FLINT CULTURAL CENTER ACADEMY FAMILY HANDBOOK

2026-2027

Website: fccacademy.org

810-339-8750

Updated June 2026

The Flint Culture Center Academy's Board of Directors encourages students, staff, administration and parents to review this document and submit proposed modifications to the CEO's office no later than March 1 of each school year. The CEO will then compile all such recommendations and will review those suggestions annually of the Student Handbook.

Board of Directors

The Flint Cultural Center Academy is governed by a seven-member School Board. The Board provides support and oversight for the school administration. Board meetings are open to the public and the meeting schedule is posted on the school's website. Minutes of past Board meetings are available for review on our website, as well.

The Flint Cultural Center Academy board is made up of the following members:

- Rodney Lontine, President
- Renita Bingham, Vice President
- Lamont Richardson, Secretary
- Karima Amlani-Bostick, Treasurer
- Desmond London, Trustee
- Tracee Glab, Trustee
- Todd Slisher, Trustee

Disclaimer: This handbook is not intended to be all-encompassing; it does not create a contract between the school and parents or students. School officials may revise the handbook to implement the school's education program and ensure student wellbeing.

Flint Cultural Center Academy
Family Handbook
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Dear Flint Cultural Center Academy Families,

If you grew up anywhere in the Flint area, then it is very likely that during your time in school you came to the Flint Cultural Center for field trips or learning experiences and entertainment outside of the school day. For decades, the Flint Cultural Center has been the premier community resource for enrichment and extending learning opportunities through the arts and science.

The Flint Cultural Center Academy has been developed with the intention of connecting core learning with the learning experiences available on the Flint Cultural Center campus – every day!

We think this school is truly unique, and most importantly, it offers non-traditional opportunities for every student to learn and grow.

To maximize the awesome potential of your child's learning at the FCCA, it is important to have a mutual understanding and commitment between the home and school regarding some absolute priorities.

Safety

There is nothing more important than students arriving at school, having a great day of learning and coming home safe to you in the evening. We have been developing processes and procedures to meet this absolute priority, and we welcome your feedback and ideas about school safety.

Attendance

There is **simply** no way that the FCCA staff can have an impact on your child's learning and development unless they are at school, on time and ready to learn. We are committed to creating a school and school day that excites and engages each and every student. We need your support and commitment to get your child to school, a minimum of 95 out of every 100 school days. We will be operating on a balanced school calendar that will provide opportunities for students and staff to work hard and enjoy breaks throughout the school year. **Please note the attendance policy.**

Growth

If we all do a great job with Safety and Attendance, the table is set for learning. We are committed to this – no matter what level of learning your child starts out the school year, they will increase their learning and mastery of skills by at least one year by the end of the school year. That is the target for every student – advanced, on target, delayed, disabled – everyone!

The Flint Cultural Center Academy has tremendous potential! An awesome school building provided by the C.S. Mott Foundation, collaboration with the Flint Cultural Center Campus institutions, and partnerships with EL Education and Microsoft have set this school up to provide learning experiences like no other in the world!

We need one more partner, however, in order to guarantee success – you. Please let us know how we are doing and how we can better serve you and your child. The teachers and I will do everything we can to initiate communication, but please feel free to reach out to us at any time. Open communication is vital to successful relationships, and we want to build relationships with you and your family.

I thank you for trusting us to be your partner in forming and guiding your child. I promise you that your child's well-being and growth are our first priority.

Yours truly,

Eric Lieske

Flint Cultural Center Academy CEO

I. MISSION, VISION, PRIORITIES AND GOALS

Mission Statement

At FCCA, we are family. We are adventure seekers who are rooted in CREW and empowered by the arts to create high-quality work. We are fearless and accept the responsibility to impact our community

Vision

FCCA Cyclones clear the path for Connections, Contribution, Courage, Curiosity.

Priorities

- Serve the children of Flint and Genesee County.
- Connect children to their learning through an emergence in the arts, science and technology while elevating learning in all core academic areas.
- Achieve outcomes that establish new and higher norms for learning and student engagement.

Goals

- Ninety percent of students will achieve at least one year of academic growth each year as measured by:
    - Math, Reading/English Language Arts, and Science M-STEP scores
    - NWEA MAP scores

- Ninety percent of students will achieve above the following statewide averages after three years:
    - Math M-STEP scores
    - Reading/English Language Arts M-STEP scores
    - Science M-STEP scores
    - Attendance rates and chronic absenteeism rates

- Family Engagement: 95% of FCCA families will attend all-school events and will work with their children to achieve at least 95% daily student attendance.

II. DESIGN FOR LEARNING

The FCCA will not simply be co-located on the Flint Cultural Center campus, rather there will be an on-going collaboration between the school staff and the campus educators aimed at immersing the students in the Flint Cultural Center, connecting classroom learning with campus learning activities.

Guiding Principles of our Teaching and Learning

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.

- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.

- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

III. CHARACTER AND CREW

In addition to the academic learning goals we have for every student, we also aspire to assist families in forming children with character, compassion and an understanding of community and the common good.

Habits of Character

When students graduate from the Flint Cultural Center Academy, they'll leave with our Six Habits of Character fully internalized:

- **Integrity:** Students are honest. They do the right thing when no one is looking, stand up for what they believe is right, and make choices with genuine respect for other people.
- **Compassion:** Students take care of the feelings of others and navigate difficult social situations with awareness.
- **Responsibility:** Students make good choices, and act with self-control and agency.
- **Cooperation:** Students work well with partners and groups, make positive contributions to a team, and reciprocate with positive actions towards others.
- **Curiosity & Creativity:** Students search, explore, and discover new information with excitement and for the sake of learning.
- **Perseverance:** Students show grit, drive, and passion toward their goals. Students can regulate themselves and make positive choices without needed help or guidance from others--or they know when they need help and seek it out pro-actively.

Crew

Crew provides each student a small, stable group of peers to connect with and support around both character and academic progress. We live by the motto, "We are crew, not passengers," and model and foster this sentiment throughout the day.

- **Morning Crew Meetings:** Staff members lead and take part in Morning Crew meetings each morning, following the Responsive Classroom guidelines (greeting, share, activity, morning message, and goal setting around a character). Morning Crew meetings are centered around a social-emotional learning target, personal goal or academic growth target.
- **Closing Crew Meetings:** Staff members lead and take part in Closing Crew meetings daily, following the Responsive Classroom and guidelines (announcements, appreciations, and reflections).

IV. ACADEMC PROGRAM

ENGLISH LANGUAGE ARTS

The foundation of our curriculum is embedded into the researched based practices of the General Education Literacy Networks “Literacy Essentials” and those practices included in the Science of Reading. Starting with our youngest scholars and through our oldest we focus on the principles that support reading phonetically, fluently, with meaning and comprehension.

MATH

We believe that learning about mathematics is a life skill and one that students should face making connections to their lives. The problem-based approach and elevated student voice enhanced in our Illustrative Mathematics curriculum sets students up to enjoy solving math problems. Additional information can be found at www.illustrativemathematics.org

SCIENCE

Amplify Science and Mystery Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and investigate like real scientists and engineers. Additional information can be found at www.amplify.com and www.mysteryscience.com

SOCIAL STUDIES

Social Studies will be integrated with ELA and aligned to the Michigan Social Studies Standards. TCI social studies curriculum will also support meeting these needs. Additional information can be found at www.teachtci.com/socialstudies/
English and Language Arts

V. SCHOOL CULTURE / IDEALS

A positive and joyful learning experience is a must for our school to be successful and highly impactful to the students we serve. Each student, family, and staff member should feel “seen and heard” which leads to feeling welcomed and a sense of belonging. We live our mission and vision and expect our students and families to engage in our positive and joyful school environment.

A Community of Learning

The Flint Cultural Center Academy will use an approach to classroom and school-wide culture, rooted in the idea of “the self-managed classroom,” a belief that students have the intrinsic power to make choices that serve them as learners and members of a respectful and productive classroom culture.

Self-managed classrooms operate as respectful, active, collaborative, and growth-oriented communities. All individuals are valued and respected. All students and teachers are independent and self-regulated, and the classroom sits in the context of the broader community and world. This type of management creates a Community of Learning where students are fully engaged because three main conditions are met:

- A sense of community (I belong here),
- A sense of competence (I can succeed here) and
- A sense of choice (I am trusted to make wise choices here).

Ideals

At the FCCA, we will continuously strive to create an environment that honors the following elements:

- the levels of physical safety and emotional safety that children and adults in the building feel
- the way routines of arrival, class transitions, lunch times, and dismissal are handled
- the ways authority is exercised
- the tone of courtesy, kindness, and acceptance in peer culture
- the ways in which student achievements are shared within the school community and beyond
- the aspects of the school that define it in the larger community
- the physical appearance of the school building, outside and in

Establishing a culture and achieving ideals is difficult work. We will be intentional about using the following prompt whenever we think students need to re-focus on their behavior.

Is it safe? Is it kind? Is it appropriate?

VI. ASSESSMENT

The FCCA will assess student growth in both character and academic content and skills. We plan to instill character through academic learning in a seamless model but assess them separately. Both domains are given the highest priority; both are shared with families; and both are vital in ensuring that students from all backgrounds persevere and succeed in college, careers and life.

Learning targets for academic content and skills are created from classroom, grade level, school, and Common Core State Standards.

Learning targets are the basis for all assessment. Teachers set the goals for each course. These goals/learning targets begin and end each lesson and are tracked by students and teachers throughout lessons, assignments and projects. Students take responsibility for showing evidence of reaching academic and character targets on a daily basis, and in student-led conferences

We will use a mastery-based (or proficiency-based) grading and reporting system. This means that students must show mastery of content and skills—evidence of meeting learning targets—to get credit for their learning. Separating character from academic skills and content in Assessment provides clarity for students and families about what is going well and what may require attention.

Within each content area, we will use a variety of assessment tools, some developed by our curriculum resources, some paper and pencil, some digital, some through observation, some for measuring a day's learning, some for measuring learning over time.

- **Formative Assessments:** Teachers give daily assessments to check for understanding, monitor progress and provide feedback.

- **Summative Assessments**: Assessments at the end of each unit, spiral, or case study will assess students' summative performance aligned to Common Core Standards.

- **NWEA / MAP**
  Every student will take the NWEA MAP test three times per year in reading, math, and language usage (optional). This is a nationally normed, computer adaptive ~~based~~ test that has a focus on learning and using scores to adapt instruction to meet student needs. These assessment windows will be scheduled by the principal and parents will be notified of dates.

VII. STUDENT SUPPORT

All staff members at Flint Cultural Center Academy are committed to serving the whole child, as well as serving each child to the best of their ability. This includes taking personal responsibility for the academic, social-emotional, physical, and mental health and safety of all students.

Child Study Teams (CSTs)

The Child Study Team (CST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The CST focuses in-depth on one student at a time and invites the parent and student to participate in finding solutions. This process informs individual actions for students, including referral to the formal CST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education. Staff members and students' families may call SST meetings if there is a concern.

Multi-Tiered Support Systems

FCCA will implement consistent intervention cycles based on a range of students' academic and behavioral data. Tier 1 interventions will be delivered in the general education classroom by the Lead Teacher and/or Teaching Assistant. A student may be referred for Tier 2 or 3 interventions only after Tier 1 interventions have been implemented and thoroughly documented by the Lead Teacher, including frequent communication with the student's family and documentation of Student Support Team (SST) meetings.

- Students will be assessed within the first 30 days of instruction to determine their reading present levels, and all elements of the Third Grade Reading Law (MCL 380.1280f). Students with reading gaps will be supported by:
    - Creation of an individualized reading intervention plan (IRIP)
    - Reading interventions
    - Creating an at-home reading plan

Individual Education Plans (IEP) and 504 Plans

If a student enters FCCA with an IEP or 504, we will follow the IEP and provide the services as written. We will also identify students with learning needs through Response to Intervention (RTI) and SST. Parents will be contacted if the school believes a child needs a formal evaluation for Special Education. This should never come as a surprise to parents, as frequent communication will be in place to address concerns as they arise.

Mandated Child Abuse Reporting

Teachers and all staff members of the Flint Cultural Center Academy are mandated reporters. It is required by law for any staff member to report signs (verbal or written) of physical or sexual abuse. The adult that heard the report or observed the signs is the person who must make the report. http://www.michigan.gov

VIII. REPORTING STUDENT PROGRESS

Academic growth and achievement, as well as Habits of Character will also be tracked and communicated to families through a number of authentic and student-centered strategies.

Parent Conferences

Parent-teacher conferences are conducted face to face twice each school year. Spring conferences will be led by your child.
In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring students' progress, the parent-teacher conferences will serve as a review with very few surprises.

During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make parent-teacher conferences a positive experience for everyone involved.

Student Information System; Synergy (ParentVUE and StudentVUE)

The Synergy ParentVUE and StudentVUE portals give parents and students unprecedented web and mobile access to grades, assignments, and communication with teachers.

Celebrations of Learning

Culminating experiences where students demonstrate their mastery of skills, their reaction to a learning task, or their work in the community by performing, demonstrating and integrating what they have learned.

Progress Reports

In addition to regular progress reports, progress reports are also available upon parent request.

IX. FAMILY ENGAGEMENT

The ideal, the way students learn and achieve to their absolute potential, occurs when families and schools work together – encouraging students, recognizing their growth, and working together to solve problems.

Adult Code of Conduct

We believe that adults serve as important role models for students, and the manner in which we interact with one another is critical to cultivating and maintaining a mutually respectful and effective school environment. All adult members of the school community (parents, visitors, and staff) are expected to conduct themselves with professionalism and respect for others.

Flint Cultural Center Academy encourages positive communication and prohibits volatile, hostile, or aggressive actions. It is expected that communication in all forms, and at all times, whether verbal, non-verbal, or written occurs in a professional and courteous manner. This policy is not intended to deprive any person of his/her right to freedom of expression; the intent is to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff, and a safe, harassment-free environment in which parents and community members can participate in school functions.

Any individual who disrupts or threatens to disrupt school/office operations threatens the health and safety of others; willfully causes property damage; uses offensive or vulgar language or who has otherwise established a continued pattern of unauthorized entry on school property, may be subject to banishment from campus and related school activities. Law enforcement may also be involved in repeated or severe cases.

By upholding these expectations, we not only support our children but strengthen the culture of respect and collaboration that makes FCCA exceptional.

We want to emphasize that we are committed to partnering with you. We want all families to feel welcomed and actively involved in our school community. Let's work together to address concerns constructively with our shared commitment to student well-being.

Thank you for helping ensure that FCCA remains a place where every student can thrive and where civility, empathy, and respect are valued.

Communication

Effective communication between school and home is vital to the successful academic, emotional, and social well-being of students. To keep parents informed of school events and student growth, the school communicates often with parents through newsletters, its website, telephone calls, and individual and group meetings.

Classroom Snacks

At Flint Cultural Center Academy, we are family. If you wish to bring in food for a classroom celebration, the packaging must state that it was processed in a nut free processing facility. Please contact your child's classroom teacher before bringing in any items. Ballons are also not permitted at FCCA. Ideas for supporting these types of celebrations include:

Nut Free Facility

FCCA is a nut-free facility. We have students and staff members that have severe allergies to nuts. The school breakfast and lunch program comply with being a nut free school.
Nothing served by the school will violate our nut-free practices. Thank you for your assistance in making sure the food items you are sending for snacks and lunch are nut free for the safety of our students. If you need help identifying nut-free snack/treat options, please give your child's teacher or the office a call and we will assist. We appreciate your support in keeping everyone safe.

X. ARRIVAL & DISMISSAL

Breakfast: Breakfast is available for all students and will take place from 8:00-8:20am, served in the cafeteria, or in the child's classroom.

Arrival: Arrival at the FCCA begins at 8:00 and ends at 8:20am.

- Students may be dropped off at the Main Office entrance only.
- Students arriving after 8:20am should sign in at the main office to receive a pass before going to their classrooms.
- **Students arriving before 8:00am should not be left unattended outside the school.**

Dismissal: Students will be dismissed promptly at 3:45pm

- Families who arrive before 3:45pm may wait in the parking lot drop-off/pick-up line outside of the main entrance.
- Students who are not picked up by 3:50 will go to an assigned area until a family member arrives.

Walking - Students will not be dismissed to walk home alone without the explicit, written consent of a parent or guardian.

Early Pick-Up - If your student needs to be released from school early, you will need to be on campus for your student to be called out of class. **Allow sufficient time for your student to travel to the office.**

- Cut off for early pickup is 2:45 (12:45 on early release days)
- You will need to fill out the early dismissal log in the foyer.
- You will need to be at the door before your child is called to the office.
- Students will only be released to adults listed on the approved pickup list. All adults picking up students may be asked for photo ID.

Drop-Off/Pick-Up Procedures: Both for Arrival and Dismissal, cars must enter the school parking loop from the main drive of the Cultural Center that goes between Robert T. Longway and Kearsley St. There will be signs, pylons, school and security personnel to guide you through the drop-off lane.

Bicycles: Students may not ride their bikes to or from school without the written permission of their parents/guardians.

After School Programming

Flint Center for Educational Excellence

We have partnered with the Flint Center for Educational Excellence to provide after school programming and wrap around services including:

- A full-time Community School Director to develop recreation and enrichment programs for after school, intercessions and the summer. Programming will include:
  - Additional learning opportunities at Cultural Center campus institutions
  - Extended learning opportunities, with a focus on literacy
  - Athletics
  - Community walking/running clubs
  - Additional Family Services:
    - Food pantry
    - Clothing closet
    - DHHS Workers
    - Community Health Worker through Genesee Health Plan

Weather and Emergency Closings

Any time school is cancelled due to weather or an emergency, information will be shared through local media, and through automated calling.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school will stay open. The staff will take safety precautions.

Tornado Watch

Students remain in school if there is a tornado watch, the staff will take safety precautions. Students will be released to parents or other designated adults upon request.

Tornado Warning

All students and staff members will remain in the building and take shelter in designated areas. Students may be detained beyond the usual dismissal time. Students will be released to parents or other designated adults upon request.

XI. ATTENDANCE

At the FCCA, we believe that student attendance is linked to increased academic outcomes and social-emotional development.

Student Absences

All students should be at school, on time, each day, unless they show symptoms of illness.

Lead Teachers will submit written attendance to the main office by 8:45 am daily.

- If a student is absent, a family member must call the office by 9:00am to excuse the absence.
- If a student is absent for more than two days, a doctor's note must accompany the student to excuse the absence.
- The following list of guidelines will be used to determine whether the absence is excused:

Excused	Unexcused
-Personal illness -Death in the family -Impassable roads due to inclement weather -Religious observance -Quarantine -Required court appearances -Attendance at health clinics	-Oversleeping -Transportation issues -Family vacation communicated less than two weeks in advance with teacher -Childcare -Cold weather -Any other reason which does not fall into the categories listed under "excused"

Leaving Early

Students are expected to remain at school for the entirety of the school day. Understandably, there are times/situations when a student must leave prior to dismissal. Excessive leaving early interferes with our education programming and will be addressed as an attendance issue.

Truancy Protocol

Students missing more than 10 days over the course of a school year are considered truant, according to the State of Michigan.

- If a student has been absent, excessively tardy, or picked up from school early for more than three (3) days:
  - A staff member will call your family to acknowledge the excessive absences.
  - A warning letter will be sent home to acknowledge excessive absence.
- Your family must return this warning letter to the FCCA office, signed and dated, within 48 hours. If a student has been absent, excessively tardy, or picked up from school early for more than five (5) days:
  - The CEO/Principal or another administrator will call your family to acknowledge excessive absence.
  - A second warning letter will be sent home to acknowledge excessive absence.
  - Your family must return the letter in person at the meeting date and time outlined in the letter (or at the time that you reschedule within 24 hours of receiving the letter), with the CEO/Principal or designated staff member Head of School to

address attendance concerns and create an action plan for your student's success. Your child's teacher may also be present.

- If a student has been absent, excessively tardy, or picked up from school early for ten (10) or more days:
  - A designated staff member will call your family to acknowledge the excessive absences.
  - A third letter will be sent home to acknowledge truancy and notify you that you are in violation of Compulsory Attendance Laws.
  - You will receive notice from the Genesee County Prosecutor's Office acknowledging that you are in violation of Compulsory Attendance Laws and outlining the possible consequences for this violation. Your family must return the letter in person at the meeting date and time outlined in the letter (or at a time that you reschedule within 24-hours of receiving the letter), with the Executive Director and the President of the Board to address attendance concerns and outline and amend the action plan for your student's success.
  - A Promotion in Doubt letter will also be sent home at this time to acknowledge that your student is in danger of being retained in the same grade next year.
    - Three tardies, where a student arrives after 9am will be counted as ONE absence. The State of Michigan does not consider excused or unexcused absences when determining truancy issues.
    - For all students who must miss more than 3 days per month due to illness, consecutive or non-consecutive, a note of explanation must be provided from a physician.

Makeup Work Excused absences
Students with excused absences will be expected to make up all the work missed. It is the responsibility of the student to ask the teacher for missed assignments on the day the student returns to school. For extended absences, parents may request homework assignments from the school office. Please give the school office 24 hours' notice to prepare all makeup homework assignments for pick up. Generally speaking, students will have the number of days absent plus one day to complete the makeup work.

Attendance for Extra-Curricular Activities
A student must be in school for one-half of the school day in order to participate in a practice or performance on that day. The event coordinator must approve of any exception to this rule.

Withdrawal by Non-Attendance
After an absence of ten (10) days without notification or explanation, we will deem your child to have withdrawn from the FCCA. The CEO or designee will send an official letter explaining that ten consecutive absences is considered a withdrawal of a student from the FCCA. The parent/guardian will be given the opportunity to respond. If there is no response within the designated period of time, we will notify your district of residence of your child's withdrawal so that his or her educational program can be continued without delay. Excessive tardies and leave earlies will fall under this same policy. Being on time each day and remaining in school all day is highly critical to student success. The open slot on our roster will be filled with the next child on our waiting list.

Middle School Tardy Policy
Tardy record keeping will be done every Marking Period (nine weeks).

- 1st and 2nd tardy are verbal warnings with student and conversation to remedy.
- 3rd tardy phone call home to parent from teacher.
- 4th tardy lunch detention with teacher and a phone call home. (1 point)
- 5th tardy referral to the office and a parent conference with the Dean of Students. (1 point)
- 6th referral to the office and 1 day in the Cyclone Success Room. (2 points)
- 7th referral to the office and 2 days in the Cyclone Success Room. A parent conference with the Assistant principal. (2 points)
- 8th referral to the office and 3 days in the Cyclone Success Room. (3 points)
- 9th referral to the office and 4 days in the Cyclone Success Room. (3 points)
- 10th referral to the office and a parent conference with the principal. (4 points)

XII. STUDENT HEALTH

Immunization Requirements

Michigan schools are required to report immunization information regardless of their mode of instruction. Any student who fails to meet the below mentioned immunization requirements shall not be admitted or participate in school classes (Department of Health and Human Services Memo 6-27-2024. Memo). Parents and guardians declining vaccines must obtain a certified non-medical waiver from a local health department. The minimum complete immunizations are:

	All Kindergarteners and 4-6 year-old transfer students	**All 7th Graders and 7-18 year-old transfer students**
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses D and T or 3 doses Td if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
Polio	4 doses 3 doses if dose was given at or after 4 years of age	4 doses 3 doses if dose was given at or after 4 years of age
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	2 doses at or after 12 months of age
Hepatitis B*	3 doses	3 doses
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
Varicella (Chickenpox)*	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease

***If the student has not received these vaccines, documented immunity is required.**

Please contact your health care provider for other recommended vaccinations

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed or over the counter, require written permission from the custodial parent. They must complete the Authorization to Administer Medication form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

Though we encourage a physician's written permission in all cases, a physician signature is required under the following conditions:

- Any possession or use of an inhaler or epinephrine injector
- Any self-possession or self-administration of any medication

Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.

Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package and have the student's name affixed to the package.

The medication supplied to the school must be in the exact dosage prescribed, so the individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.

If a parent is accompanying his/her child on a field trip, the parent will be required to administer the child's medication.

Meningococcal Disease

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability.

There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease.

Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

Health Records

Students' health records are maintained separately and confidentially from other school records, as required by law. Please be sure that all immunizations are up to date and be prepared to provide documentation of all immunizations.

Allergies

Please alert us to any allergies your child may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines, and other substances.

The Flint Cultural Center Academy is a "NUT FREE" school due to severe allergies.

Illness

We share your concern for the health and safety of your student and all students!

- If your child exhibits any of the following symptoms, please keep your child home:
  - Fever of 100.4 or higher,
  - Vomiting or loose bowel movement/diarrhea,
  - Difficulty breathing or severe coughing,
  - Lice, ringworm, or other contagious conditions,
  - Open sores,
  - Rash or hives,
  - Pink eye, or
  - Runny nose with thick yellow or green discharge.

- The determination to send a child home is made by the CEO/Principal or designee, using the "Keep Home" criteria. Parents or caregivers will be notified by telephone of the nature of the illness and will be asked to pick the child up. Please provide the school with emergency contact information so that you, or your designee, may be reached at all times. We expect that ill children will be picked up within one hour of notification.
- Your child will need to be fever free without medication for 24 hours from the time they were sent home from school, until the time they return to school.
- If your child is sent home for vomiting, they must be vomit free for 24 hours before they can return to school.
- If your child becomes injured at school, you will be contacted, and we will administer emergency first aid and complete an accident report for you to share with your child's physician. In the event of serious injury requiring immediate emergency care, 911 will be called. The CEO/Principal or other staff person will accompany the child to the hospital in the event the parent or caregiver cannot be reached.

Dress for the Weather

In addition to outdoor recess, students will be walking to various places on the Cultural Center campus, every day. When the wind chill is below zero, we will make alternative arrangements for instruction, but in all other weather conditions, please provide your child with climate appropriate apparel, including coats, snow pants, boots, gloves, hats, scarves and rain protection.

Lice can also be transmitted by sharing hats, combs or brushes. Students found to have lice will be sent home. After treatment, the student may return to school for examination by school personnel to determine if there is any evidence of lice. The school maintains a "no nit" policy.

XIII. DRESS CODE / SUPPLIES & MATERIALS

School Uniform Policy

Tops

- All tops must be completely **SOLID** or have the **FCCA logo** on them. Name brands and sports logos are not acceptable for our daily uniform.
- T-Shirts and polos: Navy, white, gray, yellow, and black.
- Sweatshirts, zip-up sweatshirts, windbreakers and sweaters: Navy, white, gray, yellow, or black (**plain solid color**, **no logos or writings**) FCCA sweatshirts from the school store are also acceptable. Please be advised, no jean jackets will be accepted as school uniform attire.
- Camo and tie-dyed tops are permitted but must be school uniform colors, as indicated above.

Bottoms

- Navy, black, khaki color skirts, shorts, dresses, and pants are acceptable. Dresses/Skirts/ Shorts should be no shorter than mid-thigh (no higher than 7 inches above the knee), and not sheer or see-through.
- Sweatpants, denim, athletic, and workout pants are not acceptable for our daily uniform. Leggings are only acceptable under skirts and dresses.
- Tights must be solid in uniform color (black, blue, or white).

In coordination with our school uniform attire, **no hoods, hats, skull caps, du-rags, beanies, bonnets, sunglasses, scarves, or bandanas** are allowed to be worn inside the building or cafeteria during the school day (not including religious exemptions). Coats are not to be worn inside the classroom unless instructed by the classroom teacher as necessary when traveling to the Flint Cultural Center Art and Exploration classrooms. Coats are to remain in student lockers.

Closed Toe shoes with backs (sneakers or tennis shoes are preferred), flip-flops are not allowed.

The uniform Policy will be enforced. If students come to school out of uniform, a phone call will be made home to bring up uniform clothing, or the student will need to borrow FCCA uniforms as necessary. Continued purposeful violation of school uniform policy will result in progressive discipline.

If families need assistance obtaining or cleaning school uniforms, please contact the school social worker or school counselor for resources. We're here to help and support our families and scholars to be successful during the school year.

Dress Down Days

- Straps on shirts/dresses must be thick enough in width to cover undergarments.
- Dresses/Skirts/ Shorts should be no shorter than mid-thigh (no higher than 7 inches above the knee).
- Clothing with inappropriate or offensive sayings will not be allowed.
- Both boys and girls need to wear shirts that cover the midriff area and chest.

Backpacks/Purses/Fanny Packs

Backpacks, purses, and fanny packs are not permitted inside classrooms. These items must be kept inside lockers during school hours.

Lockers/Student Locks

Students will be assigned only one locker and must only use their assigned locker. The sharing of student lockers is not permitted.

Toys, Electronics, & Valuables

We ask that students not bring valuables to school. Each classroom is equipped with age-appropriate materials for learning.

- The school is not responsible for missing or lost student items.
- Please help your child remember that toys, electronic games, and similar devices need to be left at home. If a child brings these items to school, the following steps will be taken:
  - Item is placed back in cubby/backpack for the day,
  - the teacher keeps the item and returns at the end of the day, or
  - The teacher keeps the item and parent must retrieve it.

Cell Phone/Smart Watches/Tablets/Ear Buds and Headphone Policy

In elementary (K-5th grade) cell phones, smart watches, and other electronic devices must be turned off and put away in the student's locker during school hours, unless permitted by school authorities. Use of these devices during the school day presents a disruption to the educational process.

In middle school (6th – 8th grade) cell phones, smart watches and other devices must be turned off and put away in the student's locker during school hours, unless permitted by school authorities. **Middle school students may only use cell phones, smart watches, and other electronic devices before school, after school, and during a student's lunch time in the cafeteria/learning stairs.** As long as they are using it in accordance with the student code of conduct.

Students are prohibited from using a cell phone in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

Students are prohibited from using cell phones/cameras to capture, record or transmit the words (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission/posting of such words or images. Using a cell phone/camera to take or transmit/post audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted unless authorized by the building principal. Students who violate this provision violate the privacy rights of another person may have their cell phone confiscated and given to law enforcement. No expectation of confidentiality will exist in the use of cell phones on school premises/property.

- No Ear Buds, Air Pods, Air Pods Pro, Headphones, or any other personal audio devices are to be out or in use during school hours **which includes after school programming, without permission from school authorities.** Middle School students are permitted to use before school, after school and during lunch time/ learning stairs.
- **FCCA shall not be responsible for any item lost, damaged, or destroyed while in its possession.**
- **If seen out or in use during non-permitted times, items will be confiscated by a staff member and given to the office for a parent to pick up at their convenience.**

- Continued violation of the Cell Phone/Smart Watch/ Ear Bud and Headphone Policy will result in increased consequences up to and including suspension from school.

Notes

- Emergency situations should be handled through the main office.
- This policy is intended to promote accountability, reduce distractions, and maintain a productive learning environment for all students.
- This policy includes headphones and smart devices, unless given specific permission from teacher for educational use only.
- Medically necessary devices are allowed with approval and appropriate documentation
- The prohibition on WCD use does not apply to the following:

    - Medically necessary devices.
    - District-owned devices, including, but not limited to, school-issued tablets and laptops.
    - Devices designated by the district to be used for instructional purposes.
    - Devices used for special education programming or devices provided as an accommodation to students as required under section 504 of title V of the rehabilitation act of 1973, 29 USC 794, or as part of an individualized education plan under title II of the Americans with disabilities act of 1990, 42 USC 12131 to 12165.
    - Lesson-specific academic assignments, at the limited and direct discretion of a classroom teacher.
    - Emergency situations, as described in an emergency operations plan developed under section 1308b. Use of a wireless communications device under this subdivision must not interfere with school emergency protocols or the actions of first responders, and must not endanger students or faculty.

XIV. FOOD SERVICE/ RECESS

Lunch Delivery Policy

FCCA provides a healthy free breakfast and lunch each day for every student. No food ordering or delivery services (Uber Eats, Grub Hub, Door Dash etc.) whether ordered by parents, family members or students, will be accepted for delivery to students. These services pose a safety and security risk due to presence of unknown individuals entering and exiting the building. Parents and family members can drop off lunch for students at the front office during lunch hours. Please pre-arrange this with your students, so they are aware a lunch is coming for them.

Recess

Students typically need and want time during the day to engage in self-directed activity. Recess is provided in grades K to 5 for a breath of fresh air, a moment of solitude, a private conversation, or a game.

As in the classroom, the supervising adult is the authority during recess. When playing games, students are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area. Students are not allowed to use playground equipment while waiting for school to begin, waiting for rides, or following dismissal.

All students go outside for recess unless they have a signed doctor's note, it is raining, there is a weather advisory of any kind, or the wind chill is 0 degrees Fahrenheit or below.

XV. FIELD WORK

Purpose

Fieldwork is an integral part of the educational program at FCCA. Field studies are carefully structured to address the learning goals of an expedition and afford students rich opportunities to “learn on location.” Our location and collaboration with all of the institutions on the Flint Cultural Center campus, make fieldwork ideal.

Flint has faced hard to imagine economic and environmental barriers, but to the credit of our community, we are undergoing a rebirth and renaissance that demonstrates our grit and perseverance. FCCA students will have the opportunity to explore history and current events, not only through the Cultural Center, but also through extensive community partnerships, visiting experts, and meaningful fieldwork.

Locations

Fieldwork in the primary grades can take place on our school grounds or within walking distance of the school. Most other fieldwork will take place on the Cultural Center campus, at local institutions, museums, parks, nature centers, businesses, and historic sites, and may last from one to five hours.

Safety

Safety and learning are our top priorities for fieldwork. If a student’s behavior raises safety concerns or is potentially disruptive to the class’s learning, a one-on-one chaperone may be required, or the student may be placed in another classroom for the duration of the field study.

Fees

At times, families may be asked to contribute a small fee for trips. Please reach out to your child’s teacher for financial aid assistance as needed.

Permission Forms

As part of the enrollment process, a permission slip covering all field studies and excursions for the school year will be on file. Classroom teachers will communicate dates and destinations of these excursions through classroom newsletters or special announcements at least 72 hours in advance. Field studies that last beyond the school day will require trip-specific permission slips.

Chaperones

Critical to the success of field studies are the adults entrusted with the care and supervision of our students. For most field studies, a request is announced to solicit parent volunteers to chaperone. Parent involvement is an important part of our school's culture and chaperoning fieldwork is a great way to participate in your child's education.

- Chaperones perform a wide range of functions. They ensure children's safety, monitor behavior, carry out teachers' instructions, and support individuals and groups in gathering information. Chaperones help interpret exhibits and presentations, and they sometimes provide instruction to small groups of students.
- FCCA takes seriously the responsibility to provide safe and productive learning experiences for students. During field trips, doing so requires that we make chaperone decisions that we believe are in the best interests of the class and students.
- Chaperones must attend a Volunteer/Chaperone orientation prior to the first trip.

XVI. SCHOOL SAFETY

School Security Staff

The safety of our students and staff is our highest priority. To help maintain a secure learning environment, our school has full-time security on campus each day. This added layer of support helps ensure that students, staff, and visitors can learn and work in a safe, welcoming, and protected environment.

The FCCA School Security Staff:

- Maintain first aid and CPR certification
- Are knowledgeable of state laws related to the safety of people and property
- Train in and utilize the principles of safety, accidents, and fire prevention
- Have firearms certification that meets current MCOLES standards

Staff Identification

All staff are required to wear a school issued identification badge at all times to identify and authorize their presence on campus.

Emergency Operations Plan

The FCCA School Safety Officer, the Director of Flint Cultural Center Security, and the FCCA CEO will work with area first responders to develop an Emergency Operations Plan based on prevention, preparedness, recovery, and response. Our students and staff will be trained in all safety procedures which will include and surpass the drills required by the State of Michigan to ensure our students' safety in the event of an emergency.

Mandated Child Abuse Reporting: As state mandated child abuse or neglect reporters, teachers, staff and the administration of FCCA are required by law to initiate a report to be forwarded to Michigan and Genesee County office of Child Protective Services if they suspect the maltreatment or neglect of a student. All reports are confidential and will be maintained in confidential and secure files apart from the student's school records.

Internet Use Policy & Internet Safety: Student use of the Internet is an important component of classroom research and learning.

- Students and their families must sign the school's Internet use agreement before being permitted to use Internet related tools.
- Teachers supervise student Internet use, and students abide by Internet safety protocols.
- Failure to abide by the rules will result in the suspension of Internet privileges for the student.

Visitor Policy: While we encourage and welcome families and visitors to the FCCA, all visitors must first report to the school office and sign the visitor's logbook. Visitor badges must be worn at all times while in the school and should be returned before leaving the building. These precautions are necessary for the safety of our students and staff.

Parents are welcome to volunteer or observe in classrooms. Prior to volunteering, parents are asked to make arrangements with the office to complete the volunteer application. Please make arrangements with the classroom teachers prior to the date on which you would like to visit or observe.

Surveillance Cameras: For the safety and security of the building and campus, surveillance cameras have been installed and will be monitored.

No Smoking/Drug-Free School Policy: FCCA is a non-smoking building. Families, students, staff, and guests are prohibited from using any tobacco products in the buildings or on school grounds at any time, including the use of vaping devices.

FCCA is a Drug-Free School. Families, staff, and guests who are suspected to be under the influence of alcohol or drugs will be asked to leave the building immediately. For a staff member, this could be grounds for termination. Children will not be released to caregivers we suspect of being under the influence of alcohol or drugs. If such a situation arises, we will first seek to contact an authorized family member to pick up the child, and if unsuccessful, we will contact Child Protective Services and/or the police department.

XVII. MISCELLANEOUS

Animals

Animals, including pets, are not permitted at school with the exception of approved service and/or assistance animals. Some animals may be allowed in the building as part of a learning experience.

Lost and Found

The lost and found is located on Main Street inside the school. Unclaimed items are donated to charity periodically.

Personal Items

The school will not accept responsibility for the personal items of students. We expect students to leave belongings at home that are not necessary for their education. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Lockers

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Use of Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students are solely responsible for the contents of their lockers.

Search of Lockers

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

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

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies 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: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Complaint Procedures

The Flint Cultural Center Academy Board of Education is committed to treating all students, staff, and parents at FCCA fairly and impartially. The Board is committed to ensuring a school and work environment that is appropriate for institutions of learning and ensures the safety and welfare of all.

Steps to Address Complaints

This section describes informal ways that incidents of perceived unfair treatment, complaints, or harassment might be handled. These are not intended to be all-inclusive nor are any specifically recommended. It is desirable that students, staff, and parents have a chance to make concerns known to the district and to afford the district an opportunity to review these concerns and respond to them.

1. Speak directly to the person with whom there is a problem. Include information about what the person is doing, how you feel about the behavior, and how you would like the behavior to change. Or write a letter to the person with whom there is a problem. Include information about what the person is doing, how you feel about the behavior, and how you would like the behavior to change. Make a copy of the letter for yourself and deliver in person, preferably accompanied by someone else as a witness to the delivery of the letter.

2. If the problem is not resolved after speaking or writing to the person, the problem will be forwarded to the school CEO. The CEO will respond in writing to the parent upon receipt of the complaint.

3. If the parent is not satisfied with the CEO's response, the parent is to notify the Board Secretary. The Board Secretary will confer with the CEO and other staff who may be involved and, depending on the findings, will either:
   a) provide the parent a written response to the grievance.
   b) suggest in writing to the CEO, a course of action to achieve resolution, or
   c) schedule a meeting with the parent, CEO, and other staff as considered appropriate to review the matter and to achieve resolution.

XVIII. NOTIFICATIONS

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. school official will make arrangements for access and notify the parents of the time and place the records may be inspected.

- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading, or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
    1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
    2. Persons or organizations with whom the school or NHA has outsourced services or functions, and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
    3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school.
    4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
    5. Appropriate parties in connection with financial aid to a student
    6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
    7. Accrediting organizations to carry out accrediting functions
    8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
    9. Appropriate parties in a health or safety emergency

Directory Information

The following information will be available for publication in directories, performance programs and so forth. Directory Information includes the following information relative to a student: the student's name; the parent's name; address; telephone number; date and place of birth; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent previous educational agency or institution the student attended, and similar information generally found in yearbooks.

- If a parent of a student does not wish this information to be available for publication, a written notice must be signed by the parent/student and given to the FCCA CEO.
    - We expect that partner organizations like the Charles Stewart Mott Foundation, EL Education and Microsoft Corporation, as well as media and other educational organizations will seek access to our innovative school. Further, we expect these organizations may request access to students for information, news and feature stories, as well as for photos or videos that accompany them.
- If you do NOT wish for your child to be interviewed or photographed by partner organizations, or for media publication or broadcast, or as part of FCCA written and digital communications, written notice must be signed by the parent/ guardian and submitted to the FCCA CEO.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

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

Rights to Know Under Federal Law

The *Every Student Succeeds Act* (ESSA) affords parents certain rights concerning the parents' right to know the professional qualifications of the student's classroom teacher. The school will provide the parents with this information in a timely manner upon request. Specifically, parents have the right to ask for the following information about each of their child's classroom teacher:

- Whether the student's teacher
    - has met the State qualification and licensing criteria for grade levels and subjects in which the teacher provides instruction
    - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - is teaching in the field of discipline of the certification of the teacher
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

The school will provide timely notice to parents of a student who has been assigned or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teachers have been assigned.

Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the student or the student's family
    3. Sexual behavior or attitudes
    4. Anti-social, demeaning, illegal, or self-incriminating behavior
    5. Critical appraisals of others with whom respondents have close familial relationships
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    7. Religious affiliations, beliefs, or practices of the student or parent
    8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)

- Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing such information to others. Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a school to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

The school protects student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Student Handbook of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. *Parents who believe their rights have been violated may file a complaint with*:

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

Rights Under Title IX

The school certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The school, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

Complaints or grievances regarding discrimination based on gender should be delivered in writing to the Academy's Title IX Compliance Officer of the school and should provide specific details regarding the event, the date of the event, and the parties involved. The complaint will be considered confidential and will be expeditiously investigated by the Academy's Title IX Investigation Officer or the Academy's legal counsel.

Notice of Nondiscrimination

The Flint Cultural Center Academy does not discriminate on the basis of race, color, national origin, gender, age, disability, height, weight, religion, or marital status in any of its programs, activities, or employment. Inquiries regarding this policy should be directed to Flint Cultural Center Academy, 1200 Robert T. Longway Blvd. Flint, Michigan 48503 (810) 600-9550

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the school building of compliance with AHERA. An Asbestos Management Plan has been developed for the school and is on file in the school office. Parents may schedule an appointment if they wish to review the AMP.

Pesticide Notification

The school aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. In addition to providing parents with this annual notification, the school will notify parents in advance of individual pesticide applications of non-emergency applications of pesticides such as an insecticide, fungicide, or herbicide, other than a bait or gel formation, that is made to the school ground or building. Please note that notification 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 prior notice to prevent injury to students, but parents will be notified following any such application. Advance notice will be posted on the front door and posted in a public, common area of the school other than the entrance. A parent can also request to be notified by letter postmarked at least 72 hours before the application is to take place. Please contact the school office if you wish to be notified by letter or wish to review the school's integrated pest management program or records. Your school will provide additional information regarding this.

Flint Cultural Center Academy Board Policies

Board policies can be found at www.fccacademy.org under the *Transparency Reporting* icon.

XIX. SCHOOL DISCIPLINE

Restorative Practice

We are building a restorative community that is safe, supportive and conscious of injustice. When community is harmed, accountability involves collaborative communication, skills-building, and harm-healing to build trust and strengthen relationships. Restorative practices strengthens relationships between students and staff as well as social connections within our school community.

RESPONSIVE CLASSROOM

Responsive Classrooms is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It was developed by classroom teachers, and the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. (www.responsiveclassroom.org).

Guiding Principles:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach - individually, culturally, and developmentally - is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at schoolwork together is as important as their individual competence: Lasting change begins with the adult community.

XX. FCCA CODE OF CONDUCT

Student misconduct is classified into three levels. In addition to these three levels of discipline, a teacher may suspend a student for his or her conduct in a class, subject or activity. The definitions of misconduct at each level are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

School staff may use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contact for Level I and Level II violations. The staff will refer Level III violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct.

At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where misconduct is subject to mandatory discipline under state law, however, the Academy Board will act to impose any strictest sanctions.

A teacher may issue suspensions for up to one day. The CEO or designee may issue short-term suspensions. The Academy's Board of Directors or its designee may issue long-term suspensions or expulsions.

Short-Term Suspension

A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges to attend school, including extracurricular activities, are suspended.

Long-Term Suspension

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student's rights and privileges to attend school, including extracurricular activities, are suspended.

Expulsion

An expulsion occurs when the Academy's Board of Directors or its designee terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified by the Academy Board/its designee or state law. The parent/guardian of the student may petition the school board to request the student's reinstatement to school, as permitted by state law.

Levels I, II, and III Violations

Depending on severity or repetition, a Level I violation may be reclassified as a Level II or Level III violation.

Level I Violations:

Cheating/Academic Misconduct

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. This includes the use of generative AI. Discipline under this section may result in academic sanctions in addition to other discipline.

Defacement of Property or Vandalism

A student will not willfully cause defacement of, or damage to, the property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.

Disruptive Behavior/Disorderly Conduct

A student will behave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson or has to stop instruction to address the disruption.

Inappropriate Displays of Affection

Students will not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.

Inappropriate Dress

A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distractive or indecent, to the extent that it interferes with the learning and teaching process. School uniform policy will be adhered to unless authorized by CEO or supervising teacher.

Insubordination/Unruly Conduct

A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when told to by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

Leaving School or Other School Locations Without Permission

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Skipping School/Leaving Class/Truancy:

Unauthorized absence from school or class. This includes being in restricted areas during the student's scheduled class hours and/or lunch period or loitering on school grounds without authorization.

Possession of Inappropriate Personal Property

A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to pornographic or obscene material, laser lights, personal entertainment devices, computer games, electronic pagers or beepers, radios, television sets, cassette players, compact disc players, telephones, or other personal communication devices. Certain devices may be permitted for health or other reasons, if approved by the principal.

Profanity and/or Obscenity Toward Students

A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any other student.

Sexual Harassment (Level I)

A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.

Smoking/Tobacco/Look-A-Like

A student will not smoke, use tobacco, or possess any substance containing tobacco (or look-a-like) in any area under the control of the Academy, including all activities or events supervised by the Academy.

Student Vape & Substance Policy
The purpose of this policy is to maintain a safe, healthy, and drug-free learning environment for all students and staff at FCCA High School. The use, possession, distribution, or concealment of vape devices, electronic cigarettes, marijuana vape products, tobacco products, nicotine products, or related paraphernalia is prohibited on school grounds, school transportation, and at all school-sponsored events.

Tardiness
A student will not fail to be in their assigned place of instruction without a valid excuse from a school authority.

Technology Abuse
The Board authorizes the CEO to develop services linking computers and other technology within and between buildings in the district and to provide access to the Internet for students and staff. All technology implementations shall be aligned with the Board policy on technology and the Academy's educational goals.

Use of the District computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the Board. The Academy's general rules for behavior and communications shall apply when using computer equipment. A student will not violate the Academy's "Acceptable Use of Technology Agreement," found in ADDENDUM # 2, located at the end of this handbook.

Trespassing
A student will not enter the premises of the Academy, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

Truancy
Students missing more than 10 days over the course of a school year are considered truant according to the State of Michigan.

School Responses to Level I Violations:
School administrators and staff may use appropriate intervention strategies, as determined by Academy policies including, but not limited to, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. Any of the following intervention strategies and disciplinary actions may be used.

- Administrator/student conference or reprimand
- Administrator and teacher-parent/guardian conferences
- Referrals and conferences involving various support staff or agencies
- Daily/weekly progress reports
- Behavioral contracts
- Change in student's class schedule
- School service assignment
- Confiscation of inappropriate item
- Restitution/restoration
- Before and/or after-school detention
- Denial of participation in class and/or school activities
- Weekend detention
- In-school suspension

- Other intervention strategies, as needed
- Out-of-school suspension (short-term) from one (1) school day up to and including ten (10) school days
- Law enforcement agency notification

Level II Violations:

Depending upon severity or repetition, a Level II violation may be reclassified as a Level III violation.

Bullying/Harassment/Intimidation/Physical Aggression

"Bullying, harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic.

Destruction of Property

A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.

Failure to Serve Assigned Detention

A student will not fail to serve an assigned detention of which students and/or parents/guardians have been notified.

False Identification

A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.

Fighting

A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

Forgery

A student will not sign the name of another person for the purpose of defrauding Academy personnel or the Board of Directors.

Fraud

A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

Gambling

A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

Gang Activity

A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the Academy's educational mission.

Gang activity includes:

a. Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.
b. Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang.
c. Gathering of two or more people for purposes of engaging in activities or discussions promoting gangs.
d. Recruiting student(s) for gangs.

Hazing
A student will not haze or conspire to engage in hazing of another. As used in this section, "hazing" includes any method of initiation or pre-initiation into a student organization or any pastime, or amusement, engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, personal harm, or personal degradation or disgrace. The term "hazing" does not include customary athletic events or similar contests or competitions.

Loitering
A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

Profanity and/or Obscenity Toward Staff
A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any Academy staff members or adult volunteers.

Sexual Harassment (Level II)
A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, Academy personnel or adult volunteers.

Theft or Possession of Stolen Property
A student will not, without the permission of the owner or custodian of the property, take property or have in his or her possession property valued at $100.00 or less which does not belong to the student.

Threat/Coercion
A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.

<u>School Responses to Level II Violations:</u>

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Any or all of the following intervention strategies and disciplinary actions may be used: Any school response to a Level I violation, listed above;

- Out-of-school suspension (short-term) for one (1) school day, up to and including ten (10) school days;
  NOTE: Fighting poses an immediate threat to student safety. In most cases, out-of-school suspension is imposed even for a first-time offense. The length of suspension will depend on severity or repetition.
- Recommendation to the school district board of education or its designees for long-term suspension or expulsion;
- Law enforcement agency notification

Level III Violations:

Depending on severity or repetition, a Level I or Level II violation may be reclassified as a Level III.

Alcohol and Drugs
A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school.

Arson (Starting a Fire)
A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building, on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311(2)). "Arson" means a felony violation as set forth in Chapter X of the Michigan Penal Code. (MCL 750.71 to MCL 750.80)

Extortion
A student will not make another person do any act against his or her will, by force or threat of force, expressed or implied.

False Fire Alarm or Bomb Report; Tampering with Fire Alarm System
Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

Felony
A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.

Fireworks
A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers.

Interference with School Authorities

A student will not interfere with administrators, teachers or other school personnel by threat of force or violence.

Physical Assault
A student will not physically assault another person. If a student enrolled in grade 6 or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days. (MCL 380.1310[1]). If a student enrolled in grade 6 or more commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the Academy permanently, subject to possible reinstatement under MCL 380.1311a(5). (MCL 380.1311a[1]). "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence. (MCL 380.1310[3][b]. MCL 380.1311a[12][b]).

Robbery
A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

Sexual Assault
A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the Academy permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). "Criminal sexual conduct" means a violation as set forth in Chapter LXXVI of the Michigan Penal Code. (MCL 750.520b to MCL 750.520g).

Student Protest, Unauthorized Demonstrations, Strikes or Assemblies/ Rioting:
Inciting others to disobedience or violence; to take the role of leadership or to overtly encourage activities which disrupt the normal educational process of the school. This includes any student protest, demonstration or behavior which seriously disrupts any school activity or the orderly and safe operation of the school. Strikes by students are prohibited. A strike shall mean the concerted effort by two or more students in any of the following activities: · Refusal to go to a class, refusal to leave a class, refusal to obey an order of a teacher, principal, or other person having authority to give the order. · Refusal to leave school premises, a school-related vehicle, or a school sponsored activity or trip when ordered to do so by a person having the authority to give the order.

Theft or Possession of Stolen Property
A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than $100.00 that does not belong to the student.

Verbal Assault Against an Employee
If a student enrolled in grade 6 or above commits a verbal assault, as defined by school board policy, at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the Academy for a period of time as determined in the discretion of the school board or its designee. (MCL 380.1311a[2]).

Weapons: Dangerous Instruments
A student will not possess, handle, transmit, or use as a dangerous weapon or an instrument capable of harming another person. A "dangerous weapon" means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. (MCL 380.1313). A "firearm," as defined in section 921, title 18 of the United States Code (18 U.S.C. § 921) means:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to expel a projectile by action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer; or
- Any destructive device

The term "firearm" does not include an antique firearm (18 U.S.C. § 921). However, for purposes of this Student Code of Conduct, antique firearms are not permitted on Academy premises. State law requires the school board or its designee to permanently expel from the Academy a student who possesses a "dangerous weapon" in a "weapon-free school zone," subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). However, the Academy's Board of Directors is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- The weapon was not knowingly possessed by the student;
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon;
- The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

"Weapon-free school zone" means school property and a vehicle used by a school to transport students to or from school property. (MCL 750.237a). "School property" means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by the Academy. (MCL 750.237a). If a dangerous weapon is found in the possession of a student while the student is in attendance at school or a school activity, or while the student is en route to or from school on a school bus, the Principal of the Academy, or his or her designee, shall immediately report that finding to the student's parent or legal guardian and the local law enforcement agency. (MCL 380.1313[1]).

Weapons: Use of Legitimate Tools as Weapons
A student will not use a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

Harassment and Bullying
A student shall not engage in harassment or bullying as defined below in this Code of Conduct.

School Responses to Level III Violations:

Any or all of the following intervention strategies or disciplinary actions may be used:

- Any school response to a Level I or II violation, listed above.
- Recommendation to the Board of Education or its designee for long-term suspension or expulsion.
  [NOTE: Drug-related behaviors pose an immediate threat to student safety. In all Level III drug-related cases, out-of-school suspension is imposed even for the first offense.]
- Placement in an alternative education program or transfer to another building.
- Students who possess a dangerous weapon, commit arson, or commit criminal sexual conduct shall be permanently expelled in compliance with the Revised School Code.
- In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that, within three days after the expulsion, an official of the school district refers the individual to the appropriate county department of the family independence agency or county community mental health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral. (MCL 380.1310[4]).
- Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be from a source approved by the administration.

Staff Authority

The authority of any member of the school staff extends to all Academy students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

School Activities

A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school activity, regardless of location, during the suspension (including weekends and/or holidays.)

Maintaining Class Progress

When appropriate in the judgment of the principal, a suspended student may maintain academic progress under the terms and conditions set by the principal.

DUE PROCESS PROCEDURES

Short-Term Suspension

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the changes. The student shall be given the opportunity to present an explanation or a differing statement of the facts.

If misconduct is found, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short-term suspensions. Students whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical. The student and parent/guardian shall be notified of the circumstances and action taken.

Long-Term Suspension or Expulsion

If recommended by the principal or assistant principal, the Academy's Board of Directors, or its designee, shall conduct a hearing to determine whether to impose a long-term suspension or expulsion. The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing. The Board or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the Board or its designee may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student." (MCL 15.268[b]). The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student. After the hearing, the Board or its designee shall issue a decision, including a determination of disciplinary action.

Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education

Students previously identified under state and federal regulations as eligible for special education are entitled to an extra measure of consideration for the disability in student discipline procedures. Also, other due process provisions are triggered for any student if a review of a student's record indicates significant prior knowledge about a potential but unidentified disability.

Removal, Expulsion and Suspension of Students with Disabilities

The Academy shall abide by federal and state laws in matters relating to discipline, suspension, and expulsion of disabled students.

Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the *Student Code of Conduct*. It can also be a violation of criminal law. The Academy will not tolerate unlawful bullying and harassment in school, school-related transportation, school-related or school-sponsored events, or through the use of data or computer software that is accessed through a computer, computer system, or computer network of the Academy. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy. (See ADDENDUM #1, located at the end of this Handbook.

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff should not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or Academy through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

A. Restrain or remove a student who refuses to comply with a request to behave or report to the office;
B. Quell a disturbance threatening physical injury to self or others;
C. Obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
D. The protection of people or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part- time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the Academy contracts for services. The School Leader shall provide guidelines, including a list of alternatives to corporal punishment.

Student Seclusion and Restraint

Professional staff members may need to restrain and seclude students under certain emergency circumstances. This must be done only as a last resort if students pose a threat to themselves or others. All such intervention shall only be done in accordance with guidelines developed by the School Leader, which shall be based on the Standards adopted by the State Board of Education regarding the use of student restraint and seclusion. Training will be provided to all professional staff and to substitute teachers, as well as the support staff determined appropriately by the School Leader. Training will be in accordance with the State's Standards.

Sexual Harassment

The Academy prohibits sexual harassment by or toward Academy staff members, board members, pupils, or any other person in the school environment including, but not limited to, parents, guests, contractors, vendors, or volunteers. It is the policy of the Board to provide a safe and nurturing educational and working environment. This policy applies to all activities on school property, to all school-sponsored activities, and to activities on school transportation. Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand- held device), may be subject to Academy disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment. Retaliation against any person for reporting harassment, or for participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports also are prohibited.
Retaliation and intentionally false reports may result in disciplinary action as indicated below.
Sexual harassment is defined as:

- Submission to unwelcome sexual conduct or communication is made either an explicit or implicit condition of employment or of utilizing or benefiting from the services, activities, or programs of the Academy;

- Submission to, or rejection of, unwelcome sexual conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed individual in employment or in the terms, conditions, or privileges of the Academy; or
- The unwelcome conduct or communication interferes with the staff member's work performance, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the staff member's work performance. Sexual harassment may include, but is not limited to:
- Verbal harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks with sexual or demeaning implications;
- Unwelcome touching;
- Sexual jokes, posters, cartoons, etc.;
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

These definitions are provided for guidance only. If a staff member, or other individual believes that sexual harassment has occurred, regardless of whether it fits a particular definition, that individual should report it and allow the administration to determine the appropriate course of action.

The Academy shall institute programs and guidelines to address sexual harassment and violence, and to ensure that the Academy is free from threats to the safety of students and personnel. Such guidelines also shall include grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination or sexual harassment and shall designate at least one staff member to coordinate compliance with the law and this policy, as well as to coordinate investigations of complaints alleging noncompliance.

The guidelines and procedures shall include appropriate and safe responses to, identification of, and referral procedures for, students who are experiencing, witnessing, or perpetrating domestic violence, dating violence, sexual assault, or stalking. Such guidelines shall include procedures on reporting and referral processes for those students, as well as procedures for handling the requirements of court protective orders issued to or against students in a manner that ensures the safety of the victim and holds the perpetrator accountable.
Penalties for violation of this policy shall include discipline or exclusion for parents, guests, volunteers, and contractors. Notice of this policy will be made annually and widely circulated within the Academy. State and federal rights posters on discrimination and harassment shall be posted.

Confidentiality
To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Notification
Notice of this policy will be annually circulated to and posted in conspicuous locations in all buildings within the Academy and discussed with students, as well as incorporated into the staff, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building.

The School Leader is directed to develop Administrative Guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the School Leader shall be followed. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the Academy reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the Academy program.

Procedures for Student Threats

Rationale: All students have the right to attend school in a safe and orderly environment that is conducive to learning. For this reason, there is a standard procedure for investigating and responding to student threats to harm others.

Threat to Harm Self or Others: A threat to harm is defined as any spoken, written or behavioral communication with intent to physically injure or harm oneself or another person. A threat may be spoken, written or posted online. Threats can be communicated directly to the intended victim or communicated to a third party, including the posting of threats or threatening statements online. Students making threats are subject to discipline up to and including permanent expulsion from school and referral to law enforcement.

Statements or Actions that may be Perceived as Threats and/or Threatening Behavior: Students who don't make an actual threat but who make comments or statements that could be perceived as threats or who are exhibiting troubling behaviors that could be perceived as threatening or pose a potential safety risk to themselves or others may be excluded from school and school activities for safety reasons. Students who are excluded from school for safety reasons may be required to undergo a threat assessment. In these cases, the exclusion may be non-disciplinary.

Threat Assessment: In order to maintain the safety of students and school personnel, all student threats to harm others should be immediately reported to the school principal. The principal or designee shall immediately investigate the threat. In cases where the student threatens to kill another person or makes a threat against the school, the principal or designee will assemble a threat assessment team and conduct a threat assessment. The threat assessment team may consist of, but is not limited to, the following: a building administrator (principal, assistant principal, dean of students), the school resource officer, a school counselor and/or the school social worker, instructional personnel. The purpose of this team is to determine the seriousness of the threat and take necessary steps to protect others and maintain a safe and orderly learning environment. When the building investigation is completed, the principal or designee shall immediately contact the director of student services to determine if the threat is transient or substantive.

Transient and Substantive Threats: Both the principal investigating the threat and the director of student services will consult before determining if a threat is transient or substantive. A threat that is judged to be not serious, because it can be immediately resolved so that there is no sustained intent to harm, is termed a "transient" threat. A threat that is judged to involve sustained, serious intent to harm someone is termed a "substantive" threat. Judgments about the seriousness of a threat will be based on consideration of the content, context and meaning of the threat. When the seriousness of the threat is unclear, the threat will be treated as a substantive threat until its status can be clearly determined.

District Threat Assessments: If a student is determined by the principal or designee and the director of student services to have made a serious substantive threat to harm others, the student may be interviewed by the district threat assessment team. This district threat assessment team may consist of but is not limited to the director of student services, the school psychologist, a school social worker, the school principal, and a school counselor. The purpose of this team is to further evaluate the seriousness of the threat, to determine the student's immediate mental health status and safety needs and to make recommendations and/or develop a behavior plan for the student.

Law Enforcement Notification: If a student is determined by the principal or designee to have made a substantive threat to harm themselves or others, and this threat involves a threat to kill, severely injure, or commit a sexual offense, the threat shall immediately be reported to law enforcement. Any possession of weapons will also be reported to law enforcement.

Parent Notification: Parents will be notified as soon as practicable when a student has been interviewed about making a reported threat. When a student is reported to have made a threat to harm others, the principal or designee shall immediately take any necessary steps to protect others and maintain a safe and orderly learning environment. The principal or designee shall conduct an immediate investigation and if needed, convene a building threat assessment team to determine the seriousness of the threat. A threat assessment may include interviewing the student who was reported to have made the threat, and other staff or students who have knowledge of the threat or information relevant to the safety of others.

Notification of Intended Victims and Parents: If a student is determined by the principal or designee to have made a substantive threat to harm others and the threat targets specific, identifiable victims, the intended victim(s) of this threat will be advised of the nature of the threat and the identity of the student who made the threat. If an intended victim is a student, that student's parents will also be notified. If other students, who may have witnessed to the threat or have additional information regarding the threat, are questioned by school administration, their parents will also be notified.

Disciplinary Consequences: Consistent with all applicable laws and constitutional provisions, both transient and substantive threats are subject to the full range of disciplinary consequences. In deciding on disciplinary consequences, the principal or designer will consider the seriousness of the threat and the degree to which the threat is disruptive to a safe and orderly learning environment conducive to learning for all students. In addition, the principal or designee will consider a student's age, the student's disciplinary history, and whether the student has a disability. In the case of substantive threats, the director of student services will be consulted to determine the most appropriate disciplinary consequence.

Student Exclusion from School: Consistent with all applicable laws and constitutional provisions, when a student is determined to have made a threat of any kind, the student may be suspended from school. If the threat is determined to be a substantive threat to harm others, the threat assessment team will gather information necessary to develop a behavior plan and/or make recommendations for meeting the student's educational and any mental health needs to maintain the safe and orderly school environment. This behavior plan will be in place when and if a student returns to school. In all cases of threats and/or behavior deemed, by the district, to be unsafe or threatening the district reserves the right to place the student in an alternative educational setting, including online learning, until it is determined, by the district, that it is safe for the student to return to school. Serious substantive threats may result in long-term suspension or permanent expulsion from Flint Cultural Academy.

Threatening Behavior Towards a Staff Member

The Board directs the School Leader to create a work environment free of threatening speech or actions. *Threatening behavior* is defined as behavior consisting of any words or deeds that intimidates a staff member or causes anxiety concerning his/her physical and/or psychological well-being. Such behavior is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board found to have threatened a member of the staff will be subject to discipline, exclusion, and/or reported to the authorities. The School Leader shall implement guidelines to establish procedures for prompt, effective action on any reported incidents and for notification of students, parents, employees, and others regarding this policy.

Search and Seizure
The Board has charged the Academy authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, Academy authorities may search school property such as lockers and computers used by students and/or the students' personal property, including vehicles, in accordance with the following policy:

Academy Property
The Board acknowledges the need for in-school storage of students' possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy to prevent examination by an Academy official. The Board directs the School Leader to conduct a routine inspection, at least annually, of all such storage places. In the course of any search, students' privacy rights will be respected regarding any items that are not against Board policy. The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the School Leader has reasonable suspicion that illegal drugs or devices may be present in the Academy. This means of detection shall be used only to determine the presence of drugs in locker areas and other places in the Academy where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and is not to be used to search students, unless either a warrant or parental permission has been obtained prior to the search.

Student Person and Possessions
The Board recognizes that the privacy of a student and his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history. This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the School Leader. He/She shall attempt to obtain the freely- offered consent of the student to the inspection; however, provided there is reasonable suspicion, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the School Leader in the presence of the student and another staff member. A search, prompted by the reasonable belief that health and safety are immediately threatened, will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances, when the health or safety of the student or of others is immediately threatened. The School Leader shall be responsible for the prompt recording, in writing, of each student search, including the following information: reasons for the search; information received that established the need for the search; the name of informant, if any; the persons present when the search was conducted; any substances or objects found, and the disposition made of them; and any subsequent action taken. The School Leader shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student. The School Leader shall prepare Administrative Guidelines to implement this policy.

ADDENDUM # 1

FLINT CULTURAL CENTER ACADEMY

ANTI BULLYING POLICY

The Flint Cultural Center Academy recognizes that a safe and civil environment within the school community is necessary for students to learn and achieve high academic standards. The FCCA finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

This policy prohibits bullying against students in any form, regardless of its subject matter or motivating animus. Retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying, is also prohibited.

The FCCA CEO shall ensure implementation of this policy and develop ongoing strategies for environmental change that are shared annually with all district staff.

The Board of Education delegates to the CEO the function of implementing administrative procedures which provide for notification of the parents or legal guardians of both victims and perpetrators of bullying.

DEFINITIONS

Bullying - any written, verbal or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school districts or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- Having an actual and substantial detrimental effect on a pupil's physical or mental health;
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Cyberbullying – any electronic communication 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 of one or more pupils;
- Adversely affecting the ability of a pupil to participate in or benefit from the school districts or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- Having an actual and substantial detrimental effect on a pupil's physical or mental health;
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

REPORTING

Any student who believes he or she has been or is currently the victim of bullying/cyberbullying or retaliation, should immediately report the situation to. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate school administrator.

INVESTIGATION

All reports about bullying/cyberbullying behavior, or other complaints that may violate this policy, shall be promptly investigated. The Board of Education delegates to the CEO the responsibility of establishing and implementing a procedure for the prompt investigation of a report of bullying or related complaint.

If the investigation concludes that bullying behavior or other prohibited activity has occurred, it will result in prompt and appropriate disciplinary action, up to and including expulsion. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

RECORD-KEEPING

The Board of Education delegates to the CEO the function of establishing a procedure to document the report of any prohibited incident.

Verified incidents of bullying and the resulting consequences, including discipline and referrals, shall be reported to the Board of Education on at least an annual basis.

This policy and related information will be published and disseminated annually as part of the Family Handbook, the Board Policy Book, all website references, and in any other media in which it may appear.

ADDENDUM # 2

FLINT CULTURAL CENTER ACADEMY

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Use of Academy Technology Resources is a privilege, not a right. The Board of Director's Technology Resources, including its computer network, Internet connection and online educational services/apps are provided for educational purposes only. Unauthorized and inappropriate use will result in loss of this privilege and/or other disciplinary action.

The Board has implemented technology protection measures that protect against (e.g., block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography or are harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication, and/or services on the Internet that the Board has not authorized for educational purposes and/or that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Students using Academy Technology Resources are personally, responsible and liable, both civilly and criminally, for unauthorized or inappropriate use of the resources.

The Board has the right, at any time, to access, monitor, review and inspect any directories, files and/or messages residing on or sent using Academy Technology Resources. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. Individual users have no expectation of privacy related to their use of District Technology Resources.

Please complete the following information:
Student User's Full Name (please print): _____

Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian
As the parent/guardian of this student, I have read the Student Technology Acceptable Use and Safety Policy and Guidelines and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors.

However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial
materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact

with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

Please check each that applies:

- ☐ I give permission to the Board to issue an e-mail account to my child.
- ☐ I give permission for my child's image (photograph) to be published online, provided only
- ☐ his/her first name is used.
- ☐ I give permission for my student's work to be highlighted on the school website and/or social media platforms.
- ☐ I give permission for the Board to transmit "live" images of my child (as part of a group)
- ☐ over the Internet via a web cam.
- ☐ I authorize and license the Board to post my child's class work on the Internet without
- ☐ infringing upon any copyright my child may own with respect to such class work. I
- ☐ understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____
Date: _____

Student
I have read and agree to abide by the Student Technology Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense and/or may result in disciplinary action. As a user of Academy Technology Resources, I agree to communicate over the Internet and through the Technology Resources in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: _____
Date: _____

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The school CEO or designee principal may deny, revoke or suspend access to and use of the Technology Resources to individuals who violate the Board's Student Technology Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.

We have read the Acceptable Use of Technology Policy in its entirety and agree to uphold the policy as stated.

Date: _____

Signature(s): _____ _____
Student Parent/Guardian

ADDENDUM # 3

FLINT CULTURAL CENTER ACADEMY
FAMILY HANDBOOK
AGREEMENT AND RECEIPT

Student Name(s): _____

Parent/Guardian Name(s): _____

We have read the Family Handbook, Attendance/Cell Phone and Code of Conduct

policy in its entirety and agree to uphold the policies outlined.

Date:_____

Signature(s): _____ _____