I Climb a Tree* by David McCord
- *Amelia Bedelia* by Peggy Parish
- *Sylvester and the Magic Pebble* by William Steig
- *Mufaro’s Beautiful Daughters: An African Tale* by John Steptoe
- *A Child’s Garden of Verses* by Robert Louis Stevenson
- *The Trumpet of the Swan* by EB White
- *Crow Boy* by Taro Yashima
- *Owl Moon* by Jane Yolen
- *Lon Po Po: A Red Riding Hood Story from China* by Ed Young
- *Rumpelstiltskin retold* by Paul O. Zelinsky

Recommendations from Voyager Teachers include:

- *Harry Potter Series* by J.K. Rowling
- *Oh! The Places You Will Go* by Dr. Seuss
- *Magic Treehouse series* by Mary Pope Osborn
- *Little House in the Big Woods* by Laura Ingalls Wilder (Little House Series)
- *The Tale of Despereaux* by Kate DiCamillo
- *The BFG* by Roald Dahl
- *Because of Winn-Dixie* by Kate DiCamillo
- *The Secret Garden* by Frances Hodgson Burnett
- *Bunnicula* by James Howe
- *Charlie and the Chocolate Factory* by Roald Dahl
- *Frindle* by Andrew Clements
- *Where the Sidewalk Ends* by Shel Silverstein
- *The Boxcar Children* by Gertrude Warner
- *The Last Holiday Concert* by Andrew Clements
- *Tuck Everlasting* by Natalie Babbitt
- *The Indian in the Cupboard* by Lynne Reid Banks
- *The Wizard of Oz* by Frank L. Baum

- *Alice's Adventures in Wonderland* by Lewis Carroll
- *Through the Looking Glass* by Lewis Carroll
- *James and the Giant Peach* by Roald Dahl
- *Amber Brown is Not a Crayon* by Paula Danziger
- *Harriet the Spy* by Louise Fitzhugh
- *Jumanji* by Chris Van Allsburg
- *Charlotte's Web* by E.B. White
- *Trumpet of the Swan* by E.B. White
- *Owl Moon* by Jane Yolen
- *Stone Fox* by John Reynolds Gardiner
- *Tales of the Fourth Grade Nothing* by Judy Blume
- *A Wrinkle in Time* by Madeline L'Engle
- *Wayside School Gets a Little Stranger* by Louis Sachar
- *Babe: The Gallant Pig* by Dick King-Smith
- *The Incredible Journey* by Sheila Burnford

Homework Suggestions to Integrate Learning into your Voyager's Daily Living

Voyager Literacy Expectations:

- Reading (moving from learning to read to using reading to learn)
- Students should read an appropriately leveled book for at least 20 minutes each evening.
- After your child has read, ask him/her questions, such as:
 - about the events in the book (sequence of events)
 - What connections can they make to the text, and what does it remind them of
- Writing includes multiple paragraphs, with a beginning, a conclusion, and supporting details
- Have your child keep a journal and write paragraphs about the day's events
- When on vacation, keep a vacation journal detailing what you did over vacation
- Using margins correctly
- Whenever writing on a lined sheet of paper, make sure the holes are on the left and the writing is on the right side of the vertical red line. Use a highlighter to help mark these areas
- Use punctuation consistently and independently
- Check for accurate punctuation when writing notes and letters back and forth with your child.
- Spelling words and sight words (from dictionaries) is spelled correctly in all pieces of writing

- If your child knows a word is spelled incorrectly, have them look it up in a dictionary and correct it in their writing
- Make a list of words that your child commonly misspells and practice spelling these words
- Read and write legibly in cursive
- Write notes/letters to your child in cursive and ask them to write you back in cursive.
- Have your child write thank-you notes to family in cursive.
- Understands and identifies nouns, verbs, adjectives, and adverbs
- Do word games such as Mad Libs with your child
- Using a highlighter, have your child find a specific part of speech. For example, while reading the newspaper, have your child find 10 adjectives and highlight them

Voyager Mathematics Expectations:

- Knows basic multiplication facts 0 – 9
- Use flash cards
- Go online to: www.IXL.com or www.prodigymath.com
- Multiply two- and three-digit numbers
- Find a way to use this math in everyday events
- Use websites above or www.khanacademy.com
- Adds and subtracts multiple digits using regrouping or borrowing
- Using an advertisement flyer in the newspaper, “go shopping” for items, and add up the total of your shopping spree
- Given a certain amount of spending money, how much do you have left after your “shopping” trip through the advertisements
- Adds and subtracts fractions with like denominators
- Use fractions in recipes (to double or half amounts)
- Compare and order simple fractions
- Measure ingredients with measuring cups and compare amounts.
- Recognize equivalent fractions
- Find equal amounts using $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{3}$ measuring cups.
- Converts fractions to decimals (tenths, hundredths)
- Read and use decimals up to two decimal points
- Have your child help you balance your checkbook.
- Have your child add up the money received as gifts or their allowance.
- Understands percents as parts of a whole
- Use the terms half, third, etc. when talking with your child
- Compare, order, read, and write numbers to 1,000,000
- Write a number, then ask your child to read it, write a number larger and smaller than it
- Multiply and divide decimals up to two decimal places. Multiply money amounts in terms of monthly income to find yearly salary and salary for 18 or 24 months.

- Solves word problems, mental computations, and missing addends using multiplication and division.
- Play multiplication and division games with your child, such as WAR, where you multiply or divide the two cards, and the one with the highest answer wins those cards.
- Use mental math when out at the store. Ask your child to compute the cost of the items in the cart.
- Convert measurements of length, weight, and volume
- Use the terms meter, yard, inch, centimeter, liter, pound, ounce, etc. with your child.
- Cook with your child from a recipe that calls for measuring items.
- Know benchmark temperatures
- Watch the weather channel and allow your child to plan what clothes would be appropriate for the different temperatures.
- Winter is a perfect time for discussing the difference between Fahrenheit and Celsius for freezing water.
- Have a thermometer that measures both Fahrenheit and Celsius, which your child should check and keep track of for a month.
- Computes the area and perimeter of rectangles, triangles, and parallelograms
- Build or sew with your child. Allow them to design and compute the amounts of materials needed for the project.
- Understands and classifies angles, rays, lines, and points
- Use terms right angle, acute angle, obtuse angle, ray, line, line segment, and point with your child.
- Ask your child to identify these concepts in the world around them.
- Understands symmetry and transformations
- Use terms of rotation and reflection with your child.
- Move items around on the table and ask your child to identify what moved and how
- Classify and describe the attributes of familiar shapes
- Discuss shapes in the world around you. What shape is this Kleenex box? What shape is this picture frame?
- Discuss the number of sides and angles for each shape. Can they find a similar shape?
- Understands the concepts of factors and multiples
- Practice “skip counting” with your child (esp. by 4, 6, 7, 8, and 12).
- Applies estimation skills
- Estimate while shopping- How much do these items cost? Do I have enough money?
- Estimate time- How long until we get there? What time will I be done with my practice if I start at 6 pm.?

Explorer Homework Suggestions for Repetition and Practice:

The following homework suggestions are designed to support students in learning the fundamental skills they will need to meet and exceed the minimum academic standards set by the State and Federal Government. The **first** and most important recommendation for

homework at the Explorer level is reading to and with your child. Please use the “Explorer Recommended Reading list” for suggestions. The **second** recommendation is to integrate learning into your child’s daily life. The “Homework Suggestions to Integrate Learning into your Explorer’s Daily Living” will give you practical ways to make learning part of your daily schedule. It is recommended that Explorer students, with the support of an adult, spend an average of 30-35 minutes a night on homework. This time needs to be positive and productive. Do not continue if your child is overwhelmed, not in the right frame of mind, or the work is not being understood. A basic understanding of these concepts is expected by the end of the Explorer Unit.

Explorer Recommended Book List

Reading is the single most important thing a parent can do to help their child be successful in school. It is recommended that children be read to or read by themselves every day. Make sure your child sees you reading. If they see that you’re in the habit of curling up with a good book, they will likely want to do the same.

Explorer children need to be reading “Just Right” books every day. Just right books are books children can read without reaching their frustration level. Classroom teachers will be able to tell you what level your child is reading. Once you know that level, you can go to the CSA website and follow the Leveled Library link. By looking up your child’s level, you can find many titles that will be good for your child to read independently.

Another strategy parents can use to determine if books they have are at the “Just Right’ level is called the five finger rule. Have your child read the first page and put up one finger for every word they do not know. When your child struggles with a word that they do not know, please tell them the word. If you find 5 words that they do not know before the end of the page, then that book is not a just right book, and should become a “Read TO” book. This simple strategy will ensure that reading remains enjoyable. The following is a suggested list of quality literature. As you are reading together for enjoyment, have conversations with your child about what is happening in the story.

The following is a list of “Good Books for the Primary Grades” as recommended in “The Educated Child”.

- *Mr. Popper’s Penguins* by Richard Atwater
- *Tuck Everlasting* by Natalie Babbitt
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *James and the Giant Peach* by Roald Dahl
- *Charlie and the Chocolate Factory* by Roald Dahl
- *The Whipping Boy* by Sid Fleishman
- *Johnny Tremain* by Esther Forbes

- *And Then What Happened, Paul Revere?* By Jean Fritz
- *What's the Big Idea, Ben Franklin?* By Jean Fritz
- *Where was Patrick Henry on the 29th of May?* By Jean Fritz
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *The Harry Potter Series* by J.K. Rowling
- *Little House on the Prairie* by Laura Ingalls Wilder
- *Swiss Family Robinson* by Johann Wyss

Recommendations from Explorer Teachers include:

- *The Indian in the Cupboard* by Lynne Reid Banks
- *The Wizard of Oz* by Frank L. Baum
- *The NeverEnding Story* by Michael Ende
- *Where the Red Fern Grows* by Wilson Rawls
- *Chocolate Fever* by Robert Kimmel Smith
- *Babe: The Gallant Pig* by Dick King-Smith
- *The Incredible Journey* by Sheila Burnford
- *How to Eat Fried Worms* by Thomas Rockwell
- *Harry Potter Series* by J.K. Rowling
- *The Tale of Despereaux* by Kate DiCamillo
- *The Secret Garden* by Frances Hodgson Burnett
- *My Side of the Mountain* by Jean Craighead George

Homework Suggestions to Integrate Learning into Your Explorer's Daily Living

Explorer General Expectations

- Make it a habit to sign your child's planner every day
- Sit down together and discuss what needs to be done
- Assist your child with developing time management skills
- Plan for big projects

Explorer Literacy Expectations

- Reads at a beginning 6th-grade reading level as assessed by the DRA assessment

- Incorporate reading times in your student's schedule. See the attached recommended book list for suggestions.
- Practice assigned vocabulary words
- Writing includes 3 to 5 paragraphs with introductory and concluding paragraphs and supporting details paragraphs
- Assist your child in the writing of one of their monthly current events
- Read one of your child's favorite short stories with them and work on creating a 3 to 5-paragraph summary of the main idea of the story.
- Using margins correctly
- Ask your child to show you one of their rough drafts and help them with editing and revising
- Read one of your child's final copies and share your opinions on the piece
- Using specific editing marks
- Ask your child to show you one of their rough drafts and help them with editing and revising
- Read one of your child's final copies and share your opinions on the piece
- Use punctuation consistently and independently (see Explorer Punctuation Expectations)
- Look through a newspaper or magazine and look for semicolons, colons, dashes, and other punctuation, and see if you can figure out a rule as to how they are supposed to be used
- Choose a punctuation mark other than a comma, period, or question mark to use in your child's next paper.
- Minimum paragraph length is 5 to 10 sentences
- Look through one of the papers your child brings home. Find a paragraph that could have used further explanation and discuss with your child how they might include one more sentence for clarification.
- Read through one of your child's papers and discuss with them any sentences you find that are just "filler sentences," or sentences that do not serve a purpose. Suggest ways to avoid that in their writing. Words in final drafts are spelled correctly
- Provide a dictionary and a thesaurus in your home. After your child has written a paper, look it over and ask them to circle any words they feel they may have misspelled. Have them go back and correct the spelling of each word.
- Proofread one of your child's papers with them, focusing on spelling accuracy.
- Practice the assigned spelling words
- Read and write legibly in cursive and produce all pieces of writing in cursive
- Discuss quality work with your child

Explorer Mathematics Expectations

- Multiply and divide fractions
- Cook with your child and have them figure out how to double, triple, or cut a recipe in half using fractions.

- Search for internet programs such as www.khanacademy or www.prodigymath.com for drill and practice.
- Add and subtract fractions with uncommon denominators
- Alternating between addition and subtraction, practice 5 simple problems in the car on the way to and from school.
- Cooking with your child, practice doubling, tripling, and halving recipes in order to practice fractions.
- Converts mixed numbers to improper fractions (and back)
- Spend 10 minutes a night working on 4 or 5 practice problems that involve converting fractions.
- Recognizes integers on a number line
- Discuss with your child where you use positive and negative numbers in your everyday life.
- Play cards with your child where they keep score using positive and negative numbers.
- Solves applied problems about the volume and surface area of rectangular prisms
- Recognizes basic geometric concepts of three-dimensional shapes
- Understands the properties of a circle
- Understands the properties of angles in all geometric shapes
- Computes unknown angles
- Find and name ordered pairs on a coordinate grid
- Play Battleship with your child and discuss how coordinate grids work and how the game can be translated into graphing concepts.
- Read maps that utilize coordinate grids and have your child find specific places on the map
- Collects, organizes, presents, and analyzes data
- Search a newspaper or magazine to find examples of different types of data. Discuss which you prefer and why.

School Closing

Charyl Stockwell Academy will close for inclement weather when the Hartland School District closes its schools.

If the school needs to be closed, parents will be notified via email and phone.

School Closures will be broadcast on the following radio and television stations: WHMI (93.5 FM), WDIV (channel 4) out of Detroit, WILX (channel 10) out of Lansing, Fox 2 Detroit, WJR, WWJTV.

Student Enrichment Program

The purpose of the Student Enrichment Program is to provide quality, warm, caring, safe, and enriching before and after-school activities and child care for students attending the Charyl Stockwell Academy.

In fulfilling this purpose, the Student Enrichment Program develops, supervises, and administers all before and after-school programs for CSA Elementary. Individual registration fees vary by program. Some of the programs offered are:

Youth Sports
Enrichments
Short-Watch
Student Connection
Tutoring
Campus Shuttle

Youth Sports: The CSA SEP program partners with Huron Valley Community Education to offer youth sports leagues in Soccer, Basketball, Volleyball, and Track. Individual fees for each sport apply. Please visit the Student Enrichment Program website for more information about each sport season.

Enrichments: Various after-school activities, classes, and camps are developed and overseen by the Student Enrichment Program. These activities are scheduled throughout the school year. Families must enroll in each enrichment that they would like their student to attend. Individual fees apply.

Student Connection: Before and After School Child Care, licensed by the State of Michigan, is available for students enrolled at CSA Elementary. Parents must enroll, schedule, and pay for care one week before attendance. Please see the Student Enrichment Program website for more information.

Campus Shuttle: The campus shuttle is a service administered by the Student Enrichment Program for the CSA District students who need to use the shuttle service from Hartland to Brighton or Brighton to Hartland. There is a monthly fee for use of the shuttle. All Campus Shuttle families need to be registered in the Student Enrichment Program and receive a confirmed bus placement in order to ride the shuttle. **For students registered for our Campus Shuttle program, violating the Student Code of Conduct may result in removal from the Campus Shuttle program.**

*Information and registration for all Student Enrichment Programs is published for families on an ongoing basis on the Student Enrichment Program website: csasep.ce.eleyo.com
SEP Office direct phone number: 810-632-4778.*

Fines, Fees, & Other Charges

The Academy will assess a fine when Academy equipment, property, or supplies are damaged, lost, or not returned by a student. The fee will be reasonable and charged to compensate for the loss or damage incurred.

Unsettled accounts, such as but not limited to, lost books, library fines, and unreturned items that are the property of the Academy, are due at the end of the school year. Failure to pay fines, fees, or other charges may result in the withholding of official transcripts or other privileges. Unresolved obligations can be appealed to the Principal or designee.

Library Guidelines

Circulation Procedure

A “*Library Contract*” must be signed by both the student and parent prior to any book being checked out. If a contract has not been signed, the student is still allowed to read and/or do research in the library. Only after a contract has been signed will a student be able to leave the library with a book. This can be found and completed when registering online through PowerSchool.

Library cards are issued when fall pictures have been processed. Until library cards arrive, or if a card becomes lost, books can still be checked out. Library Cards will be kept in the library.

Kindergarten and Navigator students may check out one book for one week. The book may be renewed for another week if there is no reserve/hold on the book. In order for the book to be renewed for an additional week, the book must be brought to the library for renewal. Kindergarten and Navigator students will be allowed to check out one extra book, if it is required by their teacher for a school project.

Voyager students may check out up to two books for one week. The book(s) may be renewed for another week if there is no reserve/hold on the book(s). In order for the book to be renewed for an additional week, the book must be brought to the library for renewal. Voyager students will be allowed to check out one additional book (for a total of three books) for research purposes with teacher/parent/guardian permission.

In addition, Explorer students may check out three books for one week. The book(s) may be renewed for another week if there is no reserve/hold on the book(s). In order for the book to be renewed for an additional week, the book must be brought to the library for renewal. Explorer students will be allowed to check out two additional books (for a total of up to five) for research purposes, with teacher/parent/guardian permission.

Students will also be able to hold or reserve books not currently available in the library. Once the book becomes available, a librarian will contact the student and let them know that the book is available for checkout.

Reference books, books from “Charyl’s Library”, and magazines are not available for checkout and can only be used inside the library. In addition, students enrolled at CSA will be required to have parental permission before they may check out any books from the CSPA Library. Young Adult consent forms are available in the library and can be sent via email to the parent.

Overdue Book Notices

If a book is not returned on time, overdue notices are emailed to the parent and/or sent home with the student in his or her weekly folder. If a student does not remember checking out the overdue book, please contact the library for more information. Our librarians are always happy to help a student by looking up the complete title and author, helping them to look on the library shelves, helping the student think of places he/she can search for the book in the classroom and at home, etc.

If the book has still not been returned, then the student and his/her family will be responsible for the replacement cost of the book. The amount charged will be based on how much it will cost to replace the book from our library supplier (usually Perma-bound). No other book may be checked out until the previous book has been paid for or returned. All checks should be made payable to CSA with “Library book” on the memo line. If a book is paid for and later found, a full refund of the amount paid will be issued.

Students are expected to take care of the books that they borrow from the library. We will also consider a book to be “lost” if a book has been damaged. Such damage includes pages torn, colored in, or written on; damage by pets or siblings, etc.

Some suggestions on how to protect library books:

- Put books in book bags to carry them to and from school in order to protect them from the weather.
- At home, keep library books in a safe place out of reach of younger siblings and pets.
- Keep library books in the same place in the house, preferably away from other books, so that the library book is less likely to become lost.
- Keep food or drink away from library books to avoid spills. Use clean hands when handling books.
- Do not lend library books to someone else.

Interlibrary Loan (ILL) of Books

Interlibrary Loan (ILL) allows students to request books from either library in the CSA District. A student can make this request to a librarian in the student library.

General Library Procedures for Students:

- The Library is a food-free space
- Walk quietly and slowly through the library
- Keep voices at a soft level so those students who are reading or studying are not disturbed
- Listen to and follow the directions of the librarians
- Always treat books gently
- When looking at books in the library, always return them to their proper places on the shelves or place them in the book cart for re-shelving by librarians
- When sitting in the Children's Area at the CSA Library, all family meeting procedures apply
- While at the circulation desk, wait quietly in line to check out your book or to ask your questions
- Computer time should be limited to five minutes per student if others are waiting for a turn
- Individuals attending the library without a teacher must have permission from their teacher
- Students using the computer to search for books have precedence over students using computers for internet research or other projects. Internet use expectations apply
- Kindergarteners and Navigators will not be allowed internet access without the direct supervision of a parent or teacher
- Computers are only used for school business.
- Students may only use their library account.

Lost and Found

Lost items are placed in plastic bins in a designated location in the elementary school. The Lost and Found bins are routinely emptied. Labeled items are returned to students. Prior notice of when the bin will be emptied will be announced in the *Tuesday Times*.

Playground Use

Students and their families may use the CSA playground before and after school. To ensure their safety as well as that of students in before and after school programs, please follow these guidelines:

- All children must be supervised by their parents/guardians.

- The supervising parent/guardian and the student(s) must abide by the SEP program playground rules and follow the direction of SEP staff.
- No glass containers are allowed on or around the playground.
- Dispose of all trash.

Playground Procedure

All students will treat one another with the same courtesy and respect that is demonstrated in the classroom. Students making harmful or disrespectful choices may be required to leave the playground. The action taken in response to an unsafe situation is at the discretion of the staff member handling the situation.

Expectations of General Behavior:

Students will:

- Stay within the boundaries of the playground
- Leave food, paper, pencils, and other objects in the classroom
- Leave snow, rocks, tree bark, sticks, and other dangerous objects on the ground
- Safe games only
- School-appropriate language is expected

Specific Equipment Procedures:

General Procedures:

- Games of tag should be played in the field areas only
- No jumping off the top of any part of the play structures
- No climbing on the outside of the play structures
- No climbing or hanging from trees
- Walk around the equipment; watch for other people
- One person uses each separate piece of equipment at a time

Fence: No climbing on, digging under, or damaging the fence is permitted.

Slides: Children must be visible to staff at all times. Children must slide on their bottoms, feet first, one at a time. The next child should wait until the current child has gone down the slide before proceeding.

Field Activities: There must be supervision of at least one staff member to participate in the field.

Swings: One child per swing. No standing, twisting, underdogs, jumping off, or throwing the swings over the top. No climbing poles on the sides of swings.

Monkey Bars: No climbing on top of or jumping off the bars. All traffic goes in one direction. Students may not play under the bars when in use.

Zip Line: Pushing others on the zip line is not permitted. Users must be tall enough to reach the handles to use. When dismounting from the zip line, jump off onto the platform. If not using the zip line, walk around the zip line area; do NOT walk under the zip line.

Merry-Go-Round: 7 - 9 students can safely use the Merry-Go-Round at a single time. No jumping off the merry-go-round.

Winter Playground Activities:

- Outdoor recess during the winter months is encouraged.
- Participation in outdoor winter playground activities requires appropriate outerwear (i.e., hats, mittens, boots, coats, snow pants).
- Winter sledding on the grounds of CSA during recess is an occasional experience that is supervised very carefully. Sledding equipment is provided by CSA. Equipment from home is not permitted.

Celebrations and Special Activities

School-wide Celebrations

As a school community, we will celebrate the following holidays only: Halloween, Christmas, and Valentine's Day. The date and times of these celebrations will be determined by the CSA Leadership Team and announced in the *Tuesday Times* and classroom/program newsletters. These school-wide celebrations will include individual classroom activities that are typically designed for family participation; therefore, parents, as well as siblings under their direct supervision, are welcome and invited to attend.

Culminating Events

Individual classrooms will hold three Culminating Events per school year. The purpose of these events is to demonstrate or highlight learning and quality work completed by your children. This is another form of reporting progress to parents. These events will be announced in classroom newsletters and are intended for adults only. This is a special time for parents to spend focused on their child and their accomplishments, so please make arrangements for siblings not to attend.

Field Trips

Field trips are planned by units to coincide with topics of study. A field trip is an extension of the learning that takes place in school. Specific details about trips will be announced in classroom newsletters and/or Classroom Handbooks. Teachers often ask for volunteers to chaperone during these trips, but siblings do not attend. All Academy discipline policies apply

during a field trip. **Volunteers need to submit a form and a copy of their driver's license in order to volunteer for field trips at least a week before the scheduled field trip.**

Volunteers will be screened through internet sites, such as the Sex Offenders Registry (SOR), the Internet Criminal History Access Tool (ICHAT), or other similar sites for background checks, before this type of volunteer assignment.

Lunches and Snacks

Students may bring their lunches and snacks from home to school. No microwave ovens are available at CSA to warm student lunches. Hot food and beverages should be sent in a thermos or a container. In respect of our families and to ensure the safety of our students, we do not encourage or allow students to share or trade snack/lunch items with each other.

The CSA District offers FREE breakfast and lunch to all students, Kindergarten through High School.

We have hired a company called K-12 to prepare and serve breakfast and lunch at all three campuses. The meals, which follow the USDA nutrition guidelines, are offered free of charge to **all** students in the district. This is funded through the Michigan School Meals program. Parents are still welcome to send snacks and lunch to school with their children as usual if they prefer. Menus can be found through a link in the Tuesday Times.

Videos and Digital Recordings

Staff members in CSA classrooms and the Student Enrichment Program may present videotapes and other digital recordings, given the following conditions:

Kindergarten, Navigator, Voyager, Explorer & Student Enrichment Program:

The elementary school will only show G movies.

It is generally not appropriate or necessary to show a commercial video in its entirety. Segments of videos are more often than not sufficient to support instructional material.

Video Surveillance on Campus

Academy buildings and grounds are equipped with electronic surveillance, which may include video and audio recording, for the safety of students, staff, and visitors. Your actions may be recorded and preserved. The content of the video surveillance may be used in student disciplinary proceedings.

Photograph and Publicity Release Form

At the beginning of each school year, families are required to complete a *Photograph and Publicity Release Form* for their family to grant or deny consent to the Academy to use the student's name, likeness, image, voice, and/or appearance as may be embodied in pictures, photos, video recordings, audiotapes, digital images. This can be completed during the registration process through PowerSchool.

Publications

An individual or organization wishing to submit information for publication in the Tuesday Folders and/or *Tuesday Times* must submit the information to the Academy Administration for review at least one week before the publication due date. The Academy reserves the right to review and determine content over school-sponsored publications. The Academy does not solicit business for non-school-related functions and/or organizations.

Transfer out of CSA

Parents must notify the Principal in writing about plans to transfer their child to another school. Transfer will be authorized only after the parent and/ or student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact a secretary in the Student and Family office for specific details.

When transferring student records, school officials are required to transmit disciplinary records, including suspension, expulsion, and truancy actions against the student.

Receipt of a request for records from another school is a statement from the parent/guardian confirming that their child is removed from the CSA enrollment and their child's seat is no longer reserved at CSA from that point forward.

SECTION II: Student Conduct

Student Compact

I, as a CSA student, pledge to do the following:

- I will arrive at school on time every day, prepared to learn.
- I will wear the approved CSA uniform.
- I will become knowledgeable of and adhere to all CSA policies and procedures. I understand that these school policies protect the safety, interests, and rights of all individuals.
- I will complete all assignments on time and in a quality manner.
- I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.
- I will be responsible for my actions and be truthful at all times.
- I will model good citizenship and always be respectful of staff members, visitors, fellow students, and school property.
- I will deliver all notices from the school to my parents/guardians promptly.
- I will demonstrate hard work and effort in all that I do.
- I will bring all required materials to class and come to class focused and ready to learn.
- I will use my time wisely and for constructive purposes.
- I will be an active participant in the classroom, listen carefully, and take part in class discussions.
- I will approach learning with enthusiasm and a positive attitude.
- I will strive to use higher-level thinking skills such as inquiry, problem solving, reflection, self-evaluation, and goal setting.
- I will strive to resolve problems by carefully choosing the best solution.
- I will strive to demonstrate the six character traits of respect, kindness, responsibility, getting along, work ethic, and optimism.

Safe Schools Student Discipline

As a Michigan public school, we are required to follow laws relating to safe schools. The Board of Directors at Charyl Stockwell Academy endeavors to ensure that CSA is a safe place for teaching, learning, and working. Physical and/or verbal assaults committed by a student against school personnel and/or other students are not tolerated. Student possession of any dangerous weapons or use of any object as a weapon is not tolerated.

The Academy will take swift and appropriate disciplinary action for a violation of any of the infractions listed in the Family Handbook or inappropriate behavior where notice has been provided. All Academy rules will be enforced while on Academy property, in an Academy vehicle, at all school activities, and at any other Academy-sponsored activity or event, whether

or not it is held on Academy premises (including but not limited to Short-Watch and SEP). For students registered for our Campus Shuttle program, violating the Student Code of Conduct may result in removal from the Campus Shuttle program.

Additionally, the Academy reserves the right to discipline students for off-campus behavior that has a nexus to and/or directly impacts the operation, order, discipline, or general safety and welfare of the school.

Violations of any policies referenced in this handbook, including violations of the electronics and wireless communication devices, any network, Internet acceptable use, or technology policies, may result in an out-of-school suspension, long-term suspension, or expulsion, depending on the severity of the offense and the requirements of the law.

The Academy will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities.

Due Process Rights

All students suspended and/or expelled will be provided notice and an opportunity to be heard per a student's due process rights under the law. Nothing in this Policy shall diminish or be in derogation of the due process rights accorded to students who have been determined to be eligible for special education services under federal and State laws.

Gross Misdemeanors or Persistent Disobedience

Any student guilty of gross misdemeanors, persistent disobedience, or persistent disobedience of dress code policy may be suspended or expelled. Examples include, but are not limited to, aggressive behavior, inappropriate language, inappropriate gestures, inappropriate physical contact (including public displays of affection and sexual acts), insubordination, failure to cooperate with Academy staff, theft, academic dishonesty, disruption of educational environment, violation of school policies or procedures, etc.

Weapons, Arson, or Criminal Sexual Conduct

Any student in possession of a firearm on the Academy property, in an Academy vehicle, or at an Academy-sponsored event shall be permanently expelled from the Academy, subject to reinstatement under the law.

Any student in possession of a dangerous weapon (excluding firearms), as defined by law, or who commits arson or criminal sexual conduct on Charyl Stockwell Academy property, in an Academy vehicle or at an Academy sponsored event or commits criminal sexual conduct against another student enrolled in the same school may be permanently expelled from Charyl Stockwell Academy, subject to reinstatement under the law.

A student who pleads to or is convicted of or is adjudicated for criminal sexual conduct against another student enrolled in the same school shall be permanently expelled (after considering mitigating factors) from the Academy, subject to reinstatement under the law.

Dangerous weapons are defined as firearms*, daggers, dirks, stilettos, knives with blades over 3 inches in length, pocket knives opened by a mechanical device, iron bars, and brass knuckles. The definition of *"Firearms" is defined as: any weapon (including a starter gun) which will or is designed or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device.

Possession, use, or threatening the use of any weapon (not included in the legal definition above) or any dangerous item may result in the student being suspended or expelled.

A dangerous item is any object capable of inflicting bodily harm as determined within the sole discretion of the authorized school district administrator (including but not limited to knives, bullets, fireworks, smoke bombs, any parts of a weapon, or **toy weapons**).

A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, pens, pencils, compasses, or combs.

Physical Assaults Against School Personnel

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Under Academy guidelines, any student who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on Academy property, in an Academy bus or other vehicle, or at an Academy-sponsored activity or event may be suspended or expelled depending on the severity of the circumstances.

Physical Assaults Against Students

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Under Academy guidelines, any student who commits a physical assault against another student on Academy property, on an Academy bus or vehicle, or at an Academy-sponsored activity or event may be suspended or expelled depending on the severity of the circumstances.

Physical Aggression

Physical aggression is behavior that causes or threatens physical harm to others, whether or not this causes a physical injury. It includes, but is not limited to, throwing or breaking items,

intentionally shouldering another person, tackling another student, and knocking over furniture.

Under Academy guidelines, any student who commits physical aggression against another student on Academy property, on an Academy bus or vehicle, or at an Academy-sponsored activity or event may be suspended or expelled depending on the severity of the circumstances.

Verbal Assaults

Under Academy guidelines, any student who commits a verbal assault on Academy property, in an Academy bus or vehicle, or at an Academy-sponsored activity or event against an Academy employee or a person engaged as a volunteer or contractor for the Academy, or another student, may be suspended or expelled depending on the severity of the circumstances.

“Verbal assault” means a threat of an immediate harmful or offensive touching, coupled with an apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching; or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person (example: excessive taunting or teasing, bullying or other verbal harassment); a bomb threat (or similar threat) directed at a school building, other school property, or a school event. For purposes of this policy, the definition of assault also includes written threats.

Bullying

It is the policy of the Academy to provide a safe educational environment for all of its students in compliance with the law. Bullying is strictly prohibited.

All students are protected under this policy while on Academy property, in an Academy bus or vehicle, at any Academy-sponsored event, or while using an Academy-owned and/or operated telecommunications service provider or Academy-owned and/or operated telecommunications access device.

Under state law, bullying is defined as any written, verbal, or physical act or electronic communication, including but not limited to cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits or programs.
- Adversely affecting the ability of a student to participate in or benefit from the Academy’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a student’s physical or mental health.

- Causing substantial disruption in, or substantial interference with, the orderly operation of the Academy.

Bullying is equally prohibited without regard to its subject matter or motivating animus.

The Principal is responsible for establishing procedures for the effective implementation of this policy.

Any student who believes he/she has been or is the victim of bullying shall immediately report the situation to the Principal. The student may also report the situation to an Administrator, teacher, or counselor, who will be responsible for notifying the Principal. Any complaints against the Principal should be filed directly with the Superintendent. All complaints are to follow established complaint reporting procedures.

Each complaint of bullying will be investigated by the Principal or designated Administrator in a prompt, thorough, and impartial manner. The Principal or designated Administrator will look at the totality of the circumstances and evaluate facts, including but not limited to:

- Description of the incident- nature of the behavior and the context of the alleged incident
- How often did the conduct occur
- Nature and severity of behavior
- Any past incidents or continuing pattern of behavior
- The relationship between the parties
- Characteristics of the parties involved, i.e., age, grade, etc.
- Does the student who is perpetuating the bullying behavior have a plan that identifies problem behaviors and how to address them?
- The bullying definition

Restorative Practices will be considered in the correction of bullying behavior. Restorative practices mean practices that emphasize repairing the harm to the victim and the school community caused by the student's misconduct.

The Principal or designated Administrator will report the occurrence of a bullying incident to the parents or legal guardians of all students involved.

The Academy prohibits retaliation or false accusations against a target of bullying, a witness, or another person with reliable information regarding an act of bullying. The highest level of confidentiality shall be maintained for an individual who reports an act of bullying.

Harassment

The Academy prohibits any type of harassment. Harassment includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal, or physical conduct directed against an individual that places an individual in reasonable fear of harm to his/her person or damage to his/her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or a staff

member's work performance, or has the effect of substantially disrupting the orderly operation of the Academy.

Harassment may be based on an individual's race, color, ethnicity, national origin, sex (including sexual orientation, and gender identity or expression), pregnancy, mental or physical disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information that are protected by Federal civil rights laws. Harassing conduct is not limited to in-person activity; it may include the use of cell phones or the Internet. Such behavior may take many forms, including, but not limited to, stalking, name-calling, taunting, cyberbullying, and other disruptive behaviors.

Harassment does not have to include the intent to harm another individual, be directed at a specific target, or involve repeated incidents. Harassment based on race, color, or national origin creates a hostile environment when the conduct is so severe or pervasive that it limits or denies a student's ability to participate in or benefit from the services, activities, or opportunities offered by the Academy.

All administrators, staff, parents, volunteers, and students are expected not to tolerate harassment and to demonstrate behavior that is respectful and civil towards all other individuals associated with the Academy. Complaints alleging discrimination or harassment based on a student's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination, bullying, or harassment complaints.

Since bystander support of harassment can encourage these behaviors, the Academy prohibits both active and passive support for acts of harassment. Such active and passive support can result in disciplinary action.

Sexual Harassment

Sexual harassment is defined as:

1. An employee conditioning the provision of an aid, benefit, or service of the public school academy on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo sexual harassment); or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive **and** objectively offensive that it effectively denies a person's equal access to the Academy's education program or activity; or
3. Any incident of sexual assault, dating violence, domestic violence, and stalking as defined under federal law.

Sexual harassment includes, but is not limited to, the following:

- Physical assaults (e.g., intentional physical conduct that is sexual in nature, such as touching, pinching, or brushing against another individual's body);
- Unwelcome sexual advances, comments, requests for sex, sexual activities concerning one's employment or advancement, regardless of whether they are accompanied by promises or threats concerning one's grades, safety, job or performance of duties;
- Sexual displays or publications such as calendars, screen savers, sexual jokes, posters, cartoons, verbal or written harassment or abuse, or graffiti; and
- Other verbal or physical conduct of a sexual nature which has the purpose or effect of interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive work environment.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

No staff member or student in the Academy shall be subjected to any form of harassment, including sexual harassment, on Academy premises, on an Academy bus or vehicle or at any Academy sponsored event or activity. Students, who engage in harassment, including sexual harassment, will be subject to disciplinary action.

Factors for determining consequences may include, but are not limited to:

- age, development, and maturity levels of the parties involved
- degree of harm
- surrounding circumstances
- nature and severity of the behavior(s)
- incidences of past or continuing pattern(s) of behavior
- relationship between the parties involved and
- context in which the alleged incident(s) occurred

The Academy prohibits intentionally making a false report of alleged sexual harassment, submitting a false formal complaint, or making or submitting false statements or information during the Title IX grievance process. Violation of this prohibition will result in disciplinary action.

Hazing

Hazing is defined as an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the

purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition. The term “organization” includes, but is not limited to, a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution.

Hazing is a violation of state criminal law and is prohibited at all times. A student who commits hazing on Academy property, in an Academy bus or vehicle, or at an Academy-sponsored event will be subject to disciplinary action, including suspension and expulsion, and legal action.

Prohibition of Smoking

Charyl Stockwell Academy prohibits the use of any tobacco or nicotine product on Academy property, in an Academy bus or vehicle, or at any Academy-sponsored event. In addition, any tobacco or nicotine advertising or promotion is strictly prohibited. Violation of this policy could result in suspension or expulsion.

This prohibition includes tobacco products, tobacco-related devices, imitation tobacco products, lighters, vaporizers (including any substance used in vaporizers), electronic cigarettes, electronic nicotine delivery systems or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

Prohibition against Alcohol and Drugs

In line with the Safe and Drug Free School Policy, the Academy administration believes that drug and alcohol abuse in any school is a threat to the safety and health of students, staff, and the school community as a whole. It is the policy of the Academy to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents violating this policy. Disciplinary action includes, but is not limited to, substance abuse assessment, participation in a substance abuse rehabilitation program, drug and alcohol prevention activities, suspension, and/or expulsion.

When handling violations of this policy, the Principal or designated Administrator will take into account all of the circumstances surrounding the incident, including but not limited to:

- nature, severity, and frequency of the misconduct;
- type of substance;
- The context in which the alleged incident occurred.
- past incident or continuing pattern of behavior

The Academy prohibits the use, possession, concealment, sale, delivery, or distribution of alcohol, drugs (including marijuana), and/or any mind-altering substances and/or related paraphernalia on Academy property, in any Academy bus or vehicle, or at any Academy-

sponsored event. Students under the influence of such substances on Academy property, in any Academy bus or vehicle, or at any Academy-sponsored event will be subject to this policy regardless of the amount taken.

Possession includes any substances as described below, including, but not limited to bath salts, K-2, etc, and/or related paraphernalia found on the student's person, purse, backpack, locker, vehicle, etc. Any searches will be conducted as outlined in the Search and Seizure section in the Student Handbook.

The term "drugs" includes:

- Controlled substances as so designated and prohibited by the state and federal law;
- All chemicals that release toxic vapors;
- Mind-altering substances and any otherwise legal substances which, when used or consumed inappropriately, create alterations in perception, mood, consciousness, cognition, or behavior. Mind-altering substances are not intended to include caffeine and like substances when consumed in moderation;
- Marijuana;
- Any prescription or patent drug, except those for which permission to use at the Academy has been granted pursuant to Academy policies and procedures.
- "look-alikes";
- Performance-enhancing drugs, as determined annually by the Department of Community Health, and
- Any other illegal substance so designated and prohibited by law.

Also, if a student is found using or possessing a non-prescribed medication without parent/guardian authorization, he/she will be brought to the school office and the parents/guardians will be contacted for authorization. The medication will be confiscated until written authorization is received. Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized violates the school's drug policy and will be disciplined in accordance with the drug-use provision below.

Medical Marijuana & Prescription Drug Policy

The Academy prohibits the abuse, possession, sale, or distribution of prescription drugs and medical marijuana. If a student disobeys this prohibition, the student will be subject to disciplinary action in line with the Academy's disciplinary policies and procedures.

The Michigan Medical Marijuana Act states that a person shall not sell or possess marijuana or otherwise engage in the use of marijuana, even if for medical use, in a school vehicle or on the grounds of any preschool or primary, or secondary school.

Reasonable Suspicion Drug Testing

The Administration will require a student to submit to drug testing if the Administration has a “reasonable suspicion” that the student is using or is under the influence of any illegal drug, alcohol, or any mind-altering substance (whether illegal or not). Reasonable suspicion may arise from the following:

- A student’s behavior, along with physical appearance, action, and/or odor, indicates that the student has used an illegal drug, alcohol, or any mind-altering substance (whether illegal or not);
- The student’s possession of an illegal drug, alcohol, or any mind-altering substance (whether illegal or not) and/or related paraphernalia; or
- Information communicated to an Academy Administrator by a teacher, parent, law enforcement, or a student that indicates a student is using, possessing, or under the influence of an illegal drug, alcohol, or any mind-altering drug (whether illegal or not). Any such report will be investigated by the Academy Administration and will be substantiated by other physical indicators or physical appearance, if deemed necessary.

The Academy Administrator will look at the totality of the circumstances when determining “reasonable suspicion”.

After reasonable suspicion has been established and if the student denies using drugs, the student will be asked to take a drug test administered by an Academy staff member. The student is suspended pending the drug test results. The Academy Administration will contact the student’s parents/guardians as soon as practicable. The cost of the test will be paid by the Academy and will be used for disciplinary action.

The student is expected to cooperate fully with this policy and the direction of staff in the administration of the drug test. If the student refuses to take the test, the student will be advised that such denial will be considered insubordination under the student code of conduct, with the same consequences listed below. The student will then be given a second opportunity to take the test.

If the results of the drug test are positive:

First Offense – Up to ten (10) days suspension, with the possibility of long-term suspension or expulsion, depending on the severity of the circumstances. Law enforcement will be contacted.

Second Offense - If a student violates the drug policy a second time, the student will be given a long-term suspension or permanently expelled from the Academy. Law enforcement will be contacted.

Drug test results are considered confidential, but may be discussed with the student's guidance counselor and any other Academy staff members if it is deemed necessary by the Administration in order to assist the student or for use in disciplinary action.

During a suspension or expulsion, a student is not allowed on Academy property, in an Academy vehicle, or to participate in or attend any before or after-school activities (including, but not limited to, the student's attendance as a spectator, participation in sports activities, or weekend activities occurring during the suspension/expulsion).

It is the policy of the Academy that a student's eligibility for participation in interscholastic athletics will be affected by the use of any performance-enhancing substance as provided by statute, including but not limited to those performance enhancing substances banned in bylaw 31.2.3.4 of the bylaws of the National Collegiate Athletic Association, identified on any list developed by the Michigan Department of Community Health and any other substances within the discretion of the State Board of Education.

Chewing Gum in School

Students are not permitted to bring chewing gum (including with their lunches and/or snacks) to school. Violations will result in the chewing gum being taken from the student.

Selling Personal Items at School

Students are not permitted to sell personal items at school. Violations will result in the personal item being taken from the student.

Damage to Property

Vandalism and disregard for school property will not be tolerated. Actions include, but are not limited to, writing in textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, damaging Academy equipment, spray painting surfaces, and tampering with or otherwise interfering with video and/or monitoring equipment. Violations could result in physical or financial restitution, suspension, or expulsion. (Graffiti is considered vandalism.)

Personal Cell Phone Use

Students are prohibited from using their cell phones during the school day. This includes other devices used for communication, including but not limited to, SmartWatches, or using a computer for communication that is not for school business.

Profanity and/or Obscenity

A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or obscene language and obscene gestures toward students, staff working at the Academy, volunteers, and visitors.

Academic Dishonesty

Academic dishonesty is considered a grave offense. Academic dishonesty (cheating and plagiarism) is willingly and knowingly copying or using the work of others to represent it as one's own/or an act of using books, notes, or other materials on an assessment without the knowledge or approval of the instructor. Academic dishonesty includes the use of Artificial Intelligence, including but not limited to ChatGPT, to complete assignments or assessments.

It is also considered cheating when one obtains a copy of an assessment and/or assessment answers prior to taking an assessment with the intention or anticipation of using the information obtained on the assessment. Academic dishonesty includes tampering with educational materials and assessments, including State assessments.

Contraband

In addition to illegal items under state and federal law, contraband items that are not to be brought to school or affixed to an item brought to school include, but are not limited to, water pistols, toys, wireless communication devices (WCDs), lighters, matches, smoke bombs or stink bombs, and other items that may be disruptive to the instructional environment. The administration may add to this list at any time. Items confiscated by the Administration pursuant to this policy will be returned to the parent/guardian.

Insubordination

A student will not willfully ignore or refuse to comply with directions or instructions given by Academy staff.

Sexting

Students may not send, receive, or possess sexually explicit or otherwise inappropriate pictures or images via cell phone, computer, or other digital device. A student may not interfere with school administrators, teachers or other school personnel by threat of force or violence.

False Fire Alarm

Unless an emergency exists, a student may not intentionally sound a fire alarm or cause a fire alarm to be sounded. A student may not destroy, damage, or otherwise tamper with a fire alarm system in an Academy building or at an Academy-sponsored event. If damage occurs or the school is billed for emergency services, the Student and Family may be responsible for financial restitution.

Theft or Possession of Stolen Property

A student may not, without permission of the owner or custodian of the property, take property or have in his or her possession property that does not belong to the student.

Forgery

Students will not fraudulently write the name of another person or falsify times, dates, grades, addresses, or other data.

Disorderly Conduct

A student will not behave in a manner that causes a disruption or obstruction to the educational process.

Other Illegal Conduct

Students shall not engage in any activity that constitutes a violation under city, state, or federal law on Academy premises, on an Academy bus or vehicle at any Academy-sponsored events, or in the online classroom.

Application to Students with Disabilities

This policy shall be applied in a manner consistent with the rights secured under Federal and State law to students who are determined to be eligible for special education programs and services. The Academy will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education or Section 504 student will be expelled if the student's misconduct is a manifestation of his/her disability as determined through a manifestation hearing. However, the Academy can decide unilaterally to remove a student from his/her educational placement to an interim alternative educational setting, even when the student's behavior was found to be a manifestation of the student's disability, in the following circumstances as defined by federal law:

The student carries a weapon to or possesses a weapon at the Academy or an Academy function.

The student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at the Academy or an Academy function.

The student has inflicted serious bodily injury upon another person while at the Academy or at an Academy function.

Exclusion during Suspension/Expulsion

During a suspension or expulsion, a student is not allowed on Academy property, in an Academy vehicle, or to participate in or attend any before or after-school activities (including attendance as a spectator at weekend activities occurring during the suspension/expulsion). Violation of this may result in further suspension or expulsion.

Progressive Discipline

The Academy uses progressive discipline to determine the severity of the consequence for the student. Progressive discipline involves increasing the severity of the penalty each time the student displays inappropriate conduct. This process is intended to correct the behavior of the student, not to punish the student. The investigator will take into account all of the

circumstances surrounding the incident, including, but not limited to: the nature, severity and frequency of the misconduct; the student's age; the student's disciplinary record, whether student has a disability; development and maturity of the students involved; whether the violation or behavior threatened the safety of any other student or staff; whether a lesser intervention would address the violation or behavior; whether restorative practices will be used; and the context in which the alleged incident(s) occurred. Restorative practices shall be considered as an alternative or in addition to suspension or expulsion.

Implementation

The Academy shall develop administrative guidelines for dealing with the discipline of students authorized by this policy. The regulations shall include procedures for reporting violations of this policy to the student's parents(s)/guardian(s), Executive Director, and Board, procedures for referring permanently expelled students to appropriate Family Independence Agencies or County Community Health Agencies, specifics of the appeals process, and the process for the reinstatement of students. Please contact the Principal for a copy of those guidelines.

Annual Review

As part of its oversight function, the Board will revisit this policy annually and review the effectiveness of the policy and, if necessary, consider any policy or procedural changes that may increase the policy's efficacy.

LEGAL REF: MCL 380.1311; 750.82; 759.235.891 (Weapons Free School Law). MCL 380.1309 (Teacher Suspensions); MCL 380.1311a (Physical and Verbal Assaults Against School Personnel); MCL 380.1310 (Physical Assaults Against Students).

Behavioral Threat Assessment and Management

Behavioral Threat Assessment and Management (BTAM) is a fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations. The primary goal of the BTAM process is to prevent the immediate risk of harm to others and engage resources and support for the individual of concern.

CSA District's behavioral threat policy and procedure is based on the U.S. Secret Service model. The Secret Service model is seen as the "gold standard" and is based on years of research to support the effectiveness of its implementations.

BTAM is designed to identify situations/subjects of concern, inquire and gather information,

assess the situation, and manage the situation, thereby mitigating the risk. When there is probable risk of harm to students, staff, or school property, a behavior threat assessment will be initiated by the Building's Risk Assessment Team.

The Risk Assessment Team

CSA District has a Risk Assessment Team (RAT) for each building as well as a District Risk Assessment Team. Each Building Risk Assessment Team will include a Team Leader, Principal, and/or Designee, and a School Social Worker and/or School Counselor. Other school professionals may serve on the team as designated by the Principal and/or Team Leader, including but not limited to School Resource Officers or Campus Police liaisons. The Team Leader or Principal is responsible for leading the Risk Assessment Team.

Team members will communicate and work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school, students, and staff.

The Risk Assessment Teams' Responsibilities include but are not limited to;

- Providing guidance to staff and students regarding the recognition of threatening behavior that may represent a threat
- Identifying members of the school community to whom threatening behavior should be reported
- Assessing and intervening in situations where the individual's behavior poses (or may pose) a threat to the safety of the school, staff, or students. Where appropriate, this may include referrals to health care providers for evaluation or treatment.

The Principal or designee will document the Risk Assessment and responses. Documentation is maintained in accordance with District Policy.

Reporting Mechanisms for Staff, Students, and Parents

All threats to the safety of school staff or students made by any individual will be immediately reported to the Principal or Designated Administrator on Duty. Reporting will remain confidential to the best of the administration's ability. Based on the school building, stakeholders are encouraged to utilize the following reporting mechanisms:

- Elementary risk/threat reporting mechanism
 - Report to a trusted adult (classroom teacher, school leader, staff member)
 - Trusted adult reports to Principal or Designated Administrator on Duty
 - Mrs. Winters (810-632-2200)
 - Call 911 if necessary
- Middle School risk/threat reporting mechanisms

- Report to a trusted adult (advisory/classroom teacher, school leader, staff member)
 - Trusted adult reports to Principal or Designated Administrator on Duty
 - Mr. Stewart (810-225-9943)
 - Send reporting email to sentriesspeak[@csaschool.org](mailto:sentriesspeak@csaschool.org)
 - Email is monitored between 8:00 a.m.- 5:00 p.m. Monday - Friday
 - Email is monitored by Mrs. Woodruff, Ms. Barnaby, and Mr. Stewart
 - Call 911 if necessary
- High School risk/threat reporting mechanisms
 - Report to a trusted adult (advisory/classroom teacher, school leader, staff member)
 - Trusted adult reports to Principal or Designated Administrator on Duty
 - Mr. Stewart (810-225-9940)
 - Send reporting email to sentinelsspeak[@csaschool.org](mailto:sentinelsspeak@csaschool.org)
 - Email is monitored between 8:00 a.m.- 5:00 p.m. Monday - Friday
 - Email is monitored by Mrs. Holland, Mr. Swain, and Mr. Stewart
 - OK2SAY
 - Call 911 if necessary

Educating Students, Staff, and Parents to Identify and Report Risk Behaviors

District staff will educate students, staff, and parents on how to identify and report potential risks or threats, as well as the importance of reporting. This will occur a minimum of three times per year. Stakeholder communication will occur before the discussion with students.

Prohibited or Concerning Behaviors

Anyone who is aware of any of prohibited or concerning behaviors should notify the Principal or Designated Administrator on Duty immediately.

- Prohibited Behaviors, those that may warrant **immediate** intervention
 - Threatening violence
 - To self or others
 - Engaging in violence
 - To self or others
 - Bringing a weapon to school
 - Bullying or harassing others
 - Criminal behaviors, including drug/alcohol possession or usage on campus
- Concerning Behaviors, those that warrant some type of intervention
 - Marked decline in performance
 - Increased absenteeism

- Withdrawal or isolation
- Sudden or dramatic changes in behavior or appearance
- Drug or alcohol use
- Erratic
- Depressive
- Other emotional or mental health symptoms
- Other behaviors worth mentioning about this student

Smart Character Choices

Respect

Acting in a way that shows I am valuable, you are valuable, and we as a group are valuable.

Kindness

Thinking and acting in ways that show you care.

Responsibility

Choosing to act in a way that takes care of oneself and contributes to the common good.

Getting Along

Contributing to and gaining from positive relationships.

Work Ethic

Working hard and sustaining effort leads to feeling good about a job well done.

Optimism

Expecting good things today and in the future.

Working on Relationships

The Seven Habits that Build Relationships	The Seven Habits that Hurt Relationships
Negotiating Differences	Criticizing
Listening	Blaming
Accepting	Punishing
Respecting	Complaining
Supporting	Rewarding to Control

Trusting	Threatening
Encouraging	Nagging

School-Wide Procedures

- Traveling through the building
- Attention in large groups
- Restroom
- Playground
- Taking care of the classroom and school
- Proper care and use of lockers

CSA Specific Dress Code/Uniform Policy

Elementary

Educators have long recognized the relationship between dress, grooming, and the learning environment within the school. Uniform policies make a statement about the standards and expectations of the school. The intent of the dress code/uniform policy at Charyl Stockwell Academy is to promote optimum learning opportunities throughout the school day and to help ensure a safe environment for all. Our School Board empowers the administration to make decisions and interpretations concerning the dress code/uniform policy and enforcement thereof.

Purchasing School Uniforms

Uniforms are available for purchase online from Schoolbelles at <https://www.schoolbelles.com>. Our school code for CSA Elementary is: s2421. All of the items on the website meet our uniform guidelines and can be purchased from the comfort of your home and shipped directly to you.

Elementary School uniform items are also available at Lands' End; uniform items must be listed under CSA's uniform link, which includes only items that are in alignment with the CSA general uniform Dress Code. The online code for CSA Elementary is: csa-900031212.

Elementary Uniform Policy (Kindergarten, Navigator, Voyager, and Explorer Students)

*All clothes should be neat, clean, and have no visible holes, patches, or frayed edges.

*To achieve uniform consistency, CSA District recommends uniform purchases at Schoolbelles and Lands' End. Students need to arrive at school in uniform and depart in uniform.

Shirts:

Shirts will be the following solid colors: white, light blue, or red. Shirts must be tucked into pants at all times. Only solid white short-sleeve undershirts can be worn under uniform shirts. Types of shirts acceptable are from Schoolbelles or Lands' End:

- *Polos (**must** have a CSA logo on the upper left side)
- *Oxfords, long or short sleeve (only available in white or light blue)
- *Turtlenecks
- *Peter-pan blouse (only available in white or light blue)

Sweaters/Quarter-zip Pullover/Full-zip

All sweaters, quarter-zips or full-zips must be neat and appropriately sized. They may have the CSA logo on the upper left side and will be long-sleeve and navy.

- Crew or v-neck sweaters
- Cardigan sweaters
- Quarter-zip pullovers
- Full-zip track jacket

Vests

Vests are intended to go over their uniform shirts. All vests must be neat and appropriately sized. They may have the CSA logo on the upper left side and will be solid navy.

- V-neck sweater vest or fleece vest

CSA Crewneck Sweatshirt

Red crewneck sweatshirts with a CSA logo are available for purchase at the Admissions Office. This is the only uniform sweatshirt option.

Pants: Classic-style navy pants that are neat and appropriately sized must be worn. Pants must fit at the waist and be properly hemmed or cuffed. No undergarments of any kind should be visible. No cargo, zipper, or cell phone pockets. Types acceptable are from Schoolbelles, Lands' End, and the Dickies flat front, pleated front, or flex waist pant, Dickies girls flare pant, and Dickies girls capri pant.

Belts: A solid black or brown belt must be worn at all times if belt loops are present (except for Kindergarten students). Belts must contain a belt buckle that is gold or silver. Designs or decorations on the belt or belt buckle are not allowed.

Shorts: Students may wear classic style Navy shorts. The shorts should come no more than three inches above the knee. No undergarments of any kind should be visible. Shorts must fit at the waist and be properly hemmed or cuffed. No cargo, zippered, or cell phone pockets. Types acceptable are from Schoolbelles, Lands' End, and the Dickies Classic-style shorts.

Skirts/Skorts/Jumpers: Skirts, skorts, and jumpers are navy in color and need to be neat and appropriately sized. They must come no more than three inches above the knee. If belt loops are present, a belt must be worn. All jumpers require a uniform shirt under them. Types acceptable are from Schoolbelles, Lands' End, and the Dickies girl A-line skirt, pleated jumper, or skort.

Blazers: Students may choose to wear a classic style, solid navy blazer. The blazer must be neat and fit appropriately. Types acceptable are from Schoolbelles and Lands' End.

Shoes: Students may wear dress shoes or tennis shoes that meet the following descriptions only. **Dress shoes:** allowed in the following solid colors only: black, brown, or navy. They can be slip-on, tied, buckle, or Velcro, but must cover the heel and toe. Shoes may have up to a 1 ½ inch heel. **Tennis shoes** must be solid in color and are allowed in the following colors only: black, white, navy, and gray. Tennis shoes may have a modest logo, but the logo needs to be small and one of the colors listed. Shoe laces must match the main color of the shoes.

Socks/Tights: Socks or tights must be worn with shoes. They must be solid white or solid navy (no designs or patterns). Socks need to be crew or knee-high. Leggings or footless tights are not permitted.

Uniform Guidelines for All Students

Gym Shoes

All elementary students are required to have a pair of “non-marking” gym shoes, which will remain in the student’s locker for the duration of the school year. Gym shoes must **not** have been previously worn outside. Light colored soles are preferred. Shoe laces must match the main color of the shoe.

Clothing and Accessories

All clothes should be neat, clean, and have no visible holes, patches, or frayed edges. The general expectation is that all clothing and accessories are school and age-appropriate. The following is a list of clarifications as well as items of clothing and accessories that are **not** permissible during the school day:

- Short-sleeved plain white t-shirts may be worn as an undergarment, but must not be visible at the sleeve or have any writing or graphics.
- Students may not wear or bring to school any items that contain violent or non-school-appropriate pictures. Examples include but are not limited to: backpacks, coats, folders, etc.
- No rolling backpacks are permitted.
- Uniform shirts must remain buttoned up to an appropriate level.
- Navy is not a uniform shirt color option, only a sweater/vest color option.
- When wearing a navy sweater or vest, it is expected that a uniform shirt will be under it.
- Navy dresses are not allowed, only jumpers.
- Jumpers and skirts must be worn with navy or white socks or tights; leggings or footless tights are not permitted.
- There is no layering of shirt over shirt. (This applies to layering of uniform tops as well.)
- Hats, hoods, scarves, and bandanas are not to be worn in the building (unless it is for religious reasons and approved by the administration or expressly allowed for a special event or Spirit Day). Please note that all acceptable solid navy sweaters listed at Schoolbelles and Lands' End do not have a hood.
- Flip-flops, sandals, hunting boots, steel-toed boots, hiking boots, shoes/boots with roller wheels, boots above the ankle, or other footwear not expressly described in the dress code/uniform policy are not permitted.
- Clothing or belts must not have attached studs, chains, designs, etc.
- Hair that is bizarre or unnatural in color is not allowed. Extreme haircuts (i.e., Mohawks, spikes, asymmetrical) are not allowed. Hair needs to be well-groomed and not hang in their face.
- Hair accessories need to be modest in size and one of the following colors only: red, light blue, Navy blue, white, brown, or black.
- No tattoos may be visible. Writing on oneself or clothing is not permissible.
- Body piercing of any kind is discouraged. Jewelry worn in body piercings is not permitted, except for earrings in their ears.
- No excessive jewelry or makeup is permitted.
- If your child has special dress code needs, please meet with a member of the Leadership team.

Special Events

From time to time, students will be able to wear items other than those specified in the dress code/uniform policy. During these days, students are still expected to dress school-appropriate and follow the guidelines listed under “Clothing and Accessories”. These times will include:

- Spirit Days (i.e., favorite sports team day, Crazy hair/hat day, etc.) The expectation is that students will follow the guidelines for that particular spirit day or wear CSA spirit wear. Uniform bottoms are a requirement on all spirit days.

- On days when students will meet with their Girl Scout or Boy Scout troop, they may wear their Scout uniform, including Scout dress pants or skirts. The Girl Scouts have a written document that outlines acceptable Girl Scout wear. This document has been given to all Girl Scout Leaders and will be shared with parents and students at the beginning of each school year.
- CSA teams or groups may have days to wear their specific uniform top. Uniform bottoms are required.
- Halloween party day: Please avoid costumes that project violence or gore (no fake weapons of any type), ethnic, gender, or religious discrimination, or costumes that project a provocative image. In other words, use your good judgment when selecting a costume with your child. For safety reasons, please do not have students wear masks to school. Halloween costume guidelines are published each year in the Tuesday Times.

Policy Compliance

If a student's attire for the school day or school-related activity is found to be unacceptable according to the dress code/uniform policy standards, the teacher will notify the parent and ask them to bring the appropriate item of clothing to school. CSA may be able to loan the item from the school clothing inventory for the rest of the day. If an item is loaned to the student, the item will need to be washed and returned to CSA. Accepting the premise that compliance with the CSA dress code/uniform policy begins at home, the school encourages parents to have a contingency plan for times they may not be able to bring a clothing item to school. This contingency plan, similar to the one you would follow if your daughter/son becomes sick during the school day, might involve a relative or neighbor who would act on your behalf. Repeated violation of the dress code/uniform policy will be viewed as insubordination and persistent disobedience.

The Academy recognizes the importance of individually-held religious beliefs. The Academy will try to reasonably accommodate students' sincerely-held religious beliefs that are in conflict with this Dress Code Policy unless the reasonable accommodation would be detrimental to the educational process or cause any issues to the safety or welfare of others. Students requesting such reasonable accommodations should contact the Principal.

Any other students requesting reasonable accommodations to the Dress Code Policy should also contact the Principal.

Student Valuables

Students should not bring items of value to the Academy. CSA will not be responsible for their safekeeping and will not be liable for loss or damage to personal valuables. Examples of valuable items include, but are not limited to cash, wireless communication devices (MP3 players, iPads, handheld games, etc.), trading cards, jewelry, expensive clothing, etc.

Electronics and Wireless Communication Devices (Cell Phones and Smart Watches)

Wireless communication devices (WCDs) are devices that emit an audible signal, vibrate, display a message, or send or receive a communication to the possessor. WCDs include, but are not limited to, the following: cellular phones, personal digital assistants (PDA's), e-readers (e.g., Kindles, Nooks, etc.), iPads, smartphones, Wi-Fi-enabled access devices, video broadcasting devices, tablets and laptops, and smart watches.

Use of WCDs can create a distraction, disruption, or interfere with the educational environment of the Academy. The Academy prohibits elementary students from the use or possession of any WCD on Academy property, in an Academy vehicle, or at any Academy-sponsored event.

A student's possession of any electronic item on Academy grounds, in an Academy vehicle, or at an Academy-sponsored activity or event constitutes consent to the search of that electronic item. Students should also understand that any student who possesses a cell phone, WCD, or other electronic item shall assume responsibility for its care. The Academy assumes no responsibility for theft, loss, or damage of a personal wireless communication device brought to Academy property, in an Academy vehicle, or at any Academy-sponsored activity or event, or the unauthorized use of such devices. Students bring these devices at their own risk. If a theft occurs, the user should contact a school administrator to make him/her aware of the situation so it will be handled the same way as any other theft. Damage or theft is the sole responsibility of the owner.

Cameras are only allowed with the prior approval of the classroom teacher or school administrator. Cameras, cell phones, iPads, laptops, or other WCDs may not be used to take pictures or videos without the expressed permission of a CSA District teacher or administrator. WCDs, cameras, video cameras, iPads, laptops, or any other type of equipment that has video and/or camera capability may not be activated or used at any time in any academy situation where a reasonable expectation of privacy exists. Pictures or videos taken in locker rooms or restrooms are strictly forbidden. Students may not use a camera, cell phone, iPad, laptop, or another type of WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. Additionally, if any prohibited pictures or videos are taken without appropriate permission and subsequently shared with others and/or posted to the internet or an application, it will be considered an additional infraction. Any violation of the above-mentioned camera usage expectations will garner discipline under the Safe Schools Discipline Code of Conduct, not limited to suspension or expulsion. Further, any complaint involving possible criminal activity will result in notifying the appropriate local or state law authorities.

WCD or Cell phone use by students at CSA:

Cell phone or WCD use by students is not permitted at CSA. Any of these items brought from home will be sent to the Principal. The parent will be notified, and the equipment will be returned to the parent only. If there is a special circumstance in which your child needs to have a cell phone at school, the phone can be dropped off before school at the front office and picked up at the end of the school day.

WCD or Cell Phone Use by students at CSAMS and CSPA:

The Principal will not give such permission unless the student's parents or guardians have signed the Cell Phone/WCD Acceptable Use Form. If a personal WCD is used on Academy property, in an Academy vehicle or at any Academy-sponsored event, students must only use the Academy's filtered Network for data access (either wirelessly or through a direct connection).

School phone use by students at CSA, CSAMS, and CSPA:

With the permission and supervision of a teacher or office personnel, students may use telephones located in the classrooms or office for emergency reasons.

Technology Acceptable Use

The Academy is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Academy operations. It also recognizes that safeguards have to be established to ensure that the Academy's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

For anyone seeking access to CSA's internet connection, and/or data and exchange servers, he/she must read these guidelines and sign a Network and Internet Acceptable Use Agreement. **The contract must also be signed by a parent or guardian. This can be found during the registration process in PowerSchool.**

Until the acceptable use agreement is signed, network use will not be allowed. The use of the Internet is a privilege, not a right. **Inappropriate behavior or violation of the acceptable use agreement may lead to penalties, including the revocation of a user's account, disciplinary action (including suspension and/or expulsion), and/or legal action.**

Inappropriate Internet and network use is not limited to the following:

- using offensive or inappropriate language or language that would promote violence or hatred;
- revealing one's (or others') personal address, phone number, credit card, or personal information;
- harassing anyone by sending uninvited communication;

- sending or accessing electronic information from accounts that do not belong to you without the owner's authorization, including allowing other individuals to use your account;
- accessing unauthorized or inappropriate areas of the network and changing or interfering with information found on the network, including accessing areas blocked by the Academy's firewall without authorization;
- e-mailing is restricted to topics related to instruction and school activities;
- soliciting or distributing email for non-educational or non-business purposes;
- misrepresenting oneself or others;
- making unauthorized copies of software or information, such as software piracy;
- printing of materials excessively;
- downloading and/or installing unauthorized software, including games, on Academy computers without specific permission from Administration;
- accessing, uploading, downloading, distributing, or transmitting pornographic, obscene, sexually explicit, or threatening material or other materials harmful to minors;
- violating federal copyright laws or otherwise using the property of another individual or organization without permission (plagiarism). All work must be original. Copy and pasted material may only be used as a resource when properly cited;
- unauthorized use of artificial intelligence and natural language processing tools (e.g., Chat GPT);
- violating any local, state, or federal statute; and
- accessing personal social networking sites, such as but not limited to TikTok, Discord, Reddit, Facebook, Twitter, MySpace, YouTube, Google+, Instagram, SnapChat, Tumblr, Pinterest, Vine, Yik Yak, VK, LinkedIn, and Flickr, etc., without specific permission from the Administration.

The assignment of a password does not guarantee confidentiality, and the Academy reserves the right to monitor and review all data stored in the machines and/or network (including e-mail, Internet files, web pages, and usage logs) to make sure that all users are in compliance with these regulations. Any flash drive used at the Academy must also be free of any inappropriate content.

System users should have no expectation of privacy in the contents of their files and records while on the equipment/network. This includes, but is not limited to, directories, files, e-mail, and/or messages. The Academy reserves the right to monitor, review, and inspect any laptop, computer, tablet, or electronic device on Academy grounds.

The Academy monitors the online activity of all users to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors.

The Academy strongly condemns the illegal distribution of software, otherwise known as pirating. Software piracy is a Federal offense punishable by fine or imprisonment.

Students are prohibited from participating in the transfer of inappropriate or illegal materials or material that may be considered treasonous or subversive through the Network and Internet connection. In some cases, the transfer of such material could result in legal action against a student.

Students who happen to find materials that may be deemed inappropriate shall refrain from downloading this material, immediately leave the Internet site, shall not identify or share the location of this material, and will immediately report it to a teacher or the Administration. The transfer of certain kinds of materials is illegal and punishable by a fine or a jail sentence.

All computers, local and wireless networks, Internet connection, and/or data and exchange servers are the Academy's property and shall only be used for educational and business purposes. The computer hardware (monitors, terminals, keyboards, mice, etc.) is Academy property, and any mistreatment or damage will be considered destruction of property or vandalism.

The Academy makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The Academy and any of the sponsoring organizations shall not be liable for any loss or corruption of data resulting from using the Internet connection.

Through the use of the Internet, any actions taken by students reflect upon the Academy system as a whole. As such, all students are required to behave in an ethical and legal manner.

Users must release, defend, indemnify and hold harmless CS Partners, the Academy, and all other sponsoring organizations of all financial and legal liabilities that may result from the use of the Academy's Network and Internet connection, including all claims, demands, suits, damages, liability, costs, and expenses (including reasonable attorney fees) incurred as a consequence either directly or indirectly of the granting of this privilege. Students will not be held responsible for computer problems resulting from regular school-related use; however, students/parents may be held personally responsible for any problems caused by abuse or negligence as deemed by school administration. All risks of loss for personal items brought onto school grounds are the parent's/student's responsibility, and any costs of repair or replacement due to equipment being lost, stolen, or damaged shall be the responsibility of the parent/student.

The privilege to use the internet, personal laptops, computers, tablets, the Academy's data systems, and other electronic equipment may be revoked, suspended, or limited at any time for any violation of the acceptable use agreement, or any other violation of the Academy's policies or federal, state, or local laws. The Academy will be the sole arbiter of what constitutes a violation. Any inappropriate use of the computer networks or violation of these guidelines by students may not only result in the loss of the privilege to use technology on Academy grounds, but also may include possible disciplinary action, including suspension and/or expulsion, and/or legal action.

The Academy administration reserves the right to change these rules at any time, but will provide notice of any changes to students/parents.

SECTION III: Required Legal Notices

Equal Education Opportunity/Civil Rights Designee

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

Any person who believes that s/he has been discriminated against based on his/her race, color, ethnicity, national origin, sex, (including sexual orientation or gender identity or expression or expression), pregnancy, mental or physical disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, while at the Academy, or an Academy activity, should immediately contact the Superintendent or designee of CSA, listed below. “Race” is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. For purposes of this definition, “protective hairstyles” include, but are not limited to, such hairstyles as braids, locks, and twists.

Complaints will be investigated in accordance with the administrative guidelines established by the CSA Leadership Team. Any student making a complaint or participating in an academy investigation will be protected from any threat or retaliation. The Superintendent or designee can provide additional information concerning equal access to educational opportunity.

Parents or students who wish to file a complaint or believe any of their Federal or State rights have been violated (including nondiscrimination under Title II, Title IV, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Americans with Disability Act, and Section 504 of the Rehabilitation Act of 1973) should contact:

Civil Rights Representative/Compliance Officers: Matthew Stewart and Jessica Mocerri

Website Accessibility Coordinator: Garrett VanEngen, 9758 E. Highland Road, Howell, MI 48843, (810) 632-2200, jmocerri@csaschool.org.

or the Office for Civil Rights, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, Email: OCR.Denver@ed.gov OCR.Cleveland@ed.gov.

Title IX Notice

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. Title IX protects students, staff members, applicants for admission and employment, and other persons from all forms of sexual harassment, sexual violence and sex discrimination.

The Academy does not discriminate on the basis of sex in its education programs or activities, and is required by Title IX and its implementing regulations not to discriminate. This requirement extends to admission and employment at the Academy.

The Academy's Title IX Coordinators for the district are Jessica Mocerri and Matthew Stewart. Mrs. Mocerri may be reached at (810)632-2200, via email at jmocerri@csaschool.org, or at 9758 Highland Rd., Howell, MI 48843. Mr. Stewart may be reached at (810) 225-9940, via email at mstewart@csaschool.org, or at 1032 Karl Greimel Drive, Brighton, MI 48116.

Any questions related to the application of Title IX and its implementing regulations to the Academy may be referred to the Title IX Coordinator, the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Academy's grievance procedures provide for the prompt and equitable resolution of complaints alleging any action that is prohibited by Title IX and its implementing regulations. These procedures address how to report or file a complaint of sex discrimination, how to report or file a formal complaint, and how the Academy will respond. These procedures

These grievance procedures are posted on the Academy's website and are available here- <https://www.csaschool.org/>.

Student Assessments

It is the policy of the Academy to monitor individual student academic growth in each subject area at least twice during the Academic year using a competency-based, online assessment. The results of the assessment shall be communicated to the students and parents/guardians.

The Michigan Student Test of Educational Progress (M-Step) is also administered each spring. This required test is administered to all public school students in the State. Parents may review test information for their child upon request.

Post-Secondary Enrollment Option

Although the Academy does not offer high school and college credit while a student is at the elementary level, as a student progresses through their academic journey, they will have opportunities to receive post-secondary credits while enrolled in the Secondary school of their choice. Secondary schools contain programs such as dual enrollment and advanced placement. These future opportunities highlight the importance of good study habits and academic success at the elementary level.

Student Rights and Responsibilities

The rules and procedures of Charyl Stockwell Academy are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all CSA rules, procedures, and code of conduct.

Parents have the right to know how their child is succeeding in CSA and will be provided with information regularly and as needed when concerns arise. Many times, it will be the student's responsibility to deliver that information. If necessary, mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Parent/Family Involvement Policy

A strong partnership between school and home is critical to the individual success of each student in school. CSA has established programs and practices that enhance parent involvement and reflect the specific needs of our students and their families. These include:

- An active Parent Council that meets monthly.
- A family handbook is distributed to all parents.
- A weekly parent newsletter that details current happenings and information on how to be involved and how to support their students and their school.

- A special parent section of the school website that provides detailed information, specifically for parents.
- Access to the district's student database so that parents can monitor their student's attendance, demographic information, and individual student progress.
- Parent/teacher conferences are available at a mutually agreed upon day and time.
- Comprehensive student review meetings are scheduled on an individual basis with each family at a mutually agreed-upon day and time.
- Volunteer opportunities in classrooms, the school library, and other groups help to support the day-to-day activities of the school.
- College-bound resource area available to students and parents at CSPA.
- An annual parent survey that gathers information about parent satisfaction.
- CSA's annual report, which is available in the fall of each year
- A school improvement team that includes a parent as one of its members.
- A responsive school board that includes at least one parent of an enrolled student or alumnus.
- Publications and presentations by the administrative leaders related to the philosophies and methods utilized at CSA.
- Many other school events and activities are planned each year that involve students, parents, and families.

Charyl Stockwell Academy also supports professional development opportunities for staff members to enhance their understanding of effective parent involvement strategies. Administration also helps to set expectations and create a climate conducive to parental participation.

Charyl Stockwell Academy will ensure that all information related to the Academy and parental activities is in a language all parents can understand.

CSA believes that parent/family participation is essential to improved student achievement. To this end, CSA fosters and supports active parent involvement.

Visiting the Academy

In order to ensure the safety and security of Academy students and staff, only visitors who have a legitimate purpose will be permitted on Academy grounds. The Principal has the authority to prohibit the entry of any person to the Academy or expel any person where there is reason to believe the presence of such person would be detrimental to the good order of the Academy or a disruption to the academic environment.

All visitors, including volunteers, parents, and other family members, must register in the Student and Family Office. When visiting the school, please sign in at the Student and Family Office and wear a visible "visitor" sticker at all times.

Children accompanying visiting parents must be directly supervised at all times inside the school building, and in the parking lot and walkways. This applies to CSA/CSAMS/CSPA-enrolled children before school and after school and to non-CSA/CSAMS/CSPA-enrolled children at all times.

The Academy strictly prohibits visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Academy for the purpose of school activities. These settings include Academy-sponsored events (both on and off Academy property and traveling to and from such events), Academy premises (leased, owned, or used by the Academy), Academy vehicles, and at any activity authorized or approved by the Academy. Any person who violates the policy will be referred to law enforcement.

Visitors who are rowdy, commit a verbal assault on the premises, or who are otherwise disorderly, will be asked to leave the premises; this type of behavior is unacceptable.

Sex Offenders

Visitors, including parents, who are registered sex offenders, are required to notify the Academy administration before they visit the Academy and to strictly comply with all applicable school safety legislation. The Academy administrator may impose conditions on the presence of registered sex offenders on Academy premises or at Academy functions, as he or she deems reasonable and appropriate.

Parents/Guardians, who are registered sex offenders, must safely and expeditiously drop off their children and pick them up during the prescribed times for drop off and pick up, and then promptly and safely exit the Academy premises. The Academy administration may allow additional access for registered sex offenders, who are parents/guardians of a registered student, to school grounds under the following conditions:

- Prior permission from the Academy administration is required.
- The offender must check in at the school office immediately upon arrival.
- May not observe or visit a classroom when students are present, except for specified family events. During these family events, the offender must stay in view of a staff member at all times.
- If a staff escort is assigned to them, the offender must stay with that escort during their entire stay.
- The offender must leave school grounds immediately upon conclusion of their business.
- The offender must leave school grounds immediately if requested to do so by an Academy administrator or his/her designee.

Protocol for Volunteers

At CSA, we welcome and encourage parents to volunteer. The teachers appreciate this adult assistance and have prepared in advance specific tasks that can be readily assigned to their classroom volunteers.

The role of the parent volunteer in the classroom is to assist the teacher(s) in facilitating the learning activities that occur throughout the day. To provide such assistance will require the full attention of the classroom volunteer and a willingness to work cooperatively with the classroom teacher(s) on behalf of the students in the classroom.

The following guidelines serve as a framework for volunteers in the classroom; we expect that all volunteers will abide by these important guidelines:

- It is preferred that classroom volunteers make advance arrangements with the teacher(s) regarding date(s), time, and length of service in the classroom whenever possible.
- To optimize the assistance provided to the teacher and students, parents are not permitted to bring younger siblings/children during their volunteer time.
- The classroom volunteer must be willing and prepared to:
- Engage with and assist any student or group of students as directed by the classroom teacher(s).
- Learn and support classroom procedures, social protocols, and routines.
- Engage positively with all students, and refer all incidents of injury and/or medical issues to the classroom teacher, as well as any incidents of disruption, non-compliance, or concerning student behavior (i.e., do not engage in disciplinary action with students).
- If there is more than one parent volunteer in the classroom at the same time, their full attention must be given to assisting the teacher and supporting the students. If the volunteers wish to chat with each other, they must do so outside of the classroom.
- Do not use cell phones and other electronic devices in the classroom.
- Photographs and video recordings (including cell phone recordings) taken on academy property, in an academy vehicle, or at any academy-sponsored activity or event shall not be published without the expressed prior consent of a member of the CSA Leadership team.
- Confidentiality is of the utmost importance, especially when parents volunteer in the classroom and school. Communication of personal and educational information regarding students, parents, staff, or administration must be regarded as confidential and safeguarded.
- Volunteers must not be privy to student personal and educational information in the course of the duties assigned to them (i.e., copying classroom transition certificates, helping with report cards, transferring assessment data of any kind, etc.)

The purpose of these guidelines is to ensure that the learning environment is optimized for students. We appreciate the cooperation of parents in following these important guidelines, and we are very appreciative of those parents who are able and willing to dedicate their time to supporting the education of all students.

All volunteers working with students must be in a location that is visible to teachers and staff (i.e., not alone in a room or office with no visibility).

Background Checks

In order to provide a safe environment for all Academy students, volunteers (including parents) may be screened through internet sites, such as the Sex Offenders Registry (SOR), the Internet Criminal History Access Tool (ICHAT), or other similar sites for background checks, before volunteer assignments. Volunteers are required to submit a form and a copy of their driver's license for this purpose. The Principal may impose conditions on the presence of volunteers, as he or she deems reasonable and appropriate. Any decisions made by the Academy are final and are subject to the Academy's sole discretion. The Principal may be contacted for any questions or further information.

Search and Seizure of a Student's Person and Academy Property

All lockers, cubbies, and other storage places assigned to students are the property of the Academy. At no time does the Academy relinquish its exclusive control of these storage places. Students have no expectation of privacy in lockers, cubbies, desks, other school-supplied storage areas, computers, tablets, iPads, or other electronic and digital equipment owned, leased, or provided by the Academy to the student or other school-supplied storage areas. Students are prohibited from placing locks on any locker. Principal or his/her designee may search lockers, locker contents, cubbies, desks, computers, tablets, iPads or other electronic and digital equipment owned, leased, or provided by the Academy, or other school-supplied storage areas at any time and for any reason, without notice and parental/guardianship or student consent.

The Academy assigns lockers, cubbies, and other storage places to its students for the students' convenience and temporary use. Students are to use these storage areas exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Students shall not use these storage areas for any other purpose, unless specifically authorized by the Academy board policy or the Principal or his/her designee, in advance of students bringing the items to the Academy. Students are solely responsible for the contents of their lockers, cubbies, and other storage places and must not share these storage areas with other students, nor divulge locker combinations to other students, unless authorized by the Principal or his/her designee. The locations at which searches of students and student property may be conducted are not limited to the Academy

building or at Academy property, but may be conducted wherever the student is involved in a school-sponsored function.

The Principal or his/her designee may search a student and/or a student's personal items in the student's possession (such as but not limited to purses, backpacks, lunch boxes, book bags, etc.) when there is a reasonable suspicion that the search will produce evidence that the particular student has violated, is violating, or is about to violate either state law, Board policies or Academy rules. A student's failure to permit searches and seizures as provided in this policy will be considered insubordinate and will be disciplined under the gross misdemeanors section of the Safe Schools Discipline Code of Conduct. Reasonable suspicion shall not be required for the use of canines to search a student's possessions as part of a random drug sweep.

The search will be conducted in a manner that is reasonably related to the objective of the search and not excessively intrusive, given the student's age, gender, and the nature of the infraction. If a pat-down search of a student's person is conducted, it will be conducted in private by an Academy official of the same sex and with an adult witness of the same sex present. Strip searches are prohibited.

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

When conducting searches, the Principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the Principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to, the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property.

Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the Principal or his/her designee shall be removed and held by Academy officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor student, or a student 18 years of age or older, shall be notified by the Principal or his/her designee of items removed from the storage area.

Individuals with Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against based on a disability. This protection applies not just to the student, but to all individuals who have access to the School/Academy's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is required by Federal (IDEA) and State law. Contact the CSA District Director of Teacher Support Team (TST) at 810-632-2200 to inquire about evaluation procedures and programs. The Director of Education Services is the Section 504 Coordinator for the elementary school.

Children and Youth in Transition

It is the policy of the Academy to ensure that students who meet the Federal definition of children and youth in transition have equal access to the same free, appropriate public education as provided to other students. In addition, these students are given meaningful opportunities to succeed at the Academy. The Board annually appoints a McKinney-Vento Homeless Liaison to perform all duties as legally required. The Academy's Homeless Liaison for the elementary school is the Director of Education Services.

The Academy is committed to ensuring that there is no barrier to enrollment, attendance, or the success of children and youth in transition. In addition, children and youth in transition will not be discriminated against, stigmatized, or segregated based on their status.

The Academy's Homeless Liaison collaborates and coordinates with state coordinators, community service providers, and school personnel responsible for the provision of education and related services to homeless children and youth.

English Learner

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extracurricular programs of an academy. It is, therefore, the policy of CSA that those students identified as English Learners will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the Academy. Parents should contact the CSA District Director of Education Services at 810-632-2200 to inquire about procedures and programs offered by the Academy.

Access to Student Records

CSA maintains many student records, including both directory information and confidential information. Education records of students at the Academy are safeguarded by policies under the federal legislation entitled Family Educational Rights and Privacy Act of 1974 (FERPA) and Michigan law. Parents/guardians and/or students (eighteen years of age or older) may inspect and review their student's records, request amendment or changes to their student's file, may prevent disclosure to third parties (certain limited exceptions), and may file a complaint concerning alleged failure of the Academy to comply with FERPA. The Academy is not required to provide copies of student records, unless, for reasons such as great distance, it is impossible for the parent/guardian to review the records. The Academy may charge a fee for copies of the student's records.

If the Academy receives a record request from another school, the Academy will send, without consent, personally identifiable student information to that other school. FERPA authorizes the release of personally identifiable information from the student's education records to school officials with legitimate educational interests. The term "school official" includes Academy administrators, staff, teachers, supervisors, Board members, support staff, or contractors to whom the Academy has outsourced institutional services or functions. A school official has a "legitimate educational interest" if the official needs to review an education record to fulfill his or her professional responsibility.

If requesting student records, please contact the Director of Education Services to begin this process and allow up to 45 days for the school to comply with your request.

Parents or eligible students who wish to amend a student record should contact the Principal or designee, clearly identify the part of the record they want to amend, and specify why it needs to be amended. If the Academy wishes not to amend the student record as requested, the Academy will notify the parent or eligible student of their decision and of their right to an appeal regarding the decision.

A student of an Active military member will be under the direction of the Principal or designee regarding educational records.

Any complaints regarding FERPA should be directed to:

Family Policy and Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202 -5920

Directory Information

The Family Education Rights and Privacy Act (“FERPA”) requires that the Academy, with certain exceptions, obtain the written consent of the parent or guardian of a student before the disclosure of personally identifiable information from their child’s education records. However, the Academy may disclose appropriately designated “directory information” without written consent, unless you submitted a signed opt-out form to the Academy. The primary purpose of directory information is to allow the Academy to include this type of information from your student’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Individual or group recognition of achievement and /or accomplishments;
- Graduation programs; and
- Sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want the Academy to disclose directory information from your child’s education records, you must submit a signed opt-out form to the Academy. The Academy has designated the following information as directory information:

- student’s name
- participation in officially recognized activities and sports
- address (except for students participating in the Address Confidentiality Program Act)
- telephone numbers (e.g., home, cell, etc.)
- weight and height of members of athletic teams
- The Academy assigned electronic mail address
- photograph/video/DVD/electronic image
- honor roll and awards received
- date and place of birth
- dates of attendance
- grade level and/or classroom assignment

Legal Ref.: Section 9528 of the ESEA (20 USC §7908), as amended by the Every Student Succeeds Act of 2015; the Education Bill; 10 USC §503, as amended by §554; the National

Defense Authorization Act for Fiscal Year 2002 (PL 107-107); Family Education Rights and Privacy Act of 1974, 20 USC §1232g.

Teacher Qualifications

All staff are appropriately credentialed for their position. Teachers either hold a valid Michigan teaching certificate or have the appropriate Permit while progressing through an approved Michigan Teacher Certification Preparation Program. Any parent who wants to know the particular teacher qualifications of his/her child's teacher(s) can contact the Principal at any time.

Review of Instructional Materials and Activities

Parents have the right to review instructional materials being used in the school and to observe instruction in their child's classroom. Any parent who wishes to review materials or observe instruction must contact the Principal before coming to the Academy. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Preparedness for Toxic and Asbestos Hazards

CSA is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the CSA *Preparedness for Toxic Hazard and Hazard Policy* and asbestos management plan will be available for inspection at the school office upon request.

Pesticide Notice

State of Michigan law requires that schools that may apply pesticides on school property must provide an annual notification to parents or guardians of students attending the facility.

Please be advised that the Charyl Stockwell Academy utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize sanitation, pest exclusion, and biological controls. One of the objectives of using an IPM approach is to reduce or eliminate the need for chemical applications of pesticides. However, certain situations may require the use of pesticides.

As required by State of Michigan law, the school will provide advance notice regarding the non-emergency application of a pesticide, such as an insecticide, fungicide, or herbicide, other than a bait or gel formulation, that is made to the school buildings or grounds. Advance notice will be provided, even during periods when not in session. Advance notice is not given for the use of sanitizers, germicides, disinfectants, or antimicrobial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without advance notice to prevent injury to students, but the school will provide notice following any such application.

Advance notice of pesticide applications, other than a bait or gel formulation, will be given by at least 2 methods, by which advance notice of the applications of a pesticide will be given at least 48 hours before the application. The first method will be by posting at the main entrance to the school. The second method will be in the Tuesday Times.

Please be advised that parents or guardians of children attending the school are entitled to receive the advance notice of a pesticide application, other than a bait or gel formulation, by first-class United States mail postmarked at least 3 days before the pesticide application, if they so request. If you prefer to receive the notification by first-class mail, please contact Jessica Mocerri at the school office by calling (810) 632-2200

Please be advised that parents or guardians of children attending the school may review the school's Integrated Pest Management program and records of any pesticide application upon request. Contact Jessica Mocerri, jmocerri@csaschool.org (810) 632-2200.

Mandated Reporter

Academy administrators, teachers, counselors, and social workers are required by law to immediately report any suspected cases of child abuse or neglect to Children's Protective Services at the Department of Human Services.

Concussions

Before a student may participate in an athletic activity (physical education classes, organized practices, and competitions) operated by the Academy, student athletes and parents/guardians must review the educational materials found below.

The acknowledgement receipt found at the bottom of the education material must be signed by both the student and the parent/legal guardian and subsequently turned into the School Office.

If a student is suspected of having sustained a concussion, the student must provide the Academy with written clearance from an appropriate health professional before the student can return to physical activity. The health professional must be licensed or authorized to engage in a health profession whose scope of practice includes the recognition, treatment, or management of concussions. Schools will closely scrutinize any written medical slips

submitted by students to make sure that an appropriate health professional has authorized their release.



Parent/Athlete Concussion Information Sheet

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by bump, blow, or jolt to the head or body that causes the head and brain to move rapidly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury.

If an athlete reports *one or more* symptoms of concussion listed below after a bump, blow, or jolt to

Did You Know?

- Most concussions occur *without* loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.

the head or body, s/he should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.

SIGNS OBSERVED BY COACHING STAFF	SYMPTOMS REPORTED BY ATHLETES
Appears dazed or stunned	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (<i>even briefly</i>)	Feeling sluggish, hazy, foggy, or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events <i>prior</i> to hit or fall	Confusion
Can't recall events <i>after</i> hit or fall	Just not "feeling right" or "feeling down"

CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that not only does not diminish, but gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (*even a brief loss of consciousness should be taken seriously*)

WHY SHOULD AN ATHLETE REPORT THEIR SYMPTOMS?

If an athlete has a concussion, his/her brain needs time to heal. While an athlete's brain is still healing, s/he is much more likely to have another concussion. Repeat concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to their brain. *They can even be fatal.*

Remember

Concussions affect people differently. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

WHAT SHOULD YOU DO IF YOU THINK YOUR ATHLETE HAS A CONCUSSION?

If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.

Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.

It's better to miss one game than the whole season. For more information on concussions, visit: www.cdc.gov/Concussion.

Student-Athlete Name Printed

Student-Athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date