



Becoming Collegiate Academy

Family Handbook

2025–2026 School Year

Updated: November 2025

DISCLAIMER: The policies and procedures listed in this student handbook are solely for the guidance of Brown Bears and parents and are subject to change at any time at the sole discretion of Becoming Collegiate Academy.



Brown Bears:

We are excited to welcome you to another incredible year at Becoming Collegiate Academy. Your decision to partner with us continues the legacy that began with our Founding Families in 2021, when we opened our doors to our inaugural kindergarten class. Today, we are proud to stand as Jacksonville, Florida's first Historically Black College and University (HBCU)-inspired elementary school, and we remain steadfast in our mission: *at Becoming, college prep begins in Kindergarten, and every day we prepare our Brown Bears to excel in college and in life.*

Thank you for continuing to trust us with your most precious gift, your child.

Becoming is a school rooted in love, learning, culture, and high expectations. We know that *it takes a village to raise a Brown Bear*, and we are honored that you have chosen to be part of ours. Our commitment for the 2025–2026 school year and every year beyond is to ensure that every student and every family experience a community grounded in partnership, joy, grit, resilience, and academic excellence.

This handbook was created to keep our village informed and aligned. It outlines the policies and procedures designed to ensure the safety of all Brown Bears and to create the most effective, supportive learning environment possible. We ask that you review its contents carefully and discuss the key expectations with your student, as they will be held accountable for understanding and upholding these policies.

Thank you for your continued trust, partnership, and belief in what is possible for your Brown Bear. Together, we will make the 2025–2026 school year the best one yet.

It takes a village,

Cameron Frazier

Executive Director, Becoming Collegiate Academy



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School Overview

1.0 Our Mission: College and Life Success

Becoming Collegiate Academy prepares all Brown Bears in Grades K–5 to excel in college, career, and life. We believe college readiness begins in Kindergarten, and every day we take intentional steps toward that goal.

1.1 Our Vision

Brown Bears will use their unique talents and gifts—with love, leadership, and compassion—to make the world a better place for all.

1.2 Our Core Beliefs

We believe that every Brown Bear is capable of extraordinary academic and personal achievement when provided with high-quality instruction, meaningful support, and a joyful learning environment. To uphold our mission, Becoming Collegiate Academy is grounded in the following core beliefs:

1. Every Brown Bear can learn—no matter their starting point.
 - We help each Brown Bear find success through persistence, guidance, and high expectations.
2. Every Brown Bear is unique.
 - We encourage self-discovery, identity development, confidence, and self-awareness.
3. Every Brown Bear deserves an educational experience that prepares them for the opportunities of the 21st century.
 - We commit to achieving this by any means necessary, ensuring that all students have access to rigorous academics, character development, and culturally affirming instruction.

1.3 Approach: HBCUs Are Our Culture. Excellence Is Our Aim.

Our vision is brought to life by mirroring the Historically Black College and University (HBCU) experience. We create a school environment where students are surrounded by love, pride, and academic excellence. Our approach includes:

Fostering Positive Relationships	Leveraging Identity and Culture	Inspiring A Culture of Excellence
<ul style="list-style-type: none">• Fostering strong, positive relationships• A small-school environment that feels like family• Community huddles with SEL components• Celebrating school heritage and traditions	<ul style="list-style-type: none">• Leveraging student identity and culture• Representation of Black and minority educators• A culturally relevant and responsive curriculum• Monthly community partner visits	<ul style="list-style-type: none">• Inspiring and modeling a culture of excellence• A unique advising and support system• Using African American culture to fuel academic success• High academic and behavioral expectations



<ul style="list-style-type: none"> • Highly qualified, mission-driven instructors 	<ul style="list-style-type: none"> • A college foundation and culture rooted in the HBCU experience 	<ul style="list-style-type: none"> • Co-curricular activities that expand learning and creativity
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Academic Overview

2.0 Curriculum Overview

Becoming Collegiate Academy is a community of young leaders—students who use their voices, their brilliance, and their character to positively impact their school, their families, and their city. Our Brown Bears embrace challenges, demonstrate resilience, and rise to meet rigorous academic expectations every day.

We believe that every Brown Bear deserves access to high-quality, joyful, and culturally affirming instruction. Our curriculum ensures that all students engage with grade-level content, develop strong foundational skills, and build the confidence needed to persevere through complex work.

Grounded in our mission, the Becoming Collegiate Academy curriculum prepares Brown Bears to thrive in the opportunities of the 21st century. Through intentional teaching, high expectations, and learning experiences rooted in love, culture, and excellence, we equip our students to lead—with purpose, pride, and possibility.

2.1 English Language Arts Curriculum

At Becoming Collegiate Academy, we develop Brown Bears who are confident, authentic, and effective communicators in English. Through culturally responsive teaching practices, we nurture a deep love of learning and equip students to become discerning readers, powerful writers, and creative thinkers ready to thrive in the 21st century.

Foundational Literacy (Grades K–2)

In the primary grades, Brown Bears learn to read by engaging in:

- Shared reading, read-alouds, and collaborative language experiences that build vocabulary, oral language, and comprehension aligned to unit themes.
- FishTank ELA is our core reading program, featuring rich, diverse texts and daily opportunities for close reading and comprehension.
- UFLI Foundations is our systematic phonics program that ensures strong decoding, fluency, and foundational reading skills.



These early learning experiences ensure every Brown Bear builds a strong literacy foundation rooted in joy, identity, and skill mastery.

Expanding Literacy Skills (Grades 3–5)

As Brown Bears grow, they read to learn, engaging in deeper analysis, structured writing instruction, and rigorous content. Students develop higher-level literacy through:



- Instructional strategies such as Writing Process Cycle.
- FishTank ELA is our core reading program that promote critical thinking, close reading, and evidence-based discussion.
- Write Score assessments to strengthen writing stamina, organization, grammar, and genre awareness.
- Differentiated Instruction to meet learners at their point of need.

Supported Reading, KWL, Retelling, and the

English Language Arts Programs

Grounded in the Science of Reading, our literacy program ensures that Brown Bears develop strong decoding, language comprehension, and background knowledge skills proven to help children become confident and proficient readers. Research shows that the more children read, the better readers and writers they become. To cultivate a rich and joyful reading culture, Brown Bears engage in a variety of structured, evidence-based literacy experiences:

Small Group Instruction

We provide daily or weekly targeted small group instruction using two intentional models:

1. Grade-Level Content Small Groups

Students engage in small groups aligned to grade-level standards and texts using:

- FishTank ELA
- UFLI Foundations (K-2)
- Mentor Texts from each FishTank unit

These lessons strengthen comprehension, vocabulary, fluency, and writing within the context of rich grade-level content.

2. Targeted Instruction (Data-Driven Small Groups)

Students receive targeted instruction based on i-Ready diagnostics, weekly assessments, and classroom data using:

- I-Ready Teacher Toolbox Lessons
- UFLI
- CommonLit (3-4)
- Freckle
- Reading A-Z

Flexible groups ensure that every Brown Bear gets the support—or challenge—they need to grow.

3. Additional Reading Practices

- *Blended Learning*

Students independently engage in high-quality computer-based programs that reinforce phonics, fluency, and comprehension.

- *Independent Reading (DEAR)*

"Drop Everything and Read" is a daily, intentional time when students read independently using:

- Lexile-aligned texts
- Leveled readers
- Books selected based on interest and readiness

This practice encourages stamina, ownership, joy, and confidence.

2.2 Writing Curriculum (Grades K-5)

At Becoming Collegiate Academy, the writing curriculum is designed to help students develop strong communication skills, clear written expression, and confidence as authors. Through explicit instruction,



guided practice, and opportunities for learn how to plan, draft, revise, and publish

creative and academic writing, students their work across multiple genres.

Our program incorporates Write Score, a research-based writing platform that provides students with standards-aligned writing prompts and detailed feedback. Write Score assessments help teachers identify each student's strengths and areas for growth, allowing instruction to be tailored to individual needs. Students receive structured feedback on organization, clarity, evidence, conventions, and overall composition—building essential skills for both academic writing and real-world communication.

Throughout the year, students engage in a variety of writing experiences including narratives, opinion pieces, informative essays, and responses to reading. They learn to use evidence, develop ideas with detail, and revise their work with purpose. Writing is integrated across subjects, giving students ongoing opportunities to apply their skills in meaningful ways.

At Becoming Collegiate Academy, we believe that strong writers become strong thinkers. Our writing program supports students in developing the confidence, creativity, and analytical skills needed to express themselves effectively and succeed in all areas of learning.

2.3 Mathematics Curriculum

To build a community of independent, confident, and effective problem solvers.

At Becoming Collegiate Academy, our goal is to develop Brown Bears who think flexibly, reason deeply, and approach challenges with grit, curiosity, and confidence. The world-renowned Singapore Math framework anchors our mathematics program and helps us develop some of the strongest mathematical thinkers.

Using the Concrete-Pictorial-Abstract (CPA) approach, students build a solid foundation of conceptual understanding before moving to abstract procedures. This progression ensures that Brown Bears don't just memorize steps; they understand the why behind mathematical ideas, enabling true mastery. Singapore Math develops students into independent problem solvers through:

- Rich, real-world application problems that require reasoning, decision-making, and analysis.
- Productive struggle, which strengthens persistence, resilience, and mathematical confidence.
- Bar modeling strategies that help students visualize and break down complex problems.
- Focused, coherent units that allow for deep learning rather than surface-level coverage.
- Sentence stems, discourse routines, and collaborative talk that help students explain their thinking and learn from peers.
- Gradual release of responsibility, encouraging ownership of learning.

Instruction is inquiry-driven and culturally responsive, providing opportunities for Brown Bears to connect math to their lives, identities, and future careers. Our teachers intentionally push students to think critically, justify their reasoning, and engage in academic conversations that build confidence and precision.

By integrating Singapore Math with high expectations and Becoming's commitment to excellence, we prepare our Brown Bears to meet the demands of the 21st century—and to thrive as mathematicians who can tackle challenges in school, in life, and in their communities.

Mathematics Programs



Our Mathematics program uses Primary to build deep conceptual understanding, computational fluency. To support all and enrichment through i-Ready and Khan Academy, ensuring every Brown Bear receives instruction aligned to their needs and growth goals. In addition to our core curriculum, students engage in the following experiences:

Mathematics (Singapore Math) in Grades K–5 problem-solving confidence, and strong learners, we provide targeted intervention

Performance Tasks

Students demonstrate their mathematical thinking through rich, real-world problem-solving tasks. These tasks require reasoning, modeling, strategic thinking, and clear communication—core components of the Singapore Math approach.

Math in the Real World

Students apply mathematical concepts through authentic learning opportunities both inside and outside the classroom. These experiences help Brown Bears see mathematics as relevant, meaningful, and connected to everyday life.

Learning Environment as “The Third Teacher”

We intentionally use school spaces to spark mathematical curiosity. During structured times—such as recess, learning stations, or hallway challenges—students encounter quick problem-solving prompts and math thinking routines that reinforce core skills.

Digital Learning Tools

We extend and personalize math learning through strategic use of technology:

- i-Ready Math provides targeted intervention and small-group instructional resources.
- Khan Academy reinforces fluency, provides practice at a student’s level, and supports personalized learning.
- Online tasks and activities strengthen student agency, reinforce taught skills, and offer opportunities for independent practice.

2.4 Science Curriculum

A Community of Curious, Critical, and Courageous Science Inquirers

At Becoming Collegiate Academy, we empower our Brown Bears to think, question, investigate, and problem-solve like real scientists and engineers. Using the Amplify Science curriculum (Grades K–5)—a nationally recognized, research-based, and phenomenon-driven program—students engage in hands-on, inquiry-based learning that mirrors the authentic work of scientific thinkers.

Our science program cultivates curiosity, deep understanding, and critical reasoning so that every Brown Bear develops the confidence and skill needed to engage with the world as a scientist.

Our Approach

Amplify Science fully aligns with the Next Generation Sunshine State Standards (NGSSS), a framework that ensures students learn science through three integrated dimensions:

1. Disciplinary Core Ideas (DCIs)

These are the essential concepts students must understand in four major domains:

- Physical Science
- Life Science
- Earth and Space Science
- Engineering, Technology, and the Application of Science

DCIs allow students to build deep, coherent knowledge over time—not isolated facts.



2. Crosscutting Concepts (CCCs)

These big ideas help students levels, such as:

- Patterns
- Cause and effect
- Structure and function
- Systems thinking
- Stability and change

Crosscutting concepts help Brown Bears see how science applies to math, literacy, engineering, and real-world situations.

3. Science & Engineering Practices (SEPs)

Students learn and apply the practices scientists and engineers use every day:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Constructing explanations
- Analyzing and interpreting data
- Engaging in an argument from evidence
- Using mathematics and computational thinking
- Communicating information

These practices build essential skills like collaboration, evidence-based reasoning, perseverance, and academic discourse.

2.5 Social Studies Curriculum

At Becoming Collegiate Academy, the social studies curriculum is designed to help students understand their community, their world, and their role as informed, responsible citizens. Through engaging lessons, discussions, and hands-on activities, students explore history, geography, civics, economics, and cultural studies in developmentally appropriate ways.

Our program incorporates Young Citizens, a comprehensive and interactive curriculum that supports students in developing civic awareness, critical thinking, and a deeper understanding of how societies function. With Young Citizens, students engage in real-world scenarios, problem-solving tasks, and collaborative projects that build empathy, communication skills, and social responsibility.

Throughout the year, students learn about community roles, government structures, important historical events, and the diverse cultures that shape our world. Lessons encourage students to make connections between past and present, understand multiple perspectives, and develop the foundational skills needed to participate actively in their school and local community.

At Becoming Collegiate Academy, our social studies program helps students grow into thoughtful, knowledgeable, and engaged citizens who are prepared to contribute positively to society—both now and in the future.

2.6 Specials Curriculum

Music

At Becoming Collegiate Academy, our music program is designed to give students a joyful, well-rounded, and engaging introduction to the world of music. This year, we are excited to share that we have adopted the QuaverEd Music curriculum, a dynamic and interactive program that enhances musical learning through high-quality digital resources, hands-on activities, and creative exploration.



At the lower grades, students develop solfege, rhythm, and steady beat—while through singing, listening, and musical play.

essential music fundamentals—including strengthening their aural and vocal skills

From Kindergarten to fourth grade, students also have opportunities to explore a variety of musical instruments, allowing them to deepen their understanding of sound, technique, and expression. With QuaverEd's engaging lessons and activities, students can apply their skills through instrument play, musical games, and guided practice.

Our program also supports enrichment experiences that encourage ensemble playing, collaboration, and performance. Movement and dance are intentionally woven into instruction, giving students a fun and energetic way to connect with music while being exposed to a wide range of musical genres and styles.

Through these meaningful musical experiences—and with the support of the QuaverEd curriculum—students build a strong musical foundation while developing creativity, teamwork, confidence, and problem-solving skills. At Becoming Collegiate Academy, our music program is committed to preparing students for a lifetime of enjoyment, appreciation, and love for music.

STEAM

At Becoming Collegiate Academy, the STEAM program—Science, Technology, Engineering, Arts, and Mathematics—is designed to inspire creativity, curiosity, and innovation in all students. Through hands-on, project-based learning, students explore how these disciplines connect to real-world challenges and future careers.

Our STEAM curriculum incorporates engineering practices, problem-solving strategies, and design thinking. Students engage in building, testing, refining, and presenting their ideas as they develop critical skills such as collaboration, communication, perseverance, and creative thinking.

A signature component of our program is the integration of emerging technologies. Students are introduced to concepts in Artificial Intelligence (AI) and Virtual Reality (VR), gaining exposure to tools such as Plai, Perplexity, ChatGPT, and NotebookLM. These technologies allow students to participate in activities like digital storytelling, research, podcasting, and immersive simulations that deepen understanding and spark imagination.

In addition, students have opportunities to extend their thinking through the arts, blending creativity with technical skills to develop innovative solutions and expressive projects. Whether designing prototypes, exploring scientific concepts, coding, or creating multimedia work, students learn to approach challenges with curiosity and confidence.

At Becoming Collegiate Academy, the STEAM program prepares students to become forward-thinking problem-solvers who are ready to engage with the rapidly evolving world around them. Through exploration, discovery, and collaboration, students develop the foundational skills needed for success in school and beyond.

2.7 Assessments

Becoming Collegiate Academy administers two standardized tests during the school year:

- NWEA Measures of Academic Progress (MAP)
- iReady Diagnostic Assessment



Each assessment is administered 3 times growth each Brown Bear has accomplished

per year, and is used to establish how much in one year's time in reading and math.

In addition, all public schools in the state of Florida must give the Florida Assessment of Student Thinking [\(FAST\)](#) Progress Monitoring assessment.

- Grades K – 5: Math and Reading
- Grade 4-5: Writing
- Grade 5: Science

2.8 Student Progression Plan

Becoming Collegiate Academy is committed to supporting every Brown Bear to and through college. Fulfilling that promise means ensuring each student's success at every stage of their academic journey. The following section highlights key components of Becoming's Student Progression Plan, which the Duval County School Board has formally approved.

Grade Level	Reading	Math	Science/Humanities
Grade K	Yearly average of N or higher	Yearly average of N or higher	
Grade 1	Yearly average of N or higher	Yearly average of N or higher	
Grade 2	Yearly average of D or higher	Yearly average of D or higher	
Grade 3	Score of 2 or higher on ELA FSA*	Yearly average of D or higher	
Grade 4	Yearly average of D or higher	Yearly average of D or higher	Yearly average of D or higher in Science OR Humanities
Grade 5	Yearly average of D or higher	Yearly average of D or higher	Yearly average of D or higher in Science OR Humanities
*A passing grade is required for promotion.			

2.9 Grading Scale

Grading is not the be-all and end-all of education. If anything, some Brown Bears put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. The school will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

The Grading Scale for Grades K-5 is as Follows. K-1 follows the E-U scale, and 2-5 follow the A-F scale.



100% - 90%	A/E	Brown Bears receiving an A or E show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.
89% - 70%	B/S	Although Brown Bears receiving a B or S may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.
69% - 60%	C/S	Brown Bears receiving a C or S have some skill deficits The quality of their work just meets minimum requirements.
59% - 50%	D/N	Brown Bears receiving a D or N have significant skill deficits. The quality of their work does not meet minimum requirements.
49% - Below	F/U	Brown Bears receiving an F or U produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.

2.10 Parent-Teacher Conferences

Parent-teacher conferences may be scheduled at any point during the school year. During conferences, parents will have the opportunity to discuss the progress of his or her child's progress With their child's teacher(s). Working collaboratively, parents, teachers, and students will problem-solve to determine strategies to maximize the performance of the student. To schedule a parent-teacher conference with your child's teacher, contact them directly via ParentSquare, email, or phone. Parents will receive progress reports quarterly through the homework Folder. Parents are encouraged to log online through their focus Parent Portal to check grades at any time.

To assist parents in keeping abreast of their student's academic performance, Becoming Collegiate Academy has set aside specific days for Report Card Conferences. Parents will be advised of conference times. These conferences will be held on the following dates:

- October - Planning Day
- January - Planning Day
- March - Planning Day

2.11 Cheating and Plagiarism

At Becoming, we take academic integrity seriously. Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work.

The first time this offense happens in a teacher's class, the teacher will notify parents or guardians, and the Leadership Team. A grade of zero will be given to the student(s) on the assignment, and consequences under the code of conduct will be applied.

If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent or guardian, and an Administrator.



If a student cheats on a test, quiz, or other grade of zero. Cheating and plagiarism may apply to both the student cheating and to copied.

assignment, the student will receive a be grounds for expulsion. This policy the student who provided the work to be

2.12 Retention Policy

Brown Bears who fail to meet the outlined academic requirements listed per grade level in section 2.2 and 2.6 will be considered for retention. If a third grade student fails the Reading FSA they may be eligible for promotion through participating in the Third Grade Summer School. However, eligibility and promotion will be considered on an individual student basis. If a student is in danger of being retained parents will be notified during the third nine weeks parent-teacher conferences. During these conferences, one person from the leadership team should be present.

2.13 Learning Difficulties and Special Education Options

If a Brown Bear is experiencing learning difficulties, parents may contact a member of the team listed below to learn about the district's overall general education referral or screening system for support services. Brown Bears having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all Brown Bears through our Response to Intervention (RtI) process. The implementation of RtI has the potential to have a positive impact on the ability of local education agencies to meet the needs of all struggling students. If a Brown Bear does not respond appropriately to general education interventions, the next step may be a referral for a special education evaluation.

2.14 Homework

Brown Bears have homework Monday-Thursday, unless otherwise communicated by their teacher. Homework is an essential part of our academic program at Brown Bears. It reinforces skills and concepts learned in class, develops good study habits, and prepares students for the following day's work. Additionally, homework informs parents of what is being taught in the classroom. To support reading skills, we encourage Brown Bears to read or be read to at least three times a week.

We ask parents to provide a quiet place for their child to complete homework, establish a nightly routine, help their child organize their work, read and sign all school letters, and check their child's homework for completion and quality. Students must call teachers for help or questions on homework. Incomplete or poor quality assignments will result in a consequence, and while we encourage parental assistance, all work must be completed by the student.

2.15 Make-Up Work

All missed work must be completed. It is the student/parent's responsibility to consult with each of his or her teachers upon their return and to make sure he or she is aware of all assignments on days that he or she is absent. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up for any missed work.

School Culture

3.0 Core Values and Brown Bear Mindsets

We believe that in addition to an excellent academic education, Brown Bears deserve the right to be developed as whole individuals. We offer robust support through:



- Daily Community Circles that include aligned to our Changemakers
- Leadership and Service lead, serve, and contribute to the BCA community.
- A Tiered System of Supports and Consequences ensures consistency, accountability, and positive behavior growth
- A Greek-Lettered House System that fosters belonging, mentorship, accountability, and healthy competition

structured Social-Emotional Learning curriculum
Opportunities empower brown bears to

Our goal is to build a community that strengthens the Brown Bear Mindset in every student and adult. This mindset reflects our Core Values and shapes how we show up each day. We believe that Brown Bears who are living into our mission must exemplify:

CORE VALUES				
ONE LOVE	COMMUNITY	PRIDE	EXCELLENCE	COURAGE
I show love and respect to all, myself first.	I show care and concern for others.	I am strong and confident.	I give my best effort in everything I do.	I am fearless. I take risks and embrace change.

3.1 School Creed:

At BCA, Brown Bears are engulfed in a school culture built on the core values of one love, community, pride, excellence, and courage. A part of the BCA school community students learn the Creed which grounds what Brown Bears should exemplify.

I love who we're Becoming,
Brown Bears set the tone.
As Collegiate scholars Rock,
Supporting Communities Roll.
I admire our sense of Pride,
Diversity makes us one.
One love is our sound,
So we're bound to be profound.
Courage is why we strive
Excellence is our aim.
Academy's like Ours win
And together we change the game.

Written by: The Becoming Collegiate Academy Founding Team

Signs of a Healthy Brown Bear Culture				
Daily Average Attendance -96%	Daily On Time Percentage - 96%	Meeting PBIS School-Wide	Meeting BCA School Culture	At least 80% family attendance



or higher	of higher	Targets to reach each month	Rubric Targets for each month	at school events
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3.2 Brown Bear Behavior System

Becoming Collegiate Academy's school-wide behavior system is designed to create a positive and structured learning environment where all Brown Bears can thrive. We teach, model, and reinforce our Core Values and the Brown Bear Mindset daily. Our approach focuses on proactive strategies, clear expectations, and restorative conversations when mistakes occur. We celebrate positive choices and growth, and we partner with families to support Brown Bears when additional guidance is needed. We use LiveSchool to track Brown Bears behavior and celebrate positive choices through points, rewards, and incentives. It is our goal that every Brown Bear feels safe, respected, and empowered to take ownership of their actions as they learn and grow as leaders.

Live School - PAWSitive Points

At BCA, Brown Bears receive LiveSchool points based on our Core Values. These points exemplify the choices scholars make each day and are used to celebrate positive behavior, reinforce expectations, and earn rewards and recognition.

Core Value	Behavior	LiveSchool Merit Value
One Love Brown Bears show love and respect to all, myself first	<ul style="list-style-type: none"> Helping others Using kind words and actions Showing compassion towards others Following directions 	1
Community Brown Bears show care and concern for others	<ul style="list-style-type: none"> Using safe hands/feet Encouraging yourself and others Working as a team Sharing objects Respect others space Keeping area neat and clean 	1
Pride Brown Bears are strong and confident.	<ul style="list-style-type: none"> Prideful appearance (neat uniform, shirt tucked, face clean) Using loud and proud voice Making eye contact with speaker Putting extra efforts into work 	1
Excellence Brown Bears give our best effort in everything we do.	<ul style="list-style-type: none"> Completing all classwork On task Going above and beyond 	1
Courage Brown Bears are fearless. We take risks and embrace change.	<ul style="list-style-type: none"> Taking risks Perservering through an activity 	1



School Level Rewards

At BCA, we celebrate our Brown Bears' demonstration of Core Values through a

achievements, positive behavior, and variety of school-wide rewards and traditions:

Weekly Recognition

- Brown Bear of the Week: Students are nominated throughout the week, with a winner selected on Fridays. Recognitions include certificates, BCA swag, and other prizes.
- Brown Bear Store: Students with a minimum of 15 points can select items from the school store.
- Treasure Box: Students with a minimum of 20 points can choose a prize from the classroom treasure box.

Quarterly Traditions & Events

- Fall: Homecoming celebration and field trips
- Winter: Winterwonderland celebration and field trips
- Spring: Eggstravaganza celebration and field trips
- Summer: Field Day and end-of-year activities

Biannual or As-Needed Recognition

- Unexpected or earned awards such as incentive based field trips, ice cream parties, movie days, game days, and more
- Award ceremonies
- BCA-branded gear and other special prizes

These programs and traditions foster a culture of recognition, engagement, and pride, encouraging Brown Bears to consistently demonstrate positive behavior, leadership, and a commitment to our Core Values.

Grade Level /Homeroom Rewards

Using the philosophy "Together Everyone Achieves More", Homeroom teachers collaborate to determine behavioral goals for their grade-level/ homeroom. When the weekly/monthly goal has been met, all Brown Bears in the homeroom will receive the reward. Examples of awards may include extra recess time, additional wiggle breaks, class parties, and other fun activities.

3.3 Consequences

While our goal is to celebrate positive behavior and provide proactive support, we also understand that students may occasionally make choices that do not align with our Core Values. When this occurs, consequences are used as learning opportunities and are issued in a fair, consistent, and restorative manner. Consequences may include verbal redirection, loss of privilege, reflection or restorative conversations, parent contact, or administrative intervention depending on the severity and frequency of the behavior. Our intention is not to punish, but to guide Brown Bears toward better choices, strengthen their leadership, and maintain a safe and productive learning environment for all.

Brown Bear Behavior	Teacher Response
Tier I	
Not following whole-class or individual directions.	The teacher will assume the best when responding to classroom-managed behaviors



Not completing/attempting work	and will use a variety of proactive and corrective management tools. In alignment with BCA's Discipline Ladder, teachers will address behaviors using consistent steps – beginning with redirection and restorative conversations, followed by logical consequences, parent communication, and documented interventions – before moving to administrative support when necessary.
Off task behavior (e.g., playing with shoe laces, hands inside of the desk, incomplete work due to lack of effort)	
Calling out or making noises	
Out of Uniform (e.g. shirt untucked, sagging pants)	
Tier II	
Immediate repeat of Tier I behaviors	<p>Tier II behaviors are more consequential and can result in a loss of learning. As a result, teachers will respond by:</p> <ul style="list-style-type: none">• Sending brown bear to calm down center for reflection• Having a private conversation with the Brown Bear.• If behavior persists: call home or send a digital message through Parent Square <p>Any brown bear with a tier 2 consequence will have a delayed recess.</p>
Out of seat without permission	
Running in school	
Playful physical touching (slapping, pushing, pinching, tripping)	
Academic Dishonesty: i.e, cheating	
Inappropriate/disrespectful responses to correction (stomping, sucking teeth, rolling eyes)	
Intentional profanity/foul language	
Refusal to attempt/complete work for more than 10 mins	
Laughing at a peer/teasing	
Tier III	
Immediate repeat of Tier II behaviors	Tier III behaviors require immediate support because they endanger the safety of the Brown Bear or others around him/her.
Leaving Class without permission	
Intentional, potentially harmful physical touching (e.g., pushing, shoving) or fighting	Tier III behaviors are an automatic referral and call home.
Sexually explicit language, motions, hand signals, or gestures	
Purposefully throwing or destroying objects	Brown Bears will be removed from class and referred to a member of the Culture Team.
Bullying (e.g., writing inappropriate messages about others, etc.)	
Verbal aggression	



Threatening a peer or an adult	
Shut down (inability or unwillingness to engage in any resolution with the classroom teacher)	

3.4 Code of Conduct

Becoming Collegiate Academy follows the [Duval County Public Schools Code of Conduct](#). Each family will receive a copy, and it will remain accessible throughout the year. All Brown Bears are expected to follow the rules and expectations set by the school and their teachers. The Code of Conduct serves as our guide when a scholar does not meet behavioral expectations.

At BCA, we believe that effective discipline supports learning; therefore, when a student disrupts the educational environment, appropriate and restorative measures will be taken. Our behavior continuum includes restorative practices and consequences aligned to the level of the infraction. These may include character education lessons, reflective or restorative assignments, campus beautification, behavior referrals, in-school suspension, out-of-school suspension, mandatory parent conferences, behavior contracts, or dismissal from the school.

With your partnership, we will continue to uphold a safe, supportive, and productive learning environment for all Brown Bears.

3.5 Uniform Policy











It is important for all Brown Bears to feel a sense of belonging and community and having a uniform dress code helps us accomplish this by adhering to the following uniform guidelines.

Brown Bear Uniform Expectations			
UNIFORM TOPS			
PROPER UNIFORM TOPS	Becoming-Branded Polo Shirt (Maroon) : 	Becoming-Branded Oxford Shirt: 	Becoming-Branded T-shirt: 



<p>IMPROPER UNIFORM TOPS (Not Permitted)</p> <p>X</p>	<p>Plain Maroon or White Polo-Shirt:</p> 	<p>Plain Oxford Shirt:</p>  <p><i>Unless worn with BCA vest or under a dress</i></p>	<p>Plain T-shirt:</p> 
<p>UNIFORM BOTTOMS</p>			
<p>PROPER UNIFORM BOTTOMS</p>	<p>Khaki-Colored Pants</p> 	<p>Khaki-Colored Skirt or Shorts</p> 	<p>Khaki-Colored Dress or Becoming-Branded</p>  <p>Dress</p>
<p>IMPROPER UNIFORM BOTTOMS (Not permitted)</p> <p>X</p>	<p>Non-Khaki Pants, Shorts or Skirts</p> 	<p>Athletic Attire</p> 	<p>Jeans</p>  <p><i>Unless noted for special events.</i></p>
<p>FOOTWEAR</p>			
<p>PROPER UNIFORM FOOTWEAR</p>	<p>Closed Toe Sneakers (Any color)</p> 	<p>Closed Toe Shoes</p> 	<p>Closed Toe Shoes</p> 
<p>IMPROPER UNIFORM FOOTWEAR (Not permitted)</p> <p>X</p>	<p>Open Toe Shoes</p> 	<p>Sandals/Slides</p> 	<p>Crocs</p> 



OUTERWEAR			
PROPER UNIFORM OUTERWEAR	Becoming-Branded Sweatshirt 	Becoming-Branded Jacket 	Becoming-Branded Cardigan 
	Non-Becoming Branded Sweater 	Non-Becoming Branded Jacket 	Non-Becoming Branded Cardigan 
IMPROPER UNIFORM OUTERWEAR (Not permitted) 			
ACCESSORIES			
PROPER UNIFORM ATTIRE	Belt 	Tie 	Suspenders 
PERSONAL BELONGINGS			
<p>We ask that Brown Bears limit personal items they bring to school, including:</p> <ul style="list-style-type: none"> • Toys and small figurines (including dolls and stuffed animals) • Gum or Candy (Unless authorized by BCA staff for student celebrations.) • Weapons and toy weapons • Games or any other electronic toys • Ipads or tablets • Cash (Unless for a school based event or sale) <p>Cellular Phones: If a Brown Bear chooses to bring a cellphone to school, it must be kept out of sight and turned off at all times. If a Brown Bear is caught using a cellphone, or a cell phone rings, teachers and/or administrators have the authority to confiscate the phone until pick up with a parent is arranged.</p>			



The school is not liable for missing, stolen or broken personal items, including cell phones.

All Brown Bears are required to wear their uniform daily. If a Brown Bear is not wearing a uniform, the following consequences will apply:

1. A phone call will be made to the parent/guardian requesting a change of clothes. If clothes cannot be provided, the student will be given a "loaner" uniform from the office (if available).
2. The Brown Bear will be sent home to change into their uniform.
3. If repeated uniform violations occur throughout the year, a conference will be scheduled with the administration.

Uniform Purchasing

At BCA all uniforms must be purchased from the approved vendor: Ibiley. Uniforms can be purchased online at www.ibiley.com

3.5 Co-Curricular Activities (CCAs)

At BCA, we believe learning extends beyond the classroom, and co-curricular activities provide opportunities for Brown Bears to explore their interests, develop new skills, and build leadership. Brown Bears are encouraged to participate in a variety of clubs, sports, arts, and enrichment programs designed to complement their academic growth and reinforce our Core Values. Participation in these activities allows students to collaborate with peers, discover new talents, and contribute to the school community in meaningful ways. Below is a list of the co-curricular activities currently offered to our Brown Bears:

- Dancing Bearettes
- Cub Squad
- BCA Choir
- Basketball (co-ed)
- Flag Football
- Paws on Tech (STEM Club)
- Organwise via Girl's Inc.





Attendance

Policies

4.0 Attendance Overview

Through strategic community partnerships, engagement with families, and incentives for students, Becoming Collegiate Academy will do whatever it takes to ensure students and families commit with us a daily attendance rate above 90%.

School Hours

School Doors Open:	7:45 am
Tardy:	8:05 am
Free Breakfast Served Until:	8:10 am
Dismissal:	3:30 pm
Campus supervision and student drop-off begins at 7:45 a.m. Buses leave campus by 3:45 p.m.	

Early Release Wednesday

In order to allow our faculty time for professional development, we dismiss 90 minutes earlier one Wednesday per month (usually the last Wednesday of the month). On these days, dismissal begins at 1:30 p.m.

4.1 Absentee Process

In the instance that your student is absent please contact the school's front office team to inform of your child's absence. In the instance that your Brown Bear is absent please adhere to the following:

1. Please expect a phone call for each absence as we care about each and every student's attendance at school every day.
2. Brown Bears must bring in a note on the day they return to school.
3. The note must include:
 - a. The date of the absence(s)
 - b. The reason of the absence(s)
 - c. A phone number where a parent or guardian can be reached
 - d. The parent/guardian signature

Make-Up Work

Students are responsible for completing all assignments missed during absences. For excused absences, students will be given a reasonable amount of time to complete make-up work without academic penalty. For unexcused absences, the opportunity to make up work may be limited, and academic penalties may apply.

When a student is absent, they will receive a grade of zero (0) or incomplete for work missed on the day(s) of the absence. Students are responsible for completing all missed assignments, and upon submission,



they will receive appropriate grades to replace the zero or incomplete. The time allowed to complete make-up work will correspond to the number of days the student was absent (e.g., one day absent equals one day to complete make-up work).

4.2 Excused Absences

Brown Bears may have an excused absence from school for the following reasons:

- Student illness or injury (doctor's note required if applicable)
- Medical or dental appointments
- Death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin)
- Religious holidays
- School-sponsored events
- Court appearances
- Other reasons as approved on a case-by-case basis in accordance with district policy

If a student must miss school due to sudden illness or a family emergency, such as a death in the family, the school must be contacted as soon as possible. Efforts should be made to schedule doctor, dentist, or other appointments on early release or school holiday dates. If this is not possible, students should not be picked up after 2:45 p.m. on Monday–Friday or 12:30 p.m. on early release Wednesdays due to our early pick-up policy. Upon returning to school, students must provide documentation from a licensed doctor, dentist, or other professional validating the absence. For non-medical excused absences, a handwritten note from a parent is sufficient for a one-day absence only.

Parents/guardians may notify the office team of absences via voicemail at (904) 619-2461, ParentSquare, or email at enroll@becomingschools.org. When leaving a message, please:

- State the student's name
- State your name and relationship to the student
- Give the reason for the absence and the day(s) or time missed
- Provide a working phone number where you can be reached

Parents must provide written documentation explaining the reason for all excused absences within the timeframe specified by the school.

4.3 Unexcused Absences

Absences for family trips, non-school-related athletic events, or other personal reasons are considered unexcused and are strongly discouraged, as they do not support a student's learning. Frequent absences, whether excused or unexcused, may result in a letter of concern sent home. If absences continue, a parent conference will be scheduled to address the issue. Excessive absences can negatively impact learning, potentially lower grades, and may, in extreme cases, result in the school contacting local truancy authorities.

Examples of unexcused absences include:

- Medical absence without a doctor's note



- Babysitting
- Family vacations
- Out-of-town trips during school days

An absence is considered unexcused if it does not meet the criteria for an excused absence or if appropriate documentation is not provided. Unexcused absences may lead to academic penalties and trigger intervention procedures.

4.4 Excessive Absenteeism

If a student has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student's primary teacher shall report the student's attendance to the Dean of Operations. The Dean of Operations shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the BCA Attendance Intervention Team (AIT).

The AIT will schedule a meeting with the parents or legal guardian and if appropriate, a representative of the district attendance office. The AIT will begin an intervention process that may require home visits, attendance contract, and wellness checks. If appropriate, a contract will be developed and signed by the participating parties. If the intervention/contract is violated JSO or DCF may need to become involved.

4.5 Tardies

Brown Bears who arrive at or after 8:05 a.m. are late to school and must report to the main office to receive a tardy pass. Becoming encourages all Brown Bears to arrive on time daily. In the instance that a student has received six or more tardies in a calendar month, parents will be notified to develop a plan to aid in excessive tardiness.

4.6 Check- In/ Check- Out

Becoming Collegiate Academy knows that there are no shortcuts to academic success. Daily attendance allows Brown Bears to gain knowledge, develop skills, adopt intellectual habits, and build character traits that prepare them for competitive high schools and colleges.

If a student needs to be checked in late or checked out early, parents/guardians must visit the main office directly. No student check-outs will be approved after 2:45 p.m. on Monday–Friday or after 12:30 p.m. on early release Wednesdays. Students checked in after 10:00 a.m. will require a doctor's note to validate the late arrival.

Anyone granted permission to pick up a student must present proper identification (e.g., driver's license). No student will be released until a government-issued ID is shown.

4.7 Illness During School Hours

Parents will be contacted to pick Brown Bears up from school if Brown Bears become too ill to remain at school. We use the contact information provided at enrollment to notify parents of student illness. Contact information should be kept current so we are able to contact parents regarding health in a timely manner. To make changes, call the front office at (904) 619-2461.

Parents or guardians will be informed when a student reports to the office with a fever or injury. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any Brown Bear with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. Brown Bears must be fever-free, without the help of medication, for 24 hours before returning



to school. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance. Parents or guardians will be informed when a student reports to the office with a possible lice infestation. The school's procedures on lice are a good balance between doing what we can to reduce the spread of head lice at school, and also alleviating the burden of a scholar's unnecessary absence in the classroom, which seems to outweigh the risks associated with head lice. Head lice is not an indication of poor hygiene – anyone is susceptible. Head lice can be a nuisance, but they have not been shown to spread disease. We do ask for your partnership in this as we are depending on you to help us, by frequently checking at home and also starting immediate treatment, when found or notified by the school of an infestation.

1. Brown Bears found with live head lice will be sent home and need to have treatment started right away.
2. Once appropriate treatment has begun, they will be able to return to school/class
3. An email notice will go out to all families with scholars in that grade level when a case is found or brought to our attention. (The school does not do class-wide or school-wide lice checks.)

For the safety and the well-being of your Brown Bear and others in the building, please make arrangements to have you Brown Bear picked up from school within the hour for the following illnesses and emergencies:

- Fever (100.00 degrees or higher)
- Diarrhea (Stomach cramps)
- Pink Eye
- Vomiting
- Severe Asthma (with rapid heartbeat/student is unable to speak)
- Abscess Tooth (with pain)

**Please note:* To ensure your child's safety, if your student is not picked up within the hour or if the emergency contacts cannot be reached, proper authorities will be notified (i.e. Jacksonville Fire and Rescue, Department of Children & Families, Jacksonville Sheriff's Office).

4.8 Contagious Illnesses

Your Brown Bear may return to school following a contagious illness under the following circumstances:

Illness	Expectation
Chicken Pox	All lesions are dry (doctor's note required)
Conjunctivitis (Pink eye)	No eye drainage (doctor's note required)
Scabies	Medication (doctor's note required)
Pinworms	Medication (doctor's note required)
Hepatitis	Doctor's release (doctor's note required)
Strep Throat	Medication (doctor's note required)
Head Lice	Proof of treatment (doctor's note required)
Ringworm	Proof of treatment (doctor's note required)
Skin Lesions	All lesions are dry (doctor's note required)

4.9 School Closings

If Duval County Schools are closed due to inclement weather (or any other reason), Becoming Collegiate Academy will also be closed. Please be sure to follow television, radio, or social media postings for the announcement of the closing of Becoming.



4.10 Withdrawal

The decision to withdraw a student is not something that we take lightly. Therefore, families are required to have a withdrawal conference with an administrator before any withdrawal paperwork will be signed.

School-Life and Environment

5.0 Meals

Becoming Collegiate Academy participates in the National School Lunch Program and qualifies as a Community Eligible Program which allows all Brown Bears to receive breakfast and lunch meals free of charge. Monthly menus are available for families via the monthly family newsletter and in the front office.

Breakfast

Families may choose to have their child(ren) eat breakfast at home and/or at school. Breakfast is served in the classroom each morning and ends promptly at 8:10 a.m. Students arriving after 8:10 a.m. will receive a grab-and-go breakfast available at the front office. Any breakfast brought from an outside restaurant must be eaten in the car or saved for lunch if arriving after 8:10 a.m., as outside food after this time is not permitted in the classroom. This policy ensures that all students remain focused, minimizes distractions, and maximizes instructional time.

Lunch

Families may choose to have their child(ren) eat a packed lunch from home and/or at school. Packed lunches must follow school cafeteria guidelines, which prohibit sodas, candy, and excessive unhealthy food options. The school is unable to warm up any meals brought from home. If a parent or guardian wishes to eat lunch with their child, they may do so in an available conference room.

5.1 Supplies

Becoming will provide families with a school supply list each school year appropriate for their grade level. All Brown Bears should have all of the required school supplies every day. Brown Bears should not bring any items to school that have not been requested by the school or by teachers. Supply list can be viewed on our school website at www.becomingschools.org.

5.2 Lost and Found

The student Lost and Found is located in the main office. Brown Bears are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the School uniform store at the end of each quarter.

5.3 Special Events- Field Trips

At Becoming Collegiate Academy, students participate in field trips throughout the school year to extend learning beyond the classroom and provide experiences that support the instructional curriculum.

In addition to academic enrichment trips, BCA offers incentive-based field trips that reward brown bears for meeting school expectations in the areas of attendance, academic performance, behavior, and PAWSitive Merits. Eligibility for these incentive trips will be determined by school-wide criteria shared in advance.



All Brown Bears may attend school-wide instructional field trips unless otherwise noted by the Principal. In cases where a student requires additional supervision, a parent/guardian may be required to attend. All chaperones must be approved by the stated deadline; day-of-trip additions are not permitted.

Students may not be transported to or from a field trip by a parent/guardian. All students must ride on school-provided transportation. To maintain BCA safety protocols, all Brown Bears must return to campus following the trip and be signed out through the front office if leaving early.

Chaperone Policy

The school will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent/guardian chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the school's core virtues. Violators of this policy will not be allowed to chaperone any future events.

5.4 Visitors

All visitors must check into the office. The parent/custodial guardian who has educational decision-making power must approve all visitors coming to visit their child. All visitors must present a valid government-issued I.D. to the front office when checking in or checking out a student.

Classroom Visits/Shadows

At BCA, we welcome families to observe their child's classroom with prior notice. To ensure minimal disruption to instruction, all classroom visits must be scheduled at least 24 hours in advance. Observations are limited to a maximum of 30 minutes, allowing families to gain insight into their child's learning while maintaining a focused and productive classroom environment. Upon arrival, parents and guardians should check in with the front office and will be guided to the classroom by a staff member.

5.5 Medicine Administration and Medical Operations

The school is committed to the health and safety of all Brown Bears. Whenever possible, medication and medical procedures should be administered by a parent or legal guardian at home. Under exceptional circumstances, prescribed medication and/or health-related procedures may be administered at school by a licensed school nurse or designated clinic staff. Parents/guardians must complete and sign the Administration of Medication/Medical Procedure Form, acknowledging that the school assumes no responsibility for medication. This form is available through the front office.

The school office staff may administer auto-injectable epinephrine in response to an actual or perceived anaphylactic (allergic) reaction, whether or not the student has a prescription for epinephrine. Any staff member who, in good faith, administers—or chooses not to administer—auto-injectable epinephrine is protected from civil liability under Florida law.

To support student health, the school will:

- Employ or contract with a licensed school nurse to provide services in accordance with state guidelines and school policy.
- Ensure clinic designees participate in workshops, in-services, and training offered by the school district.
- Require all part-time clinic designees to be trained in CPR and, as applicable, in diabetes medication administration.
- Use standardized school forms for all health services.



5.6 Student Medical Records and

Enrollment

The school maintains student health records in locked files to ensure confidentiality. These records are managed by the school operations teams and appropriate designated staff, such as clinic designees, and are only released to service providers as permitted by school district and state regulations.

As part of the enrollment process, parents or guardians must submit the following:

- Proof of Birth (birth certificate or valid evidence of birth)
- Florida Certificate of Immunization (Form DH 680; obtained from the child's pediatrician or physician)
- Medical Physical Form (Form DH 3040; Part I completed by parent/guardian, Part II completed by a pediatrician or physician)
- School Medication Administration Form (if applicable)
- Proof of residency

Parents and guardians are responsible for keeping all medical information current and notifying the school office of any injuries or conditions that may require special consideration at school. Maintaining accurate and up-to-date records ensures the health, safety, and well-being of every Brown Bear.

5.7 Food Allergies

The school is not a peanut-free school. The school will, however, establish a peanut-free zone at the end of tables in the cafeteria, and teachers/monitors will ensure that this peanut-free zone is enforced. In the instance a student has a food allergy, additional documentation will be needed to keep on file and to inform our food service vendor.

Parents/Guardians and Volunteers

6.0 Family Involvement

Becoming recognizes and appreciates the value and perspective that parents bring to the school; therefore, in addition to the duties listed in the Commitment to Excellence, parents are expected to attend Open Houses, Report Card Nights, and parent/teacher/student conferences to review their child's performance. Showing interest in your child's education has many benefits including the following: Brown Bears earning higher grades, a better attitude toward school, and improved school attendance. We share the responsibility to help our children on the path to college; we cannot do it without your involvement.

There are several ways in which you can get involved in the school. The best way for parents to be involved in their child's education is for them to check their child's homework every night, read the contents of the Take- Home Folder, and reach out to teachers through ParentSquare, your student planner, or on their cell phones when there are questions.

6.1 Volunteers

The school values volunteers as an integral part of its program. The school's events coordinator will organize volunteer teams and activities that will be designed to help the school flourish in and beyond the classroom. All parents, guardians, adult family members, teachers, staff, and community members are encouraged to volunteer on a team.

- Requirements for Volunteers
 - The administration will maintain accurate records to confirm that the following requirements are met.
- Background Checks



- Volunteers who work with Brown Bears will submit to background checks in the same way that our employees are required to do so.
- Training
 - Volunteers will be trained by the Dean of Operations or the Operations Coordinator. The principal will require volunteers to complete training before serving in the classroom.

6.2 Parent Communications with the Administration, Faculty, and Staff

The school values the conversations that take place between parents/guardians and teachers about children's education. Nonetheless, this conversation must follow certain guidelines to be fruitful and allow teachers to devote themselves to their classes during the day. Parents or guardians may use any of the following ways to contact or communicate with the administration (school operations team, dean of instruction, and principal), faculty, and school staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (with the front office)
- Voice Mail
- Email
- Parent Square

School employees will not use social media to communicate with parents, guardians, or students.

During the school day, and in the moments immediately before and after, teachers are focused on instruction, meetings, and extracurricular responsibilities. For this reason, parents and guardians should schedule a phone call or meeting in advance rather than attempting to engage in an impromptu "quick conversation."

Parents or guardians who are in the building for another purpose should not use their presence to bypass the normal procedures for contacting a teacher, unless the teacher clearly invites such a discussion. This expectation also applies to parents or guardians who work at the school.

Teachers and administrators will make every effort to respond to parent or guardian inquiries promptly. In general, families can expect a response from a teacher or the administration within 48 hours, excluding weekends and holidays. While a teacher's schedule may not allow for a meeting within that timeframe, they will attempt to make contact in some form.

6.3 Procedure for Parent/ Guardian Concerns

While we hope to always have a productive and pleasant experience with all of our families, if a parent has a concern or disagreement, they should adhere to the following chain of communication:

- Discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion.
- If there is no resolution to the problem, the parent or guardian should then contact the dean of lower / dean of upper school.
- Any problems that are not resolved with the assistant school leader will be submitted to the Principal.
- If a parent needs to speak with the board of directors, they may submit an email to the board of directors parent liaison, Desiree Corley-Jones at board@becomingschools.org



Transportation

7.0 Bus Transportation

Becoming Collegiate Academy partners with School Wheels Direct, a DCPS-approved, Jacksonville-based transportation service that has been providing safe and reliable school transportation to the Jacksonville community. Families can refer to the Transportation page on the school website for detailed information, including the transportation application, bus routes and stops, frequently asked questions, and processes to request transportation for their child(ren). Kindergarten families must complete a Kindergarten Dismissal Form in addition to the Transportation Application.

Families should be at their bus stop at least 10 minutes before the scheduled arrival time. For safety reasons, parents of Kindergarten Brown Bears must remain with their child until they are safely on the bus. Once the child is safely seated, the parent may depart. No food or drinks are allowed on the bus.

All students have assigned seats, and they are not allowed to leave the bus without an adult present. Anyone wishing to pick up a student from the bus must present the BCA-assigned car tag or a government-issued ID. Any changes to a student's afternoon bus stop must be communicated to the front office staff before 2:45 p.m. and 12:45 p.m. on Early Release days.

If a parent or designated adult is unable to meet the bus on time, the driver will continue the route and notify the school that the child is being returned. In rare circumstances where no school official is present, drivers may follow procedures that include contacting the Jacksonville Sheriff's Office or the Department of Children and Families. While these actions may seem extreme, they are essential to consistently ensure the safety and security of all students.

7.2 Kindergarten Transportation Form

As required by Duval County Public Schools, Kindergarten Brown Bears are not to be released from the school bus unless a parent or guardian has completed a Kindergarten Dismissal Form. Forms can be accessed via our school website or the front office. This form provides instructions for whether a child can walk home, ride with an older sibling, or must be picked up by a specific adult. Bus drivers are instructed to transport only those kindergarten students for whom they have a completed form. If a form is not submitted, parents are responsible for transporting their child home.

7.3 School Bus Code of Conduct

The safety of Brown Bears during their transportation to and from school as well as while on field trips is a responsibility which they and their parents/guardians share with the bus drivers and school officials. Therefore, the rules of student conduct will be issued to all Brown Bears at the beginning of the school year, and to new Brown Bears upon enrollment. Brown Bears are subject to all school rules and potential consequences while utilizing school transportation. Additionally, suspension of transportation privileges is another possible consequence for misbehavior during transportation.

Brown Bear Expectations:

Be respectful to the bus operator, monitor, and all other passengers	Remain seated & buckled at all times.	Keep hands, feet, and objects to themselves.	Use kind and respectful language – no teasing, shouting, or profanity.
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No food, gum, or drinks (only water in closed bottles is allowed).	Respect all bus property – no damage to seats, windows, or equipment.	Sit in assigned seats, if required.	<u>Behaviors Strictly Prohibited:</u> Fighting, throwing objects, or other unsafe behavior
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Violations & Consequences

All incidents will be documented and shared with families through ParentSquare. Follow-up phone calls will ensure clarity and partnership. Consequences will be progressive, based on the severity and frequency of the behavior.

Violation Level	Examples	Consequences
Level 1- Minor	Not following directions, loud voice, out of seat.	Verbal warning, parent contact
Level 2- Moderate	Repeated Level 1 behaviors, refusal to sit, inappropriate language.	Parent call + Written referral, possible seat reassignment
Level 3- Serious	Fighting, threats, vandalism, or throwing objects	Immediate removal, bus suspension (1-5 days)
Level 4- Severe	Unauthorized objects, repeated Level 3	Loss of bus privileges, potential school consequences

A student who boards or attempts to board a school bus other than the one to which the student is assigned or who boards or departs a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission is considered to be trespassing.

Responsibilities of Parents and Guardians of Transported Students

- To ensure the safe travel of Brown Bears to and from school and home when Brown Bears are not under the custody and control of the district, including to and from home and the assigned bus stop.
- To ensure that Brown Bears ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made.
- To ensure Brown Bears are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
- To provide the necessary assistance for Brown Bears to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by academy policy or the student's individual education plan).

Safety Procedures and Responsibilities of Brown Bears Being Transported

- Arrive at the bus stop 10 minutes prior to the scheduled pick up time.
- Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.
- Wait until the bus comes to a stop before attempting to get on or off.
- Enter or leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.



- Leave the bus only with the consent of the driver.
- Be silent when approaching or crossing railroad tracks.
- Keep the aisle and step well clear at all times.
- Do not tamper with door handles, windows, and other safety equipment at any time.
- Do not use wireless communication devices, or electronic devices. Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students.

School Bus Vandalism/Criminal Mischief

Vandalism or criminal mischief that occurs on a school bus or other contracted mode of transportation shall not be tolerated, and shall be handled according to the Code of Student Conduct. Vandalism or criminal mischief shall include, but not be limited to cutting, scratching, writing on, puncturing, ripping, breaking or otherwise marring, defacing, or damaging any part of the bus. It is the student's responsibility to report any existing damages and to refrain from making the damage worse. Parents/guardians shall be responsible to the owner of the bus for restitution of any damages. If restitution is not received for bus damages, the student's riding privilege may be revoked.

Large Objects on the School Bus

Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras

All school buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

All Brown Bears will receive the Parent Transportation Agreement on the first day of school. This document outlines all expectations and safety guidelines for bus riders. Families must review with their brown brown, sign, and return the completed agreement the very next school day.



The Village

Commitment to

Excellence: *It takes a village.*

Principal/School Leader Commitment

Becoming Collegiate Academy's school leaders commit to:

- Fostering a culture of open, respectful, and positive communication among teachers, parents, and students to ensure strong partnerships and shared responsibility for student success.
- Providing a learning environment that is rigorous, supportive, safe, and joyful, where every Brown Bear feels valued and empowered to grow.
- Leading continuous, school-wide improvement efforts grounded in data, collaboration, and best practices to help all students reach their fullest potential.
- Supporting teachers with the resources, professional development, and encouragement needed to deliver meaningful, engaging, and effective classroom instruction.
- Holding ourselves accountable to the highest standards of integrity and excellence as we work to uphold the mission and values of Becoming Collegiate Academy.

School/ Faculty Commitment

Becoming Collegiate Academy's faculty and staff commit to:

- Protecting the safety, dignity, and rights of every individual within our school community.
- Cultivating an environment that promotes academic excellence, celebrates multiculturalism, and develops strong personal responsibility in each scholar.
- Providing a rigorous and nurturing curriculum that inspires lifelong learning and establishes a respectful, high-expectations learning environment grounded in academic fortitude.
- Designing engaging, standards-based units and lessons that integrate character and academics—teaching character through learning and learning through character.
- Keeping families informed of each scholar's academic and behavioral progress by providing regular and transparent progress updates.
- Offering meaningful opportunities for families to partner with the school in supporting scholar growth, including parent-teacher conferences, classroom visits, student shadowing, and volunteer experiences.
- Pursuing continuous professional growth by seeking feedback from all stakeholders and applying it to improve instructional practice.
- Going consistently "above and beyond" for every Brown Bear to prove what is possible and ensure all scholars receive the high-quality education they deserve.

Parent/Guardian Commitment

Becoming Collegiate Academy's families commit to:

- Nurturing a love of learning at home by modeling curiosity, celebrating academic effort, and reinforcing the high expectations we share for every Brown Bear.
- Actively supporting the growth and development of my scholar by monitoring attendance, ensuring homework completion, and thoughtfully participating in educational decisions.
- Partnering with the school as a unified team, recognizing that families and educators share the same goal, each scholar's success, character, and well-being.
- Making myself available to my Brown Bear and to the school through phone calls, emails, or conferences to ensure open and timely communication.
- Taking initiative to stay informed about my child's education by promptly reading and responding to school notices, keeping track of academic and behavioral progress, and reaching out when questions arise.
- Supporting my child's academic growth and independence by encouraging strong study habits, resilience, and responsibility.



- Allowing my Brown Bear to participate in Becoming's field lessons and, when possible, volunteering to chaperone to support hands-on learning experiences.
- Promoting a positive and safe school culture by upholding the Code of Conduct and supporting the expectations outlined in the Student & Family Handbook.

Student Commitment

Becoming Collegiate Academy's Brown Bears commit to:

- Upholding the academic and behavioral expectations outlined in the Student Handbook and Code of Conduct, understanding that they help me grow into my best self.
- Taking responsibility for my actions and choices, even when it is difficult, and learning from mistakes with honesty and courage.
- Coming to school prepared to work hard every day, demonstrating grit, resilience, and the Becoming values in everything I do.
- Respecting my property, school property, and the property of others, always leaving every space better than I found it.
- Following all teachers' directions the first time, every time, as a sign of responsibility, respect, and readiness to learn.
- Actively participating in class by being prepared, listening attentively, sharing thoughtful comments, asking meaningful questions, and taking organized notes.
- Maintaining a positive and helpful attitude toward all members of the school community, contributing to a safe and supportive environment.
- Contributing to a culture of academic excellence that celebrates multiculturalism, personal responsibility, and a commitment to doing hard things well.
- Keeping my family informed about my progress by sharing my Take-Home Folder and communicating openly about my learning and goals.



Becoming Collegiate Academy 2025–2026 Student Handbook Acknowledgment Form

I acknowledge that I have received a copy of Becoming Collegiate Academy's Student & Parent Handbook, Code of Conduct, and Student Progression Plan. I understand that it is my responsibility to read these documents and familiarize myself with the policies and procedures they contain.

I understand that nothing in the Student & Parent Handbook is intended to replace or override the Commitment to Excellence or any other non-negotiable expectations for Becoming Collegiate Academy students. I also recognize that the policies outlined in the handbook may be updated or revised at the school's discretion.

By signing below, I affirm that I have read and fully understand the contents of Becoming Collegiate Academy's Student & Parent Handbook and agree to abide by all policies and expectations.

Student Name	Student Signature	Date
Parent Name	Parent Signature	Date