

Ann Arbor Learning Community

Family Handbook 2020-2021



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INTRODUCTION

Mission Statement

The mission of Ann Arbor Learning Community is to nurture independent life-long learners as they acquire the tools they need to shape an environmentally and socially responsible future.

About the School

Ann Arbor Learning Community is a public charter academy authorized by Eastern Michigan University in the fall of 1998. The school currently serves kindergarten through eighth grade with an enrollment of about 80 students.

The Mission, complete Educational Philosophy and Goals in the AALC – EMU charter are available at the following link: [AALC/EMU Charter Agreement](#).

The Campus

Ann Arbor Learning Community is located at 4377 Textile Road, Ypsilanti, MI 48197. The school consists of classrooms, including art and music, a gymnasium, a stage, areas for students to work in small and large groups, as well as a great deal of outdoor space for students to learn and play.

Board of Directors

AALC's Board makes decisions, sets policy and guides the administration. Board members are appointed by Eastern Michigan University. Members are from the public and may also be parents of AALC students. Board members and the School Leaders work together, so AALC is a positive, safe learning environment for all students.

The Board holds their monthly meeting on the third Monday of each month. Their meetings are held at AALC. This Handbook will be presented to the Board in their August 2020 meeting.

School Leader

Teresa Woods serves as the School Leader. She coordinates and oversees AALC's educational program.

The School Leader is available at the school on a daily basis when not attending professional meetings at another location. You may reach Ms. Woods by calling the school office (734 477 0340), leaving a voice message, or by sending an email to teresa@annarborlearningcommunity.org.

The School Leader appreciates your insight and support as they make every effort to help your student have the best education offered by AALC.

School Hours

- Hours: School begins promptly at **8:00 AM** and is dismissed at **3:00 PM**
- School Doors Open: 7:45 AM
- Office Hours: 7:45 AM to 3:25 PM

Rights and Responsibilities

The rules and procedures of Ann Arbor Learning Community are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all Ann Arbor Learning Community rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Students in the school system have the responsibility to act in such a way as not to interfere with the rights of others to the same educational opportunity. By accepting the right to participate in school programs on or off school property, students shall accept the responsibility to conduct themselves according to the rules and regulations and provisions governing the operation of these programs. The ideal of any educational experience is for the students to become self-disciplined.

The School Leaders are responsible for establishing and enforcing procedures necessary to ensure that student rights are preserved and that accompanying responsibilities are carried out. Students may forfeit certain rights when it can be demonstrated that they are not assuming or showing responsibility. There is a right of appeal by students who believe their rights have been violated. An appeal process for suspension and expulsion is outlined in the appropriate section of the guidelines. It should be noted that the School Leaders must use discretionary judgment in taking disciplinary action.

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

The staff expects students to arrive at school prepared to learn. It is the parent and student's responsibility to arrive on time and prepared to participate in the educational program.

SECTION I: GENERAL INFORMATION

Enrollment:

Prior to attendance at school, a student must be enrolled online. The enrollment form is available on the school website and will serve to reserve a classroom spot for a student. Families will receive a confirmation email and instructions for completing registration paperwork to be completed before coming to school. In the event that a classroom is full, the student will be placed on a waiting list, and the family will be notified when a classroom spot becomes available.

Arrival:

Students should be dropped off at AALC between 7:45 and 8:00 AM. Parents should pull up to the curb at the main entrance, stop and let students disembark, and then pull away from the curb.

At no time is a student to run across lanes of traffic or between parked cars. An adult must accompany students across the parking lot to ensure their safety.

Dismissal:

During the first week of school, parents will be issued a sheet with their student's last name(s) listed. This card should be placed on the back of the passenger side sun visor. Please notify the office if you need a replacement at any time throughout the year.

Upon arriving at 3:00 PM to pick up your students, please stay in your vehicle and follow along in the curbside lane. Have the passenger side sun visor down and turned so the names face out towards the "Guide" (an AALC Staff member or designated parent) standing on the curb. The Guide will relay the listed names, via two-way radio, inside the school when a parent has arrived. The student(s) will be dismissed and sent outside to enter the vehicle from the curbside lane. **Please do not park or leave your car (vehicle) in the curbside lane.**

If you carpool other students, please let the office know as soon as possible so that all the appropriate names can be placed on your list. Additionally if your students are regularly dismissed to someone listed on your student's emergency information form, you may request a pick up sign for him or her. On the occasion when a new person picks up your student(s) they must park and come into the office, so we can check their identification and verify they are listed as having the authority to pick up your student(s). If you have parked your car or have forgotten your card, you will need to come into the building to pick up your student(s) and escort them to your car.

When students are not picked up by 3:45 PM, someone must extend their day to supervise. This is not only an imposition but can interfere with the staff member's professional work and personal obligations. Parents who do not pick up their students by 3:45 PM, (12:20 PM on Half Days) will incur a late fee of \$1.00 per minute. This fee should be paid directly to the staff person who stays overtime to supervise your student.

Attendance:

Daily student attendance has been demonstrated to be a key element in academic success. Ann Arbor Learning Community students are expected to be in attendance and on time (8:15 AM) every day that school is in session.

If your student will not be in school or will be arriving late due to a doctor's appointment, etc. please call the office by 9:00am. The parent calling should provide the student's name, teacher's name and reason for absence. If the student is absent for medical appointments, short illness or a pre-approved vacation, the absence can be recorded as parent excused, but only if you notify the school.

The school office and teachers need communication about any long-term pattern of absences. In the case of excessive absences (ten or more absences), a student may be required to have a doctor's note for each absence to count as excused.

Unconfirmed absences or tardiness will be considered unexcused. By school policy, a student who has ten unexcused absences or tardies will receive a letter notifying the family.

Michigan state law mandates attendance in school for students six years of age and older. Excessive absence or tardiness (see tardy policy below), including more than 10% of enrolled school days and more than 10 unexcused absences, will result in a student being considered chronically absent or truant. In these cases, the family will receive intervention from the school. Students who are considered chronically absent or truant may be reported to the county truancy officer and/or the Department of Human Services.

Tardy:

If a student arrives at school any time after 8:15, the parent/guardian should park in the lot and walk the student into the building, to the office. Parents (not the student) must sign the student in at the front desk. Late arrivals are considered unexcused unless a parent signs the student in. Please do not drop off the student on the curb after 8:15 am, as there will not be any supervision at that time.

Before and After Care Programs

Before and after care programs are available for families that need an extended school day. The program is coordinated with The Explorer Club at It's a Small World Day Care. For more information and rates you may call 734-714-3040 or email office@smallworlddaycare.org.

Withdrawal from AALC

If a student plans to withdraw from AALC, the parent/guardian must notify the school office. No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of their parents.

Ann Arbor Learning Community forwards, without prior parental or eligible student consent, education records to other schools that have requested the records and in which the student intends or seeks enrollment or is already enrolled, as long as the information is related to the student's enrollment or transfer. Parents/guardians or eligible student may request a copy of the transferred records.

When transferring student records, Ann Arbor Learning Community is required to transmit disciplinary records including suspension and expulsion actions against the student.

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

Leaving AALC

Students may not leave the school grounds during the school day unless picked up by a parent or guardian or with the written permission of a parent or guardian, unless it is a part of school activities.

Parents must stop at the office and sign students out. Students are not allowed to wait in an unsupervised part of the building.

You must notify the office and/or your student's teacher if your student is to leave the building with anyone except a regularly scheduled ride. Similarly, unless you have made prior arrangements with their parents, please do not take students other than your own without written permission from the parents and advising the office of the change.

Snacks

All students are allowed to partake in a healthy snack during the day. Families are encouraged to pack an additional healthy food item to be consumed during the snack time. An example would be a fruit, vegetables (carrot sticks and ranch, celery and cream cheese), crackers (not chips), rolled lunchmeat, cheese, yogurt, etc. Items such as cake, cookies, pudding, and Jell-O are high in sugar and are not considered to be an appropriate snack choice. Students who make these choices will be asked to return the item to their lunch and to enjoy them during their lunch period. Soda pop is not allowed at any time.

NOTE: For the safety of all students, some classrooms are designated as no nut classrooms.

Lunch

Students must bring lunches from home. In order for students to have energy for afternoon activities they need nutritious lunches. Students are not allowed to bring pop or beverages in glass containers.

- Organization: The student lunch time is thirty minutes in length. Each grade level will eat together.
- Microwaves: Microwaves are available for student use during lunch. Families should not send in meals that require lengthy cooking times. This makes it difficult for all students to be able to microwave their food and have sufficient time to eat.
- Leftover Food: Students are encouraged to take home food that is left uneaten for two reasons: (1) less edible food is thrown out and (2) we hope parents will see what foods aren't eaten regularly and make substitutions as necessary.
- Sharing: Students should eat their own food and not "share" with others. What is intended as a kindness could have a sad outcome. We have many students with food allergies.
- Nut Free Zone: The lunch room is a nut free zone. No student or parent may knowingly bring any products containing nuts, products made of nuts or products that have been exposed to nuts into the designated **Nut Free Zones** of the building. This includes lunch. See "Nut Free Zones" in Section II – Student Well-Being
- Lunch/Noon Hour Activities: During the lunch period students are encouraged to relax and enjoy their lunches and conversation with other students.
- Staff will make provisions for students who require extra time to finish their food. Please contact your student's classroom teacher if this is the case.
- Help, I don't have a lunch: If a student does not have a lunch, they will first be asked to call a parent to provide a lunch for them. Some parents may purchase and order food to be delivered to school.
- Parent Visits: Parents are welcome to join their students for lunch. Some families find this is a way to keep in touch and enjoy lunch together.
- Lunch Room Procedures: In addition to the four agreements, the lunch room expectations are:

BE SAFE Eat only the food you bring
 Stay in lunch area – in sight of an adult
 Walk; do not run, Stay in your own space

BE KIND Appreciations/No put downs
 Use voice control (inside voice)
 Be courteous

BE RESPONSIBLE Food is to be eaten, not played with
 Pick up after yourself

Recess

Each K-5 class will have a recess break during the day and an active outdoor choice time. Active outdoor choice time includes the incorporation of curriculum into movement. This may include but is not limited to small garden activities, team building, and activities that improve and the general health of students. All students will participate. Spending time outdoors is an important part of the school day.

Students who are healthy enough to come to school are expected to go outside with their class. Adequate inside supervision is not always available. Only in rare cases, with a doctor's written note, will students be allowed to remain inside. This helps to ensure proper planning occurs for adequate supervision.

Emergency Procedures and Safety Drills

Every class and meeting room will have emergency procedures posted by the hallway door. This will specify the procedures to be followed in case of fire or severe weather emergencies. Regular school drills will be held to assure all students and staff are familiar with and can follow the procedures.

In the event a fire warning should sound or the severe weather alarm is issued, EVERYONE in the building must immediately move to safety. If visitors are not under the immediate direction of a teacher, simply follow the nearest group of students. During a drill or actual emergency there should be no talking. It is vital that all adults serve as examples for our students at such a time so we can protect our students during potentially hazardous circumstances.

In the event of a local or national emergency, the school will work closely with local officials to determine the best course of action. In most scenarios the school would either evacuate or shelter in place. If the situation warranted, we would lock down the building and only allow authorized individuals to enter. We know that your student is as irreplaceable as our own. We will take every step necessary to insure their continuing well-being.

AALC will conduct safety drills for fire, severe weather, and lockdown in accordance with state law.

Emergency Closings

Listen and watch for Ann Arbor Learning Community closing information. Tune to one of the following radio stations for announcements about school closings or delayed starting times: WWJ 950, WJR 760 AM, 1600 WAAM and WEMU, 89.9FM. Closing information will also be shown on television Channels 2, 4 and 7. It will also be posted on the front page of the website, www.annarborlearningcommunity.org. In addition, the greeting on the school's phone system will tell you AALC is closed. Often times our school name is shortened on the television scrolls; it may read Ann Arbor Learning. A good rule of thumb: if the Ann Arbor Public Schools district is closed due to inclement weather, AALC is also closed.

School Equipment and Facilities Use

Students must receive the permission of the teacher before using any equipment or materials in the classroom not normally permitted for use. The permission of the School Leaders is necessary to use any other school equipment or facility. Students will be held responsible for the proper use and safe-keeping of any equipment or facility they are permitted to use. Outside individuals or organizations do use the school facility at times.

Items from Home

Students should not bring items from home that have not been approved by the classroom teacher. This includes toys, movies or videos, collector cards, portable cd's/iPods/Walkman, pets or any other animals, real weapons of any sort, and items that may be seen as dangerous (i.e. plastic swords). In addition to needing prior approval, AALC will not be responsible for lost, broken or stolen items.

Lost and Found

A lost and found area is located near the front entrance. Students and parents may check for lost items. Lost items of value found in or around the school must be turned in to the office.

Parents are asked to mark each child's personal belongings such as coats, sweaters, hats, boots, backpacks, and lunch boxes for identification. Unclaimed items will be given to charity at the end of each quarterly marking period as set forth on the school calendar.

Personal Communication Devices

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Unless otherwise directed by a staff member, students should use school phones to contact parents/guardians during the school day.

While students may possess personal communication devices (PCDs) in school, on school property, during after school activities (e.g., extra-curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours.

For purposes of this policy, "personal communication device" includes, but is not limited to, computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.), telephone paging devices (e.g., beepers or pagers), and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Also, during after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including, but not limited to, while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until the end of the school day and/or a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity the confiscated-PCD may be turned-over to law enforcement.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in School custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. (*Board Policy 5136*)

Visitors

Parents, guardians, volunteers, and board members are warmly welcome at AALC to fulfill their roles as parents, volunteers and board members. Community members are welcome to come in to the school to drop off or pick up their students, to communicate with staff and faculty, and to accomplish necessary school business.

At all times of the day, non-employees are restricted to purposeful presence and movement in the school building and on the school grounds. This is necessary to ensure the safety of everyone at AALC and to respect the integrity of the classroom. **All visitors – parents, guardians, volunteers and board members are required to sign in and out at the office and be given a visitor name tag to wear.**

Ann Arbor Learning Community wants and encourages parent and community involvement with the life of our school. If you plan to visit your student's classroom, please notify the teacher in advance to be certain it is a time that works for the class. Appointments must be made in advance to observe in any other classroom or for individual conferences. Visitors' presence should not disrupt instruction. Please keep in mind that teachers must focus their attention on the students during the school day and will not be able to discuss specific issues relating to your student. If you feel a need to conference please set up a mutually agreeable time. During the starting and ending times of the school day (8:15 – 9:00 AM and 3:15 – 4:00 PM) when there are many transitions for students and staff it is best to leave a message in the office for the staff member you wish to speak with. This will ensure that the staff member will be better able to give the conversation the full attention it deserves.

Prospective Parent Visits and Observations:

Prospective parents and students are welcome to set up appointments to visit the school and speak with our staff. With a staff member as a guide, these visitors can briefly tour the school and peek into classrooms.

Visitors can also observe classes by scheduled appointment with the teacher's consent. A fifteen minute time limit for classroom visits is set for minimal disturbance to the classroom environment.

Prospective students who observe classes can participate only at the invitation of the teacher. No prospective student may be left at the school without a parent or guardian and/or an emergency medical form. A student is considered a visitor until an enrollment form is signed and the teacher is given 24 hours to prepare a place for the student in the class.

Volunteers in the Classroom

Volunteer assistance comes from many sources including students, parents, grandparents, educators, business partners, community members, friends, family and prospective families. We encourage parents to be actively involved in student-directed education and realize the importance of parents being partners in their student's education. We hope to give parents an opportunity to see how their student and others learn in a student-directed educational setting.

One aspect of student-directed education that makes it different from traditional education is the expectation that all parents are encouraged to assist with the many activities that are part of the Ann Arbor Learning Community program. Another important principle is that parents then take an increasingly active role in their student's education; school, home and the community are extensions of each other.

The amount of time each family can contribute will vary from year to year. Every part helps. Working regularly every week in the classroom, serving on a committee, working on activities from home, dropping by when you have a "free" half-hour and helping out on an emergency basis are all valid ways to help strengthen our community.

In general, all considerations for volunteer placement are ruled by what is best for the students in the class. Teachers are always ultimately responsible for the students' welfare and have the discretion to reassign a volunteer who may be better suited to a different job.

Some of the volunteer activities may include the following:

- Be a class parent
- Be a field trip coordinator
- Work on a committee
- Be the volunteer coordinator
- Be a liaison to other community committees
- Prepare materials for class from home
- Participate in PTSO and GEO-Ed
- Direct a club
- Provide refreshments or paper-goods
- Tutor or mentor a student
- Teach an enrichment course
- Help at Open Houses for prospective parents
- Help with school fundraising
- Provide student-care for another volunteer
- Make phone calls from home to solicit help
- Greet students as they enter school each morning
- Help students and staff during lunch periods
- Read to younger students during lunch periods
- Find another person from the community to help in your place
- Help with History Day projects, Spelling Bee, Science Club or a special event
- Share your expertise; heritage, culture, skills, talents, knowledge, experiences

- Work in the classroom; reading, listening to students read, helping with spelling or math

Parents who want to volunteer in or observe a classroom need to be sensitive to the confidentiality rights of all our students. What you may see concerning another student may not be discussed with others, outside of reporting any concerns to the teacher or principal. Staff may not discuss confidential information about a student to anyone except the student's parents or guardians. This can be a fine line regarding volunteer activities. Don't hesitate to ask if you have questions.

All volunteers at Ann Arbor Learning Community are expected to maintain the same high standards of professionalism as the paid staff. Our students should be able to expect that the adults at school will honor their right to confidentiality. Information gained about other students should remain confidential and not leave the building.

Do not discuss another student without expressed permission from that student's parents. If you have questions or concerns about another student as it pertains to your own student, please contact the classroom teacher or school leader to discuss your concerns.

All Volunteers are subject to a background check.

School Celebrations and Traditions

- Religious and Cultural Holidays: Ann Arbor Learning Community actively values diversity and seeks a school population that mirrors our community. Our families hold a wide range of religious and cultural beliefs. Although we do not advocate any religion, we are interested in engaging students in understanding, appreciating and respecting the diverse cultural, national and religious heritage that reflects our community. For these reasons, we encourage informational and educational activities from any culture or nationality and invite students to talk about their family rituals and holidays. We expect that students will be respectful and tolerant of others' religious and cultural beliefs. Specific policies addressing cultural and religious observations have been established by the school.
- Birthdays: Students are allowed to bring birthday treats to celebrate their birthday if desired. We encourage parents to provide nutritious treats such as cheese, crackers, fruit, vegetables, or pretzels. Students may also choose to bring in non- food items such as pencils and erasers or a craft that can be done in the classroom. If you do plan to bring a birthday treat, please check with your student's teacher in advance.

Photo/Publicity Release Form

At the beginning of each school year, families are required to complete a Technology Acceptable Use and Agreement form. A part of this form includes the ability for families to grant or deny consent for Ann Arbor Learning Community to use photographs, videos and/or audio recordings of their child/children in promotional materials for Ann Arbor

Learning Community. Families may also grant or deny consent for their student to be photographed or videotaped as part of the Emergency Information Form.

Student Pictures and Yearbook

Students will have their picture taken for the school year in early October. A make-up day is provided as well as fun day pictures later in the school year. Families may purchase student pictures and order yearbooks at this time. Many packages include a yearbook.

Advertising Outside Activities

No announcements or posting of outside activities will be permitted without the approval of the School Leaders. A minimum of twenty-four (24) hours notice is required to ensure that the School Leaders have the opportunity to review the announcement or posting.

Fundraising

Fundraising activities are undertaken to attain specific goals and in support of the General Budget. Fundraising for individual classes, other organizations or schools is permitted during the school day or at school events only with special permission from the School Leaders.

Item Donations

The Ann Arbor Learning Community gladly accepts monetary donations toward class field trips, specific projects and the General Budget. Ann Arbor Learning Community will accept equipment donations including, but not limited to, computers, playground equipment, bookshelves, instruments etc. These can be designated for use by a specific group if desired. We are often in need of many items and supplies. Please check with the office or teachers before donating any items and for other specific items.

Gifts Policy

School Board policy prohibits school staff from accepting any gift representing more than a token of appreciation. Gifts of large value are understood to be gifts to the school or classroom as a whole in support of a teacher or staff member and become the property of the school.

Section II: Student Well-Being

Illness

Students at school should be well enough to participate in the regular program of indoor and outdoor activities. This includes recess. If students are not feeling well enough to go outside, they should remain at home. **Students with signs of illness should be kept home (see below)**. Teachers will send students home when they think a student is either unable to participate fully or is exposing others to illness.

In the case of sudden illness the student will be isolated from others and a parent called to take the student out of school. If a parent cannot be reached, the person designated by the parent on the emergency information form will be contacted.

If you feel that your student is complaining day after day of headaches or stomachaches that you believe to be invented, you should talk to the School Leader or classroom teacher about those concerns and together we can try to find the cause.

In case of a short illness, a call or note from home should be sent to the teacher. For an illness of long duration please contact the teacher via phone, email or note to discuss the possibility of sending work home.

When to Keep Your Student Home:

Students who have had **diarrhea, been vomiting, or a temperature of 99.6 or above should stay home or will be sent home** and must not return until the student has not had diarrhea, vomited or their temperature has been normal (98.6) for twenty four hours.

Injury

The Board believes the school personnel have certain responsibilities in case of accidents that occur in school. Such responsibilities include administering first aid by persons trained to do so, calling for medical assistance, notifying the School Leaders, notifying parents, and filing accident reports.

Staff members should administer first aid within the limits of their knowledge or recommended practices. All staff should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. The staff member in charge must submit an accident report on any student accident. (*Board Policy 5340*).

Immunization

Michigan State law requires that we have immunization information on all students prior to their entry into school. As part of the enrollment procedure a health form with immunization information is required. Students may not attend school without meeting health requirements in this area.

Emergency Medical Information

Every year families are asked to provide up-to-date instructions in the event of an emergency. This includes where to call if a student becomes ill during school, the name

of a back-up person you authorize to act on your behalf if the school cannot reach you, your doctor and dentist and the emergency room you wish your student to be taken to if necessary. We rarely need all this information but it is important and necessary. You should also include the names of all persons you authorize to pick up your student from school. As a matter of safety, only persons that you list will be allowed to remove your student from school.

Medication and/or Treatments

If your student is required to take medication during the school day, a prescription form from the school office must be signed by a parent **and** a doctor stating how the medication is to be administered and must be returned to the school office along with the medication. We do not allow students of any age to self-administer medication, with the exception of inhalers or epi-pens, and we must have a form on file for your student to do so. We require a signed release from parents to administer medication of any kind. Students that need to take over the counter medications (this includes cough drops and all other over the counter medications), must complete a non-prescription form and it must be signed by a parent only.

- Medication File: Ann Arbor Learning Community personnel maintain a medication file that includes a log of the type of medication, its dosage, the date and time of administration and the name of the person administering the medication (except for special cases such as field trips, all medication will be administered by office staff).
- Labeling Medication: Medication to be given at school must be in its original container and labeled as follows; name of the student, medication name, physician, dosage, direction and the date. Non-prescription medication must be labeled with the student's name, dosage and directions for administration.
- Storage of Medication: All medication to be given at school will be kept in a secure place in the office. Please advise the office if the medication needs to be refrigerated and we will accommodate for that. Students may not keep medication in their classrooms, backpacks or lunch boxes (with the exception of inhalers and epi-pens).

Allergies

The school should be informed of all student allergies. This should be noted on your student's emergency information form. We should be advised of allergies to insect stings, foods or medications. Please advise us of any information about your student's asthmatic symptoms and manifestations.

See Nut Free Zone policy.

Epinephrine Auto-Injectors

Students who are prescribed epinephrine to treat anaphylaxis will be allowed to self-possess and self-administer the medication if they meet the conditions stated in the medication policy.

Michigan Law allows the Academy to maintain a supply of emergency epinephrine auto-injectors to be used during emergency situations where a student, not previously diagnosed with known allergies, may suffer a life-threatening allergic reaction or

anaphylaxis. Ann Arbor Learning Community staff members are properly trained in the use of epinephrine auto-injectors in case of an emergency.

Control of Casual-Contact Communicable Diseases

Because a school has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk. The school's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash or has been exposed to a communicable disease or highly transient pest, such as, lice.

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

If a child contracts a communicable disease, the School Office should be notified as to the nature of the illness and the student should not return to school until a physician gives him/her written permission to do so. However, in the event that the Health Department guidelines for return after a specific illness conflict with the physician's permission, Ann Arbor Learning Community must adhere to the timetable set forth by the Health Department.

Ann Arbor Learning Community adheres to this policy in an effort to protect all children from contracting a disease/illness. Any removal will only be for the contagious period as specified in Ann Arbor Learning Community's administrative guidelines as set forth by the Local and State Health Department. Parents of children in a classroom which has a communicable disease will be notified at the discretion of the School Leaders (*Board Policy 8450*).

Head Lice

A student who is found to be infested with head lice may remain in school until the end of the school day but shall be restricted from activities involving close head-to-head contact or sharing personal items with other children. The student may not be readmitted to the school until the parent completes the treatment plan form and it is confirmed that the child is free of any nits. The other students in the infested student's classroom and the student's sibling(s) will also be examined for evidence of either the lice or nits. The examinations should be done by each student's parents and the school office assistant (*Administrative Guidelines 8450*).

Hearing and Vision Screening

Hearing and vision testing is provided by Washtenaw County Public Health for students in Kindergarten-5th grade and 7th grade. Students will receive an information sheet from their teacher prior to testing. If you wish for your student not be tested, complete the form on the information sheet and return it to your student's teacher.

Nut Free Zones

AALC makes great attempts to have a **Nut Free Zone** policy to ensure the safety and welfare of all of our students. Individuals with nut allergies in our school will have safe zones that have little to no exposure to nut allergens, surface type or airborne.

No student, employee, visitor, tenant, substitute staff or leasee of Ann Arbor Learning Community may knowingly bring any products containing nuts, products made of nuts or products that have been exposed to nuts into the designated **Nut Free Zones** of the building. **Nut Free Zone** signs will be posted in each zone and notice placed on all points of entry of **Nut Free Zones** within the building. Anyone bringing nuts within a **Nut Free Zone** will have to remove them immediately and any surface having been exposed to nuts or nut by- product will be washed with appropriate bleach/water as determined by Health Department guidelines.

If your student is placed in a class that has an individual with nut allergies then the classroom will be a **Nut Free Zone**. Students will be eating snack in their classrooms daily. **Nut Free Zone** classrooms will require students to bring in foods that contain no nut products on a daily basis. If you have any concerns about this, contact the School Leader.

The identity of student(s) or staff with nut allergies will not be disclosed to the student body, but all staff will be notified. Students identified as having nut allergies must have on file with Ann Arbor Learning Community a physical form, with physician signature that indicates specific allergy, potential reactions and treatment options.

SECTION III: ACADEMIC PROGRAM

Educational Philosophy

Ann Arbor Learning Community is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning. Our learning community – made up of students, teachers, staff and families working together – affirms and supports a variety of learning styles and believes that students require multiple opportunities to demonstrate their mastery of concepts. We believe that a student’s understanding of how they learn empowers them. In our pursuit we promote participatory learning that is experiential, student-centered, developmentally based and individualized to a student’s particular learning style and strengths.

Educational Program

Ann Arbor Learning Community provides thematic, experiential education for a strong curriculum while enhancing your student’s life skills development. The school operates by the following concepts:

1. Challenging, integrated student-centered curriculum which emphasizes strong foundations and basic skills: reading, writing, mathematics, science, social studies, technology, speaking and listening
2. Constant balance between basics and creativity
3. Cooperative project work across age groups
4. Students involved as responsible participants
5. Small classes for optimal learning experiences
6. Accommodation of a range of learning styles and levels

You and your student are active participants in their education. We want your student to be committed to and responsible for their highest educational potential.

Students will receive instruction in the following areas at least once per week:

- Physical Education
- Music
- Art

Gardening, Environmental, and Outdoor Education (GEO-Ed)

Ann Arbor Learning Community extends learning to include experiences in the outdoors. The school has several gardens on-site that teachers and students use as part of their classrooms. In addition to recess time outside, students will be expected to take their learning outside periodically.

Instrumental Music (Grades 4-8):

Students in fourth grade may begin instruction on the recorder. At fifth grade with director and parent permission, all students have the opportunity to participate in the year-long AALC band. Students in third grade have the option of beginning instruction

on the recorder. Students in sixth – eighth grade may participate in the AALC year-long Concert band.

Fine Arts, Physical Education, Health and Electives (Grades 6-8):

Middle school students will take Physical Education/Health, Art and Music class. This will be offered for the entire school year. Middle school students may also have two elective classes each semester. Elective classes that may be taught (these are only a few examples and may differ each semester): Advanced PE, drama, art, historical studies, creative writing, debate. If a student participates in band, that counts as one of the electives each semester. The student will choose one other elective each semester. Band is a full year commitment.

Marking Periods

There are four marking periods for the school year. In November and April students will receive progress reports that provide families feedback on how their student is progressing with content and behavioral expectations. In January and June students receive report cards. These reports are more detailed than the progress reports and provide continued updates regarding student learning.

Homework

In the lower elementary grades (K-3) a limited amount of homework is generally expected of students and such assignments will be planned to ensure successful completion. In the intermediate grades (4-5) and Middle School (6-8), homework assignments should become a systematic part of each student's educational program. Assignments will increase in frequency and scope as the student progresses through school so that by the end of sixth grade one hour a night can be regularly expected of each student. Homework assignments will be designed to meet the needs and capabilities of each individual student and will be planned to insure successful completion.

Students who elect to participate in extracurricular activities such as band or community sports will have to take considerable responsibility in meeting the academic homework requirements as well as the extracurricular practice requirements. Parents should notify teachers if length and skill level is inappropriate for their student. Individual accommodations may be made.

Student Assessment

According to EMU policy, AALC students will take the NWEA MAP test at least once a year. In accordance with Michigan Department of Education, students will be tested in the mandated subject areas and grades each year.

Student Study Team

When a parent or teacher would like support or assistance in providing for a student's unique needs, a Student Study Team can be requested to address academic and/or social concerns. The Team may be composed of any of the following members: parents or guardians, teacher, student, school leader, lunchroom supervisor, paraprofessional,

tutor or any other person directly involved with the student. The group schedules a meeting time to discuss the student, the student's strengths and present concerns, and interventions implemented to date and the results of each intervention. The Team pools their expertise to brainstorm possible solutions. The solutions could be implemented in the classroom, at home, through educational alternatives and/or other resources available within the school. The Team will plan a course of action, determine a timeline (specified time period to implement course of action), and set a follow-up date. If at the follow-up date the concern has been resolved the Team will be disbanded. If the concern continues, another meeting of the Team is called to look at the results of the initial plan and to address any further educational interventions that remain untried. If after the second course of action improvement in the concern has not been noted or the general educational resources have not yet proved successful the Team may recommend a referral to meet the student's needs.

Parent Conferences

There will be two formal conference periods. The November conference is for all parents and the April conference is to be scheduled as needed. Of course, should there be a need at other times during the year, parents and teachers can make additional arrangements. Feel free to request a meeting at any time. Do not wait if you feel there is a need for additional communication. Students are welcome and encouraged to attend all conferences.

Conferences are most useful when a two-way dialogue is established regarding a student and their personal growth. Each parent, student and teacher brings his or her own perceptions and unique information to the conference. This is a time to exchange information, share concerns and achievements and plan for future goals.

Promotion, Placement and Retention

Optimal achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made. This includes current level of achievement, potential for success at the next level, and emotional/physical/social maturity of the student. At the middle school level, a student must successfully complete a majority of the required academic subjects.

Promotion – occurs when a student is doing the caliber of work that indicates the student has met the criteria established

Placement – occurs when a student is not doing the caliber of work that indicates the student should be promoted, but the school staff believe it is in the student's best interest to move to the next grade

Retention – occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade based on the recommendation of school staff and School Leaders.

Excessive absence or tardiness can affect a student's promotion to the next grade level, as attendance has an impact on student success in the classroom. Final decisions on

student promotion, placement, or retention rest with the School Leaders (*Board Policy and Administration Guidelines 5410*).

Field Trips

One of the ways that the Ann Arbor Learning Community is unique is the commitment to the belief that students learn best by being actively involved in firsthand experiences. Both one day and extended field trips are integral parts of our curriculum at all levels.

- Permission slips: Permission slips are always required for all trips. At the beginning of the school term parents/guardians are asked to complete a three-mile radius walking permission slip that can be used for the rest of the year. The teacher or driver carries permission slips along on all field trips, long or short, for emergency phone contact, etc.
- Transportation: AALC does not own a bus or van. Most often, parents volunteer to transport students to and from events and field trip sites. All drivers must be licensed and insured. Copies of license and proof of insurance must be given to the office to keep on file. All students must be provided a seat with fully functioning lap/shoulder belts. Occasionally, local public transportation will be utilized. Parents will be notified on their permission slip if transportation other than parent/ staff volunteers is utilized.
- Donations: Parents may choose to make a donation to the class trip fund to help underwrite expenses. The cost of field trips is calculated by teachers for parents on a per student basis and determined by the expense of the trip. The excursions may include day walking trips or extended trips such as group camping or large city trips. Decisions about long trips are made by the teacher, parents and students (when appropriate) of individual classrooms.

In order to assist planning, a field trip donation of \$50.00 per student is helpful. Donations towards your student's field trips may be paid entirely in September or can be payable in installments: \$25 in September and \$25 in February. All checks should be written to AALC.

The school population must raise any cost above Ann Arbor Learning Community's level of funding. For extended trips, parent donations have proven to be more effective than standard fundraising. Ann Arbor Learning Community will undertake some fundraising projects to support school-wide activities and trip scholarships.

- Money: Any money brought to school by a student should be placed in an envelope and labeled with the student's name, class and purpose.
 - Scholarships: It is Ann Arbor Learning Community's policy that no student is denied an opportunity to participate due to financial burden. It is our belief that all students should have equal access to every educational opportunity offered by our school. All students in a classroom will have the opportunity to participate in every field trip that their class takes whether or not the student's family was able to contribute. If the total school or class funding falls below the necessary level, the entire class will not participate.

If your family finds it a financial burden to contribute some or all of the funds specified for field trips, please inform your student's classroom teacher. All information will remain confidential.

- Siblings: Field trips are planned for specific classes and unless otherwise noted with the classroom teacher, siblings are not permitted to attend. Younger non-school age siblings are often permitted to attend with a parent who is driving/chaperoning.

SECTION IV: STUDENT CONDUCT

Attendance

Daily attendance, including arriving on time, is important in order for students to fully maximize their learning. Many learning experiences are provided in the school setting that cannot be replaced with independent study. Therefore, school attendance is critical to success in school. Developing habits of arriving on time and maintaining consistent attendance at school are important life lessons.

Clothing Suggestions:

- General Guidelines: Students should wear casual clothes to school. Outdoor activity is planned every day so please be sure that students are suitably dressed for the weather. Each student will have a space for his/her belongings. All items sent to school should be clearly **labeled** with the family name. A thin permanent marker works well. We suggest that all students, particularly K and 1st, keep an extra set of clothes at school in case the clothes they are wearing become wet or muddy at recess.
- Shoes, Slippers and Tennis Shoes: Since the students spend so much time on the floor, it is important not to have muddy shoes or boots in the classroom. One method that parents have found helpful is to purchase an inexpensive pair of tennis shoes or slippers and mark them clearly with the student's name. These can be left at school throughout the week.

Code of Conduct and Community Agreements

Ann Arbor Learning Community believes students deserve a high degree of freedom in their educational experience. Along with this freedom comes responsibility. AALC students are held responsible to set personal standards that are high yet attainable and to give their all in reaching these goals.

All students will demonstrate respect for themselves, their peers, teachers, other adults, equipment and supplies, and the building and grounds. Respect is demonstrated by students in both actions and words. Care for each other and the environment is an integral part of our curriculum and our view of personal dignity and responsibility. Students who abuse themselves, others, or their environment either verbally or physically are subject to guidance and consequences for their actions to awaken their sense of responsibility. Students and staff are responsible for creating a caring, safe and supportive learning community. The school has adopted four Community Agreements to help us reach that goal. All students, parents, staff, and board members are expected to follow the community agreements.

Community Agreements

- *Mutual Respect*
- *Attentive Listening*
- *Appreciation/ No Put Downs*
- *Right to Participate/ Right to Pass*

These agreements are in place across the school. Teachers work with their students to help them learn specific skills related to our agreements. Learning to live these agreements will make our community a better place to work and learn.

Student Conduct Policy

All AALC students will:

- respect the law and persons in authority where respect includes conformity to School rules and general provisions of law regarding minors.
- respect the rights of others, consideration of their privileges, and cooperative citizenship. This is expected of all members of the School community.
- show respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty.

All school staff, students, and parents are responsible for the conduct of students in the School and at School-related events. (*Board Policy 5500*)

Technology Code of Ethics

All students and parents must sign the Technology Code of Ethics as part of their registration work. Students agree to abide by the AALC technology policy that includes, but is not limited to, the following:

Ann Arbor Learning Community will use technology in the school as an opportunity for students and staff to enhance learning, productivity, and information processing. The Board and staff specify that the school's computer hardware and software shall be used solely for educational purposes. Ann Arbor Learning Community expressly prohibits the use of computer, related equipment, and software for the purpose of sending or receiving information or images of a prurient, harmful, or harassment nature.

Rights

Students and Staff:

- May use hardware and software that they have permission to use.
- May access information from approved resources outside the school district.
- May request access to the Internet to receive and send information.

Responsibilities

Students and Staff are responsible for:

- Utilizing information technology only for educational purposes, including but not limited to the attainment of outcomes, goals, and objectives specified in curriculum documents of the district or otherwise delineated by teachers, administrators, or the Board.
- Using hardware and software in a manner that enables its ongoing usage.

- Adhering to the rules including, but not limited to, those posted in classrooms or computer labs or otherwise specified by school staff, for the use of hardware, software, labs, and networks in the school.
- Obtaining permission from a school official before bringing in their own software and using it on school equipment.
- Keeping hardware and software from being relocated, removed from school premises, or modified without permission of an administrator.
- Maintaining the privacy of passwords and supporting the prohibition of publishing or discussing passwords.
- All materials received from sources outside the school district, including the Internet, under their user accounts.
- Accepting responsibility for keeping all pornographic material, inappropriate text files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school.
- Adhering to the law and district policy pertaining to copyright and privacy rights in the use of hardware and software and in the transmission of copying of text or files.
- Avoiding using the technology for personal or private business, for product advertisement, or for political lobbying.
- Avoiding using the malicious use of information technology to disrupt the use of technology by others, to harass or discriminate against others, or to infiltrate unauthorized computer systems.

Outside Communication Technology

Students and staff should refrain from using outside communication technology that may disrupt the educational environment. This includes, but is not limited to, social networking sites and texting.

Disciplinary Action

Students and staff violating any of these Rights and Responsibilities will face disciplinary action, which may include:

- Banning their use of school information technology.
- Making full financial restitution for any unauthorized expenses incurred or any damages caused by their actions.
- Attending training sessions.
- Facing additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school up to dismissal from employment, litigation, or expulsion from school

Use of Tobacco/Smoking

The Board prohibits the use of tobacco on school premises. Students are prohibited from possession of tobacco product in the school building, on school property, and at any school-related event (*Board Policy 5512*).

Use, Possession and Distribution of Drug or Alcohol Items

The use, manufacture, possession, distribution, or dispensation of alcoholic liquor or the illegal use, manufacture, possession, distribution or dispensation of drugs or drug

paraphernalia is strictly prohibited on School property, School transportation, or at School-sponsored events. The School shall maintain a drug-free environment at all times. Students found in possession of alcohol or illegal drugs (including drug paraphernalia) or found to be under the influence of such substances, shall be subject to discipline pursuant to the School Code of Conduct. (*Board Policy 5530*)

Possession of Weapons

The Board prohibits students from possessing, storing, making, or using a weapon in any setting under the control and supervision of Ann Arbor Learning Community for the purpose of school activities approved and authorized by the school, including school-related events. School policy prohibits students from bringing anything to school that could be used as a weapon or that looks like a weapon. The term weapon means any object capable of inflicting serious bodily harm or property damage or endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns that will expel a BB, pellet, or paintballs, knives, razors, clubs, electric weapons, martial arts weapons, ammunition, and explosives or other weapon described in 18 USC 921. This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

School personnel will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action up to, and including, expulsion. (*Board Policy 5772*)

Damage to School Property

Basic to the philosophy of the Board of Directors is a respect for the rights of others. Students are urged to respect the belongings of others, including School property. Each student should realize that vandalism to School property is costly to repair and is directly related to increased costs at the School.

Attempts should be made to teach students respect for property through the care of textbooks and the use of School materials and equipment.

In accordance with law, students who cause damage to School property shall be subject to disciplinary measures, and their parents shall be financially liable for such damage to the extent of the law. The Board authorizes the imposition of fines for the loss, damage, or destruction of School equipment, apparatus, musical instruments, library materials, or textbooks and for damage to the building. (*Board Policy 5513*)

Physical Assaults against School Personnel

The Board shall permanently expel any student in grade 6 or above if the student commits a physical assault against a district employee or against a person engaged as a volunteer or contractor for the district on school property, on a school bus or other school related vehicle, or at a school-sponsored activity or event. For students in kindergarten through fifth grades, situations will be handled on a case by case basis.

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

Physical Assaults against Students

The Board may expel any student in grade 6 or above for up to 180 days if the student commits a physical assault against another student on school property, on a school bus or other school related vehicle, or at a school-sponsored activity or event. For students in kindergarten through fifth grades, situations will be handled on a case by case basis. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Verbal Assaults

Any student in grade 6 or above who commits a verbal assault on school property, on a school bus or other school related vehicle, or at a school sponsored activity or event against a student, district/academy employee or against a person engaged as a volunteer or contractor for the district may be expelled by the Board for up to 180 days. For students in kindergarten through fifth grades, situations will be handled on a case by case basis.

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

Bullying/Cyberbullying

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the School to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy, and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

Definition of Bullying

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person

would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district's 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” means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district's 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.

Since “bullying” also includes “cyberbullying,” any reference in this policy to “bullying” shall also be deemed to refer to “cyberbullying.”

Bullying and cyberbullying are prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. “Telecommunications access device” and “telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying and cyberbullying that does not occur “at school,” as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

Reporting and Investigating Reports of Bullying

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or

situations that they believe to be bullying behavior directed toward a student to the School Leader. Complaints against the School Leader shall be reported to the Board.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The School Leader or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

The School shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The School Leader is the school official responsible for ensuring that this policy is implemented.

Confidentiality

The School will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The School Leader, or the School Leader's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and

is redacted from any report of bullying or cyberbullying that is publically disclosed.
(Board Policy 5517.01)

Harassment

Ann Arbor Learning Community prohibits any type of harassment. Harassment includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal, or physical conduct directed against an individual that places an individual in reasonable fear of harm to his/her person or damage to his/her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or a staff member's work performance, or has the effect of substantially disrupting the orderly operation of Ann Arbor Learning Community. Harassment may be based on an individual's race, color, national origin, sex (including sexual orientation and transgender identity or expression), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information that are protected by Federal civil rights laws. Harassing conduct is not limited to in-person activity; it may include the use of cell phones or the Internet. Such behavior may take many forms, including, but not limited to, stalking, name-calling, taunting, cyberbullying, and other disruptive behaviors.

Harassment does not have to include the intent to harm another individual, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by Ann Arbor Learning Community.

All administrators, staff, parents, volunteers, and students are expected not to tolerate harassment and to demonstrate behavior that is respectful and civil towards all other individuals associated with Ann Arbor Learning Community.

Since bystander support of harassment can encourage these behaviors, Ann Arbor Learning Community prohibits both active and passive support for acts of harassment. Such active and passive support can result in disciplinary action.

Complaints alleging discrimination or harassment based on a student's actual or perceived gender identity or expression will be taken seriously and handled in the same manner as other discrimination, bullying, or harassment complaints.

Sexual Harassment

No staff member or student in Ann Arbor Learning Community shall be subjected to any form of harassment, including sexual harassment, on school grounds or at any school sponsored event or activity. Students, who engage in harassment, including sexual harassment, will be subject to disciplinary action, including suspension or expulsion.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct or communication of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or advancement of a student's education or participation in school programs or activities, or
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or
- Such conduct or communication has the purpose or effect of substantially interfering with an individual's employment or creating an intimidating, hostile or offensive educational or employment environment.

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

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

Any student who feels he or she is being sexually harassed by an Ann Arbor Learning Community staff member or another student shall report such incidents to a teacher, school social worker or School Leader. Such reports shall be reported to and investigated by the School Leaders and/or designee. Any student or staff member who is determined to have committed harassment will be subject to disciplinary action.

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

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidence of past or continuing pattern(s) of behavior
- Relationship between the parties involved and
- Context in which the alleged incident(s) occurred

If it is determined that harassment has occurred, it will take prompt and effective action to end the harassment, eliminate the hostile environment and prevent its recurrence.

Disorderly Conduct

Actions by a student(s) to interfere materially or substantially with the operations of the School by defacing or destroying School property, by rioting, breaking-in, sitting-in, lying-in, smashing-in, or by picketing to force students not to cross picket lines are illegal. For the purposes of this policy, the term *disorderly conduct* includes any unlawful student assemblage; group acts of violence, disruption, vandalism, or building

seizure; or interference with the functioning of School personnel, any student, or group of students. (*Board Policy 5520*)

Falsification of Schoolwork

Plagiarism and cheating (academic dishonesty) are forms of falsification and subject the student to disciplinary action. Academic dishonesty (cheating and plagiarism) is willingly and knowingly copying or using the work of others to represent it as one's own and/or act of using books, notes, or other materials on an assessment without the knowledge or approval of the instructor. It is also considered cheating when one obtains copy of an assessment and/or assessment answers prior to taking an assessment with the intention or anticipation of using the information obtained on the assessment. Academic dishonesty includes tampering with educational materials and assessments, including State assessments. Violations of this rule could result in suspension or expulsion.

Theft

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the CAO or teacher. The school is not responsible for personal property. Theft may result in suspension or expulsion.

Aiding or Abetting Violation of School Rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision-making regarding their behavior.

Displays of Affection

Students demonstrating affection between each other are personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school.

Violation of Individual School/Classroom Rules

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

Disruption of the Educational Process

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

Profanity

Any behavior or language, which in the judgment of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste will be subject to disciplinary action. Profanity could be verbal, in writing, electronically, photographs or drawings.

Student's Due Process Rights

The School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the School's disciplinary procedures. To better ensure appropriate due-process is provided a student, the School Board establishes the following:

Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible.

Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and must also be given an opportunity to appear before the School Board with a representative to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will provide testimony to the School Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or a request for admission after permanent expulsion from another school. (*Board Policy 5610*)

Responses to Inappropriate Student Behavior

Ann Arbor Learning Community School administration (School Leaders) shall designate sanctions, excluding corporal punishment, for the infraction of rules, which shall:

- Relate in kind and degree to the infraction;
- Help the student learn to take responsibility for his/her actions;
- Be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

A student may be removed from the classroom, suspended or expelled for persistent disobedience or gross misconduct. A student may not be expelled or excluded from the regular school program based on pregnancy status.

The School Board recognizes exclusion from the educational programs of Ann Arbor Learning Community, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process, since exclusion deprives a child of the right to an education.

Teacher Removal for Student Disruption of Learning Environment

The School Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such

removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

Suspension or Expulsion

Suspension shall be either the short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) removal of a student from a regular School program. Expulsion is defined as the permanent exclusion of a student from the School. The School Leader may recommend to the Board a long-term suspension or that a student be expelled.

Permanent Expulsion

The Board will not tolerate behavior that creates an unsafe environment, a threat to safety, or undue disruption of the educational environment. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under federal law.

Expulsion or Suspension after Physical and Verbal Assault by Student

The Board shall permanently expel a student in grade six or above if that student commits physical assault at the School against a staff member, a volunteer, or a contractor.

The Board shall suspend or expel a student in grade six or above for up to one hundred eighty (180) school days if the student commits physical assault at the School against another student.

The Board shall suspend or expel a student in grade six or above and may discipline, suspend or expel at student in grade five and below for a period of time as determined at the Board's discretion if the student commits verbal assault at school against a School staff member, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity.

Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence." Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. "At school" means in a classroom, elsewhere 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.

Expulsion due to Student Weapons Possession, Arson, Criminal Sexual Conduct

In compliance with state and federal law, the Board shall expel any student (unless as noted) who possesses a dangerous weapon in the School's weapon-free school zone in violation of State law or commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other School transportation.

In-School Discipline

The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program. In-school discipline will only be offered at the discretion of the School Administration for offenses in student conduct.

Corporal Punishment is Prohibited

The School Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline. Staff shall not use physical force or violence to compel obedience. In accordance with State law, corporal punishment shall not be permitted. This prohibition also applies to volunteers and those with whom the School contracts for services.

Removal, Suspension and Expulsion of Students with Disabilities

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

Application to Students with Disabilities:

This policy shall be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.

SECTION V: LEGAL NOTICES

Equal Education Opportunity

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. As such, it is the policy of Ann Arbor Learning Community to provide an equal education opportunity for all students. Any person who believes that the school or any staff person has discriminated against a student on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity or expression), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information while at Ann Arbor Learning Community, or an Ann Arbor Learning Community activity, should immediately contact the School Leaders. Complaints will be investigated in accordance with the administration guidelines. Any student making a complaint or participating in an investigation will be protected from any threat or retaliation. School Leaders can provide additional information concerning equal access to educational opportunity (*Board Policy 2260*).

Student Assessments

Each student's proficiencies and needs will be assessed by staff members upon their entrance into the school and annually or more frequently, as required by law or the Charter Contract. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs and/or diagnostic reading assessment systems, student portfolios, and physical examinations. The School Leaders shall develop and the Board shall approve a program of testing and assessment that is in compliance with the Charter Contract and applicable law. Assessment data will be used to determine the progress of students and program effectiveness (*Board Policy 2623*).

Harassment

Ann Arbor Learning Community prohibits any type of harassment. Harassment includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal, or physical conduct directed against an individual that places an individual in reasonable fear of harm to his/her person or damage to his/her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or a staff member's work performance, or has the effect of substantially disrupting the orderly operation Ann Arbor Learning Community. Harassment may be based on an individual's race, color, national origin, sex (including sexual orientation and transgender identity or expression), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information that are protected by Federal civil rights laws. Harassing conduct is not limited to in-person activity; it may include the use of cell phones or the Internet. Such behavior may take many forms, including, but not limited to, stalking, name-calling, taunting, cyberbullying, and other disruptive behaviors.

Harassment does not have to include the intent to harm another individual, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the Academy.

All administrators, staff, parents, volunteers, and students are expected not to tolerate harassment and to demonstrate behavior that is respectful and civil towards all other individuals associated with the Academy. Since bystander support of harassment can encourage these behaviors, the Academy prohibits both active and passive support for acts of harassment. Such active and passive support can result in disciplinary action (*Board Policy 5517*).

Student with Disabilities

In accordance with the Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act, no discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices at Ann Arbor Learning Community. This protection applies not just to the student, but to all individuals who have access to the programs and facilities of Ann Arbor Learning Community. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is required by Federal (IDEA) and State Law. Contact the School Leaders at to inquire about evaluation procedures and program (*Board Policy 2260.01*).

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular program of Ann Arbor Learning Community. Therefore, the policy of Ann Arbor Learning Community is that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing educational and extra-curricular programs offered by Ann Arbor Learning Community. Parents should contact the School Leaders to inquire about evaluation procedures (*Board Policy 2225*).

Student Records

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information. The board is responsible for maintaining records of all students attending AALC. Only records mandated by the State of Federal government and/or necessary and relevant to the function of AALC or specifically permitted by this Board will be compiled by AALC staff. Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate interest in the information, or to other individuals or organizations as permitted by law (*Board Policy 8330*).

Review of Instructional Materials and Activities

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the School Leaders prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits (*Board Policy 2210.01*).

Search and Seizure

As part of safeguarding the safety and well-being of the students at Ann Arbor Learning Community, that School Leaders 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:

School Property

The Board recognizes 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 students may not have the expectation of privacy to prevent examination by a school official. The Board directs Ann Arbor Learning Community to conduct a routine inspection, at least annually, of all such storage places. In the course of any search, student's privacy rights will be respected regarding any items that are not against Board policy.

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.

Excepted as provided below, a request for the search of a student or a student's possessions will be directed to the School Leaders. The School Leaders will attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, the search may be conducted without such consent. Whenever possible, a search will be conducted 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 (*Board Policy 5771*).

Teacher and Para-Professional Qualifications

All of the teachers at Ann Arbor Learning Community are properly certified and are teaching in the areas that they are certified to teach. Each teacher holds a minimum of a bachelor's degree and a valid State of Michigan Teaching Certificate.

Ann Arbor Learning Community teachers and para-professionals are all considered highly qualified in accordance to the No Child Left Behind Requirements. Any parent

that wants to know the particular teacher qualifications of his/her child's teacher(s) can contact the school office at any time.

Pesticide Notice

Ann Arbor Learning Community utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize pest exclusion and biological controls. However, as with most pest control programs, chemical controls may also be utilized.

You have the right to be informed prior to any application of an insecticide, fungicide or herbicide made to the school grounds or buildings during this school year. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

If you need prior notification, please contact the school office (*Board Policy 8405.01*).

Mandated Reporter

All staff at Ann Arbor Learning Community are required by law to immediately report any and all suspected cases of child abuse or neglect to the Department of Human Services (*Board Policy 8462*).

SECTION VI: COVID-19 Preparedness Plan

Ann Arbor Learning Community COVID-19 Preparedness and Response Plan

Address of School District: 4377 Textile, Ypsilanti, MI 48197

District Code Number: 81904

Building Code Number(s):

District Contact Person: Teresa Woods

District Contact Person Email Address: Teresa@annarborlearningcommunity.org

Local Public Health Department: Washtenaw County Public Health

Local Public Health Department Contact Person Email Address: Rebekah Warren I-wchdcontact@washtenaw.org

Name of Intermediate School District: Washtenaw County Public Health

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: July 21, 2020

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors _____

Date _____

Introduction and Overview

Ann Arbor Learning Community

Mission Statement

The mission of Ann Arbor Learning Community is to nurture independent life-long learners as they acquire the tools, they need to shape an environmentally and socially responsible future.

Vision Statement

Our vision is to create a K-12 school that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it operates.

Educational Philosophy

At Ann Arbor Learning Community, our philosophy is centered around the following beliefs:

- All Students can achieve academically.
- Our learning community affirms and supports a variety of learning styles.
- Developing a strong sense of self and a life-long love for learning must come through the fostering of essential life skills and core academic knowledge with the use of small, multi-age classrooms that honor the learning and creative strengths of each student.
- Teachers integrate the essential foundations of character education and provide world-class education through ongoing professional development and the four mutual
- agreements set forth by AALC
 - Mutual Respect
 - Attentive Listening
 - Right to Participate/Right to Pass
 - Appreciation

The general educational programs of Ann Arbor Learning Community are designed to produce life-long independent learners. During the COVID-19 pandemic AALC has leaned on our educational philosophy to assure all students continued to learn. We were able to accomplish learning by providing immediate devices and connectivity resources to all families. Our K-8 teachers developed and implemented online curriculum utilizing Google Classroom. Our 9-12 students were well positioned to continue learning with their virtual courses.

All students with and IEP or 504 plan received services via teletherapy, this included social work, speech, and occupational therapy. Our special education director connected with students on a biweekly basis by email, telephone on Zoom to assure any unmet needs were resolved.

AALC parents were given a survey to assess the virtual learning. Parents were provided opportunity to discuss elements that worked and did not work well. Based on the feedback we modified some of the time schedule of assignments due, provided more technical support, increased all class Zoom meetings and increased project-based assignments.

The administrator and teaching staff met to develop the virtual learning plan. Teachers contributed by discussing what virtual methods were familiar to students, how to best teach students new skills virtually. The 9-12 staff and teachers assisted the K-8 staff and teachers with input on the best practices for virtual learning and connecting with students. K-8 Teachers compiled necessary material to upload in google classroom.

9-12 established e-learning plan outlining the parameters within which e-learning must meet all state and federal policies and regulations. School leaders and teachers were given tremendous latitude and exercised high levels of autonomy in the interpretation and implementation of the e- learning plan to meet the individual and unique needs of their academy students, teachers, parents, and community.

Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols

Ann Arbor Learning Community Academy

- AALC will be closed for all in person instruction. We are not licensed for childcare and will not provide childcare services.
- AALC does not provide transportation.
- All teachers will have access to the building as needed. School leaders will be notified when a teacher would like to access the building and maintain a schedule that assures the least number of persons in the building at one time. The building will be cleaned twice a week even if the building has not been accessed.
- The school building will be cleaned and sanitized on the day prior and following any access.
- Educational Service Provider Food Service provides meals available for pick-up between 11:00am – 1:00pm. These meals are intended for children up to 18 years old and any child with special needs up to 26 years old. The Educational Service Provider distributes these meals to children, parents/guardians. The meals contain a balanced breakfast and lunch. Because we are practicing social distancing it is requested that one designated person pick up meals for the family. The Educational Service Provider has established a Food Service Hotline in the event anyone participating in the meal program has food allergy needs or cannot make it to a pick-up location, at which point arrangements will be made on a case-by-case basis. The Educational Service Provider has established 21 food pick up locations across Washtenaw and Wayne counties, 8 food pick up locations in Washtenaw county and 13 food pick up locations in Wayne county.

The Educational Service Provider food delivery program will run if the government permits and as long as the health and safety of the drivers and food distributors are not compromised.

Phase 1, 2, or 3 Mental & Social-Emotional Health

- Our district social workers will check in with families to assess if additional supports are needed. Teachers, student mentors, special education staff and administrators will also connect with families to support their mental health wellness.
- A Community resources list has been provided to families in need additional support. This list is regularly updated for completion and accuracy.
- As part of our crisis management plan if a staff connects with a student that appears to be in distress or in unable to connect with a student, the staff would alert the school leader and school social worker who would reach out to the family.
- Upon connecting with the families, the school social worker would assess what supports are needed and provide the family with immediate support and referrals for longer term outside supports if needed.

Phase 1, 2, or 3 Instruction

- Teachers will create meaningful and engaging lesson plans on Google Classroom in the student's home language. Parents and students will have opportunities to provide regular feedback through weekly one-on-one scheduled meetings and through Google Classroom communication forum.
- Google Classroom will serve as the main remote learning program where teachers will create meaningful and engaging lesson plans that align with CCSS. Teachers will provide instructional videos, assignments that allow students to use application and reflection practices and deliver formal and informal assessments to measure students' mastery of skills. Through Google classroom, students will focus on the core subjects and enrichments in a manner that cross-references other subjects to maximize student learning. Each assignment will contain elements that support auditory, visual, and kinesthetic learners. In addition, high-quality resources recommended by MDE will be incorporated into virtual learning programs.
- Students will be given virtual assessments within the first two weeks of school to measure where students are and to support creating an informed instruction plan for students to provide teachers and families. The virtual assessment will be a NWEA alternative screener.
- A review of all IEPs, IFSPs, and 504 plans will occur within the first four week of school through formative assessment data and parent/teacher feedback. General education and special education teachers will collaborate on differentiated delivery methods for instruction and assessment to best meet the needs of each student. Students with Special Rights/Accommodations as outlined in IEP that limits technology use will have the option to receive learning support via Zoom and Phone Call to orally submit assignments and formative assessments.
- School leaders will be responsible for meeting with general and special education teachers weekly, as well as using learning programs (Google Classroom, Khan Academy, etc.) to monitor student progress and students in need of additional support. In addition, leaders will continue to create and observe measurable checkpoints to ensure instruction and assessment is high quality and effective.
- School psychologists will provide online scheduled services for children in need of occupational and speech therapy. Physical therapy evaluations and sessions will be pre-recorded and posted for children to only complete with parental supervision.

Communication & Family Supports

- Newsletters, Social Media, and Recorded Media videos (translated as necessary) will be regularly distributed through email, calls, and text regarding duration of closure, reopening plans, grade-level proficiencies and feedback.
- Teachers will provide families newsletters offering additional learning resources, homework helpers, effective teaching methods, workshops, and necessary training to use online learning platforms such as Google Classroom.

Professional Learning

- Teachers will have weekly opportunities for Professional Development and Learning through videos, virtual workshops, PLCs, and other virtual modes.
- PD and Learning will include effective high-leverage teaching practices, social/emotional development, diversity, equity, and inclusion.
- Teachers will receive effective ways to engage students in virtual learning and maximize use of Google Classroom services to keep students engaged, informed, and appropriately challenged.

Monitoring

- AALC will provide any and all materials, and alternates when necessary, to ensure all students are able to meet virtual learning expectations with fidelity.
- Students' attendance will be monitored by logging into their Google Classroom account and submitting daily assignments -- we will communicate with students who have missed three subsequent login days to create a plan of actions for students to remain current in school work when applicable and report regular attendance.
- Students will submit and receive feedback on quality of work through Google Classroom. Students will also have regular opportunities to assess their own work and understanding of content.

Challenges:

- Ensuring that online instruction meets CCSS and that teachers are effectively implementing curriculum in a virtual setting. (Ex: proctoring exams for children still developing reading skills, appropriately applying high-leverage practices such as managing small group work, leading group discussion, and planning sequential lessons without the benefits of verbal and non-verbal cues observed in the classroom setting.)
- Students maximizing learning opportunities and resources without direct teacher support. (Ex: Students remaining engaged, focused, and on-task virtually or when completing remote assignments without supervision of teacher and, perhaps, limited parental supervision.)

Successes:

- Students are familiar with Google Classroom, its functionality, and teacher expectations as this program was used in the 19-20 school year.
- Students are able to receive support around the clock, as opposed to school hours, and will have the ability to review pre-recorded lessons numerous times to retain more information.

Materials:

- Chromebook - provided by the school
- Zoom - membership provided by the school as necessary

Phase 1, 2, or 3 Operations

- The facilities will be cleaning and sanitized at minimum of twice per week while students are not learning in the building according to the CDC School Decision Tree.
- Office manager will work with maintenance to assure school continues to be in working order.
- All cleaning persons building will wear mask while cleaning.
- All families were surveyed their need for technology and provided devices and connectivity when needed to assure all students have equitable access to learning through technology.
- All devices are cleaned, coded, and signed in agreement to our technology policy, to parents as needed.
- Several staff members were identified to assist other teachers, parents, and students with the use of the online learning and technology specific. The staff identified have office hours in which to assist.
- Educational Service Provider Food Service provides meals available for pick-up between 11:00am – 1:00pm. These meals are intended for children up to 18 years old and any child with special needs up to 26 years old. The Educational Service Provider distributes these meals to children, parents/guardians. The meals contain a balanced breakfast and lunch. Because we are practicing social distancing it is requested that one designated person pick up meals for the family. The Educational Service Provider has established a Food Service Hotline in the event anyone participating in the meal program has food allergy needs or cannot make it to a pick-up location, at which point arrangements will be made on a case-by-case basis. The Educational Service Provider has established 21 food pick up locations across Washtenaw and Wayne counties, 8 food pick up locations in Washtenaw county and 13 food pick up locations in Wayne county.

The Educational Service Provider food delivery program will run as long as the government permits and as long as the health and safety of the drivers and food distributors are not compromised.

Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

- All staff will wear facial coverings at all times with the exception of during meals.
- All students K-12 will wear facial coverings in all hallways and common areas.
- All students 6-12 must wear facial coverings in classrooms at all times.
- Unless unable to wear a mask for medically deemed reasons. Any student or staff who is incapacitated or unable to remove the facial covering without assistance must not wear one.
- Homemade masks must be washed daily, and disposable masks must be disposed of daily.
- All classrooms and common areas will be equipped with hand sanitizer, paper towels and tissues.
- Signs reinforcing this will be posted.

- All students and staff will receive hand sanitizer upon entering the building and immediately wash hand with soap and water.
- Students will use hand sanitizer before and upon leaving any area.
- Students will have hand washing every 2 hours of the school day.
- Each student will have individualized materials that will not be shared to use during school.
- All classroom items that can not be personalized will be sanitized after each use.

- Sanitizing stations will be placed in classrooms, common areas and hallways.

- Staff and students will have temperature check upon entering the building daily.

- All students will be spaced six feet apart in the classrooms.

- Teachers will maintain six feet of spacing between themselves and students as much as possible.

- Teachers will have windows open as often as weather permits.

- Teachers will use outdoor space for instruction as often as weather permits.

- Classes will remain as a cohort and reduce interaction with other classes.

- Lunch periods will be staggered.

- Students will follow a foot traffic flow in one direction. Staff will be assigned to assist and prevent con.

Access to building

- Guests will not be allowed in the building this includes family members except under extenuating circumstances.
- All persons entering the building will be screened for symptoms
- Wear a facial covering
- Wash/sanitize hands
- Provide information to office staff including name and contact information for contact tracing.

Quarantining during school hours

- In the event a teacher or staff become ill during school hours, they shall remain in the designated area which is away from common areas until they are able to leaving the building.
- Any person with temperature over 100.4 should remain home and must be COVID tested if symptoms arise.
- Parents and staff are encouraged to monitor for symptoms, report to main office and remain home until they can follow up with health care professional.

Responding to Positive Test Amongst Staff and Students

- All persons must cooperate with local public health department in the event of a positive COVID-19 test. In particular must provide all contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
- Students and staff will remain home until they have tested negative or have be released from isolation according to CDC guidelines. The school will close for 2-5 days for cleaning.

School leader will immediately notify the local health department while maintaining confidentiality consistent with ADA and other applicable federal and state privacy laws.

Extracurricular and Large Gatherings

- Students and teachers will wash hands before and after every meal for at least twenty seconds. Small timers will be installed to support children.
- Gatherings, such as celebration of learning, school plays, and so on will be held in the gym and/or outdoors and will comply with current and future executive orders regarding congregations of people.
- Field Trips will only occur when the State of Michigan transitions to Phase 6 as an additional safety measure.
- Mealtimes will be staggered to create appropriate distance between students.
- AALC will not be providing school-supplied meals. Any provided utensils will be disposable.
- AALC teachers and school leaders will provide pre-recorded videos and intercom messages of assemblies and other school-sanctioned events.
- After-school programs will be discontinued until State of Michigan transitions to Phase 6 as an additional safety measure.

Athletics

- Athletics will be discontinued until the State of Michigan transitions to Phase 6 as an additional safety measure.

Transportation

- AALC does not provide transportation

Phase 4 Mental & Social-Emotional Health

- Our district social workers will check in with families to assess if additional supports are needed. Teachers, student mentors, special education staff and administrators will also connect with families to support their mental health wellness.
- A Community resources list will be provided to families in need additional support. This list is regularly updated for completion and accuracy.
- As part of our crisis management plan if a staff connects with a student that appears to be in distress or in unable to connect with a student, the staff would alert the school leader and school social worker who would reach out to the family.
- Upon connecting with the families, the school social worker would assess what supports are needed and provide the family with immediate support and referrals for longer term outside supports if needed.

Phase 4 Instruction

Activate Hybrid Learning Programs for families. Due to the small size of AALC, we are able to resume face-to-face instruction while maintaining social distancing; however, families with validated high-risk concern will have the option for hybrid learning.

- Students will learn new material in the classroom as applicable. Students will have application practice virtually. Informal and formative assessments will be conducted virtual and in person, as necessary.
- AALC will observe best practices for blended learning as recommended by MDE.
- AALC will observe clear expectations regarding grade-level proficiencies and benchmarks, appropriate modes of student assessment, virtual and in-person feedback, and differentiated support for students.
- Students will receive social and emotional support through carefully selected online and in-person methods that enable the student to feel support in and out of the classroom.
- As recommended by MDE, lower elementary, upper elementary, and middle school students will receive workloads that align with MDE requirements, leveled abilities, and with support from our community of parents and teachers.
- Teachers will develop meaningful, well crafted, and engaging lessons that ensure all students start the school year with high-quality instruction that aligns with CCSS. Students will be assessed based on their present skills and instructional staff will create well developed learning plans to meet the academic and social/emotional needs of the whole child and the classroom setting.
- Instructional staff will create meaningful opportunities to build relationships with students in and out of the classroom and support them socially and emotionally during this transition.
- (Secure Supports of Postsecondary Students)
- Teachers, Interventionists, and Paraprofessional Staff will collaborate through weekly meetings, PLCs, team lesson planning, and reflection to prioritize power standards and accelerate instruction.

Communication & Family Supports

- Newsletters, Social Media, and Recorded Media videos (translated as necessary) will be regularly distributed through email, calls, and text regarding reopening plans, grade-level proficiencies and feedback.
- Teachers will provide families newsletters offering additional learning resources, homework helpers, effective teaching methods, workshops, and necessary training to use online learning platforms such as Google Classroom.

Professional Learning

- Teachers will have weekly opportunities for Professional Development and Learning through videos, virtual workshops, PLCs, and other virtual modes.

- PD and Learning will include effective high-leverage teaching practices, social/emotional development, diversity, equity, and inclusion.
- Teachers will receive effective ways to engage students in virtual learning and maximize use of Google Classroom services to keep students engaged, informed, and appropriately challenged.

Phase 4 Operations

Facilities:

- Assure all necessary materials and supplies for cleaning and disinfection. Assure and Secure additional spaces within the business to use for learning.
- All touch areas within the building shall be sanitized at least twice per day and after each use.
- Maintain all recommendations OSHA and/or CDC cleaning guidelines in real time.
- Assure all spaces/classrooms used has appropriate ventilation.
- HVAC system should be running efficiently.
- Air Filters changed regularly.
- Handwashing, cough etiquette and nose blowing signage will be widely posted throughout building.
- School leaders will conduct, and document facility walk through with custodial and maintenance services to assure all services are completed appropriately.

Budget, Food Service, Enrollment, and Staffing

- School administration will provide families with arrival and departure procedures. (Entrances, exits)
- School leaders will assess which students and staff will be returning and acquire replacement staff.
- Provide remote learning for students with preexisting conditions who cannot return in person.
- School leaders will assess and hire additional positions with a specific focus on student and staff wellness, technology, and COVID-19 related needs.
- School leaders will assure use of CARES Act funding for key purchases to maintain safety.
- School leaders will assure an adequate pool of substitute teachers are available.
- School leaders will assure that legal council to address and liability concerns as they arise.
- All parents and staff will receive handbook with additional COVID 19 policies and procedures.
- All parents and staff will be orientated to the new policies.
- School leaders will review budget to assure planning for any changes in enrollment.

Technology

AALC has assigned a technology coordinator to oversee and support for students.

- All families were surveyed their need for technology and provided devices and connectivity when needed to assure all students have equitable access to learning through technology.
- All devices are cleaned, coded, and signed in agreement to our technology policy, to parents as needed.

Transportation

- AALC does not provide transportation.

Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

- All staff will wear facial coverings at all times with the exception of during meals.
- All students K-12 will wear facial coverings in all hallways and common areas.
- Unless unable to wear a mask for medically deemed reasons. Any student or staff who is incapacitated or unable to remove the facial covering without assistance must not wear one.
- Homemade masks must be washed daily, and disposable masks must be disposed of daily.
- All classrooms and common areas will be equipped with hand sanitizer, paper towels and tissues.
- Signs reinforcing this will be posted.
- All students and staff will receive hand sanitizer upon entering the building and immediately wash hand with soap and water.
- Students will use hand sanitizer before and upon leaving any area.
- Students will have hand washing every 2 hours of the school day.
- Each student will have individualized materials that will not be shared to use during school.
- All classroom items that cannot be personalized will be sanitized after each use.
- Sanitizing stations will be placed in classrooms, common areas and hallways.
- Staff and students will have temperature check upon entering the building daily.
- All students will be spaced six feet apart in the classrooms.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Teachers will have windows open as often as weather permits.
- Teachers will use outdoor space for instruction as often as weather permits.
- Classes will remain as a cohort and reduce interaction with other classes.

- Lunch periods will be staggered.
- Students will follow a foot traffic flow in one direction. Staff will be assigned to assist and prevent con.

Access to building

- Guests will not be allowed in the building this includes family members except under extenuating circumstances.
- All persons entering the building will be screened for symptoms
- Wear a facial covering
- Wash/sanitize hands
- Provide information to office staff including name and contact information for contact tracing.

Quarantining during school hours

- In the event a teacher or staff become ill during school hours, they shall remain in the designated area which is away from common areas until they are able to leaving the building.
- Any person with temperature over 100.4 should remain home and must be COVID tested if symptoms arise.
- Parents and staff are encouraged to monitor for symptoms, report to main office and remain home until they can follow up with health care professional.

Responding to Positive Test Amongst Staff and Students

- All persons must cooperate with local public health department in the event of a positive Covid 19 test. In particular must provide all contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
- Students and staff will remain home until they have tested negative or have be released from isolation according to CDC guidelines. School shall be closed for 2-5 days for cleaning.

School leader will immediately notify the local health department while maintaining confidentiality consistent with ADA and other applicable federal and state privacy laws.

Food Service, Gathering, and Extracurricular Activities

- Students and teachers will wash hands before and after every meal for at least twenty seconds. Small timers will be installed to support children.
- Gatherings, such as celebration of learning, school plays, and so on will be held in the gym and/or outdoors and will comply with current and future executive orders regarding congregations of people.
- Field Trips will only occur when the State of Michigan transitions to Phase 6 as an additional safety measure.
- Mealtimes will be staggered to create appropriate distance between students.
- AALC will not be providing school-supplied meals. Any provided utensils will be disposable.
- AALC teachers and school leaders will provide pre-recorded videos and intercom messages of assemblies and other school-sanctioned events.
- After-school programs will be discontinued until State of Michigan transitions to Phase 6 as an additional safety measure.

Athletics

- Athletics will be discontinued until the State of Michigan transitions to Phase 6 as an additional safety measure.

Transportation

- AALC does not provide transportation

Phase 5 Mental & Social-Emotional Health

- Our district social workers will check in with families to assess if additional supports are needed. Teachers, student mentors, special education staff and administrators will also connect with families to support their mental health wellness.
- A Community resources list will be provided to families in need additional support. This list is regularly updated for completion and accuracy.
- As part of our crisis management plan if a staff connects with a student that appears to be in distress or in unable to connect with a student, the staff would alert the school leader and school social worker who would reach out to the family.
- Upon connecting with the families, the school social worker would assess what supports are needed and provide the family with immediate support and referrals for longer term outside supports if needed.

Phase 5 Instruction

- Teachers will develop meaningful, well crafted, and engaging lessons that ensure all students start the school year with high-quality instruction that aligns with CCSS. Students will be assessed based on their present skills and instructional staff will create well developed learning plans to meet the academic and social/emotional needs of the whole child and the classroom setting.
- Instructional staff will create meaningful opportunities to build relationships with students in and out of the classroom and support them socially and emotionally during this transition.
- IEP, 504 plans will be developed as needed.
- Teachers, Interventionists, and Paraprofessional Staff will collaborate through weekly meetings, PLCs, team lesson planning, and reflection to prioritize power standards and accelerate instruction.
- Conduct quarterly meetings to review and/or implement MDE policies and guidance with instructional staff and school leaders.

Communication & Family Supports

- Newsletters, Social Media, and Recorded Media videos (translated as necessary) will be regularly distributed through email, calls, and text regarding reopening plans, grade- level proficiencies and feedback.
- Teachers will provide families newsletters offering additional learning resources, homework helpers, effective teaching methods, workshops, and necessary training to use online learning platforms such as Google Classroom.

Professional Learning

- Teachers will have weekly opportunities for Professional Development and Learning through videos, virtual workshops, PLCs, and other virtual modes.
- PD and Learning will include effective high-leverage teaching practices, social/emotional development, diversity, equity, and inclusion.
- Teachers will review Google Classroom and document students who did not engage in remote learning and develop strategic plans to receive additional support from Math and Reading Interventionists.
- We will continue to utilize Google Classroom to offer additional learning opportunities for children and parents to utilize.

Phase 5 Operations

Facilities:

- Assure all necessary materials and supplies for cleaning and disinfection. Assure and Secure additional spaces within the business to use for learning.
- All touch areas within the building shall be sanitized at least twice per day and after each use.
- Maintain all recommendations OSHA and/or CDC cleaning guidelines in real time.
- Assure all spaces/classrooms used has appropriate ventilation.
- HVAC system should be running efficiently.
- Air Filters changed regularly.
- Handwashing, cough etiquette and nose blowing signage will be widely posted throughout building.
- School leaders will conduct, and document facility walk through with custodial and maintenance services to assure all services are completed appropriately.

Budget, Food Service, Enrollment, and Staffing

- School administration will provide families with arrival and departure procedures. (Entrances, exits)
- School leaders will assess which students and staff will be returning and acquire replacement staff.
- Provide remote learning for students with preexisting conditions who cannot return in person.
- School leaders will assess and hire additional positions with a specific focus on student and staff wellness, technology, and COVID-19 related needs.
- School leaders will assure use of CARES Act funding for key purchases to maintain safety.
- School leaders will assure an adequate pool of substitute teachers are available.
- School leaders will assure that legal counsel to address and liability concerns as they arise.
- All parents and staff will receive handbook with additional COVID 19 policies and procedures.
- All parents and staff will be orientated to the new policies.
- School leaders will review budget to assure planning for any changes in enrollment.

Technology

AALC has assigned a technology coordinator to oversee and support for students.

- All families were surveyed their need for technology and provided devices and connectivity when needed to assure all students have equitable access to learning through technology.
- All devices are cleaned, coded, and signed in agreement to our technology policy, to parents as needed.

Transportation

AALC does not provide transportation.