



ATHENIAN ACADEMY CHARTER SCHOOL EST.2000

Please Note* This "Student Code of Conduct" AND "Parent Information Resource" contains vital information for both students and parents. Athenian Academy is committed to open and transparent communication with the families we serve. While this handbook details many policies and procedures, we prefer face to face communication with our families. Please do not hesitate to contact the school if you have any questions. Thank You!

Athenian Academy Charter School is an equal opportunity institution for education and employment. It is the policy of the Board that each student regardless of race, color, creed or religion, sex, marital status, national origin, age, disability, or sexual orientation has the right to an opportunity for an education.

Dear Parents,

As we embark on a new school year, I invite you and your children to assist our school in making this year a success. Together with a strong working relationship with our students and parents, our school will perform at its best.

The Student Code of Conduct is designed to provide expectations for student behavior in our school so that we can provide all students with an environment conducive to learning. This document provides a framework for discussing with your children our school's values and policies to ensure a safe and productive academic school year. In addition, our Code of Conduct outlines parental responsibilities and the important role you play in helping your children perform to their fullest potential.

In addition, you will find the Code of Conduct includes important information that will be of value to you, including

- **Frequently Asked Questions to help you understand the impact our values and policies may have on you and your children.**
- **Privacy rights for you and your children.**
- **Communication expectations.**

Please sign and return the Parent and Student Acknowledgement to your child's teacher.

Thank you for working with us to uphold our school's values of commitment to children, families and community; respectful and caring relationships; cultural competence; integrity; responsibility and connectedness. If you or your child have a question about the Student Code of Conduct, please contact the administration.

*Athenian Academy Board of Directors
Choice Charter School Services, LLC
Athenian Academy Administration*

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Mrs. Perini

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*Athenian Academy Board Information***GOVERNANCE****Role of the Governing Board:**

- Financial oversight
- Manage resources effectively
- The charter school governing board, to remain accountable to the sponsor, parents and students, its donors, the public, is to safeguard its tax-exempt status, must approve the annual budget and ensuring that proper financial controls are in place.
- Financial oversight, including approval of annual operating, long-range financial plans, and development of financial policies. Physical assets oversight, assuring the wellbeing of all the physical assets of the school such as facilities
- Holds Staff Accountable for Budget Management
- Ensures Timely Financial Reporting
- Authorizes Independent Audit
- Selects Independent Auditor
- Banking Decisions
- Vendor Contracts



DUTY OF CARE. The level of competence that is expected of a board director and is commonly expressed as the duty of "care that an ordinarily prudent person would exercise in a like position and under similar circumstances." The board owes the duty to exercise reasonable care when he or she decides as a steward of the Athenian Academy Charter School:

- Regular attendance at board meetings.
- Active participation and discussion in decision-making.
- Good business judgment.
- Financial integrity.
- Accountability to those who have a stake in the charter school especially students and their families, but also including staff, volunteers and the wider community served by the school.
- Defining and Supporting Mission and Vision. In addition to fulfilling legal requirements, the governing board is composed of individuals who support the school's mission, believe in it, and seek to promote it.
- Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community

It is the governing board's responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual board director should fully understand and support it.

One of the board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The board works in partnership with the charter school administrator.

Strategic Planning:

The strategic planning process is the "accountability planning process." In this process, the school addresses the following questions:

- What do we want our students to know and be able to do at different levels (what are the "academic standards")?
- How will we measure student achievement with reference to the standards?
- How will we align curriculum and instructional practices to meet those standards? What will we do with the information we get
- Commitment to and active role in, strategic planning.
- Building dialog on critical issues into every board meeting.

Setting Policy

- Reflective of the educational goals of the school;
- Written within the scope of the school board's authority;

- Adopted through proper board procedure;
- Respectful of legal and constitutional rights and requirements; and
- Communicated to the persons within the charter school community it will affect.

Hierarchy of Legal Authority

- Applicable federal and state laws, including Internal Revenue Service regulations.
- Charter school contract with the Sponsor
- Articles of incorporation for the Athenian Academy Charter School.
- Bylaws of the Athenian Academy Charter School.
- Standing policies of the board of the Athenian Academy Charter School.
- Other one-time, short-term policies found in the Athenian Academy Charter School board minutes.
- Personnel policies and procedures.
- Administrative decisions made by staff based on, and/or consistent with, the above.
- No action or policy decision at any one level within this hierarchy may violate the rules set in the level above it.

Academic Achievement

- The board's role in this area is to determine which educational programs and services are the most consistent with the school's mission, and to monitor their effectiveness.

Fraud Prevention

- Misrepresentation
- Staff Salary Schedules
- Staff Benefit Plans
- Internal Controls

Selects the School Leader:

One responsibility of the board of directors is appraising the work of the School Leader Athenian Academy School Leaders are evaluated yearly, using The Florida Consortium of Public Charter School's evaluation tool. This evaluation can help to improve the confidence, support, growth and working relationship between the board and the School Leader.

The board ensures that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school

- Adheres to Contract with the Sponsor
- Sets Expectations for Operations
- Complies with Laws
- Stays Informed
- Final Authority in Conflict Resolution Onsite
- Sets Standards for Board Members

Conflicts and Conflict of Interest

Conflicts shall be resolved with the people with which it was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media.

Board members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of Athenian Academy and the charter school movement shall be top priority for any board member. Any board member finding himself or herself involved in an unresolvable conflict shall put the vision of the school first and step down from the board.

Conflict of Interest

- Written Policy. Board has an established, written policy on avoiding conflicts of interest.
- Loans. Athenian Academy is a nonprofit corporation and may not lend money to a board director or the board director's family members.

- **Corporate Opportunity.** Directors of business organizations are under a fiduciary obligation not to divert a corporate business opportunity for their personal gain. A board director of a charter school that is a nonprofit corporation is also subject to this duty. This duty means that the board may not engage in or benefit from a business opportunity that is available to and suitable for the charter school unless the charter school decides not to engage in the business opportunity and conflicts of interest procedures are followed.

Compliance with Governing Documents. The Board has a duty to follow the Athenian Academy Charter School's governing documents (articles of incorporation and bylaws), to carry out the charter school's mission and to assure that funds are used for lawful purposes. Also, board must comply with other state and federal laws that relate to the charter school and the way in which it conducts its operations.

State and Federal Statutes.

The Board should be familiar with a number of state and federal statutes and laws relating to charter schools. Board directors should see to it that their charter school's status with state and federal agencies is protected and that no actions are being taken that would put this status in jeopardy.

Filing Requirements. T

he Board must comply with deadlines for taxation, for filing with the Attorney General, for registering with the Secretary of State's Office, for making social security payments, for income tax withholding.

Governing Documents.

The Board is familiar with their charter school's governing documents and should follow the provisions of those documents. The Board ensures proper notice is given for meetings, that regular meetings are held, that board directors are properly appointed and that the charter school's mission is being accomplished.



Board Meetings

The Board will meet every month and have at least two public meetings per school year within the Sponsoring District. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her equivalent, will be physically present at each meeting.

Annual Meeting.

The annual meeting of the Board shall be held on August 1 of each year, unless the President, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Members and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes.

Special Meetings

Special Meetings of the Board may be called by the Chairman or any two voting members of the Board. The person(s) calling such meeting may set the location of the meeting as a conveniently accessible place for all Board members and the public. Special Meetings must be scheduled with no less than one (1) day prior notice and must be established to discuss only a single issue.

Audience Participation

Any person wishing to address the Board during public comment should arrive prior to the commencement of the meeting and must complete a request form provided at each Board meeting. Each speaker will be permitted three minutes. Persons addressing the Board must state their name and address and direct their remarks to the Board. Persons will be recognized in the order in which requests are received.

The Board shall have the right to remove any person who is disruptive to or interferes with the meeting. Sensory or mobility impaired persons seeking assistance for participation in any Board meeting should contact the Board Liaison prior to the meeting.

Relationship with the School Leader

Distinction between governance and management. The decision-making model reflects a clear distinction between governance decision-making and management decision-making. The board focuses on matters of governance and delegates' administration and management to the School Leader who in turn delegates to other staff.

Board members will not question any decision made by the School Leader in any public arena. If a director questions a decision, he or she shall immediately take that concern or disagreement to the administrator in a confidential and diplomatic format. Likewise, the School Leader shall agree to the same commitment. Respect for each other shall remain constant.

While at the school, board members shall be mindful of the different roles they play: parent, volunteer, board member, etc. A board member will not use their position of authority while acting in their parent or volunteer roles. Directors shall foster good relationships with the administrator and staff on a personal level. With humility, each board member will serve the best interests of the school.

Board members shall remember that stepping out of their advisory/board capacity and attempting to run the school as an administrator, will always cause problems.

The vision and mission statement of The Athenian Academy Charter School will serve to guide and direct the board. The goal to continually improve, maintain integrity, serve Athenian families and ensure academic success for our students shall take precedence in all situations.

Governing Board Code of Ethics

- **Will not** hold any employment or contractual relationship with a business or agency which is subject to the regulation of or is doing business with the school. F.S. 1002.33(26)(a)-(b); F.S. 112.313(7)(a) (exception for collective bargaining).
- **Will not** hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between private interests and the performance of public duties or that would impede the full and faithful discharge of your public duties. F.S. 1002.33(26)(a)-(b); F.S. 112.313(7)(a).
- **Will not** disclose or use information not available to members of the general public and gained by reason of your official position, except for information relating exclusively to governmental practices, for your personal gain or benefit or the benefit of another person. F.S.1002.33(26)(a)-(b); F.S. 112.313(8).
- **Will not** solicit or accept anything of value including a gift, loan, reward, promise of future employment, favor or service based upon any understanding that your vote, official action, or judgment will be influenced thereby. F.S. 1002.33(26)(a)-(b); F.S. 112.313(2).
- **Will not** accept and do not allow your spouse or minor child to accept any compensation, payment, or thing of value when you know, or with the exercise of reasonable care, should know, that it was given to you to influence a vote or other action in which you are expected to participate. F.S. 1002.33(26)(a)-(b); F.S. 112.313(4).
- **Will not** corruptly use or attempt to use your position or any property or resource which may be within your trust or perform your official duties to secure a special privilege, benefit, or exemption for yourself or others. F.S. 1002.33(26)(a)-(b); F.S. 112.313(6).
- The Governing Board may not include: – a school employee or spouse or – charter management company employee or spouse. F.S. 1002.33(26)(c)
- **Will not**, either directly or indirectly, purchase, rent or lease any realty, goods or services for your own agency from any business entity of which you or your spouse or child is an officer, partner, director or proprietor or has a material interest. F.S. 1002.33(26)(a)-(b); F.S. 112.313(3).
- **Will not** rent, lease, or sell any realty, or services to your own agency. F.S. 1002.33(26)(a)-(b); F.S. 112.313(3).
- **Will not** appoint, employ, promote or advance or advocate for appointment, employment, promotion or advancement, in or to a position in the agency in which the official is serving or over which the official exercises jurisdiction or control any individual who is a relative of the public official.

- **Will not** be appointed, employed, promoted, or advanced in or to a position in an agency if such appointment, employment, promotion, or advancement has been advocated by a public official, serving in or exercising jurisdiction or control over the agency, who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by a collegial body of which a relative of the individual is a member. (Relatives include husband/wife, parents, parents-in-law, step parents, children, step children, siblings, step siblings, uncle/aunt, first cousins, and nephews/nieces). F.S. 112.3135(2)(a); CEO 06-13

BOARD MEMBERS WILL UPHOLD:

- Duty of utmost loyalty
- Duty to refrain from self-dealing
- Duty not to take unfair advantage
- Duty to act in best interest
- Duty of good faith
- Duty to disclose material facts
- Duty to use skill, ability and industry or diligence
- Duty to keep an accounting and accurate records

Florida Whistleblower Act

- Extends protection to five categories of employees including those who:
- Disclose information on their own initiative in a written and signed complaint
- Are requested to participate in an investigation, hearing or other inquiry conducted by any agency or federal government entity
- Refuse to participate in any adverse action prohibited by the act

Board Members Contact Information: Board Members may also be contacted by leaving a message with the school business office: 727-298-2718

- **Pastor Benedict Williams: President**
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- **Mark Tsetsi: Secretary**
mtsetsi@gmail.com
- **Voula Patridis: Voting Member**
- **John Pantazes: Voting Member**
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- **Vasili Nezer: Voting Member**
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CHOICE Charter School Services

Choice Charter School Services is contracted by the governing board to manage the operations of the school. The CHOICE team works closely with the governing board and the school leader to ensure the highest quality of education and school operations for the students we serve. CHOICE communicates with the expectations of the governing board to the school leader and assists the administration with the following:

Finance:

- Compliance with all Board and School policies and procedures and with all applicable state and federal rules and regulations.
- Financial reports and accounting files for budgeting and accounting purposes
- Accounts payable services including reviewing and auditing vendor invoices
- Prepare financial reporting, annual budgets and financial forecasts
- Review and audit general ledger entries for accuracy
- Prepare information requested by year-end auditors,
- Perform attendance accounting function
- Assists in the coordination of and attend the meetings of the Board
- Maintains minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping
- Ensures compliance with the State and Charter requirements for record keeping
- Trains all staff for student school record keeping through its designated programs

Staff Administration

- CHOICE Charter School Services will identify and propose for employment by or on behalf of The Charter School, qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers will be certified as required by Chapter 1002.33, Florida Statutes. The Charter School may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. CHOICE Charter School Services will coordinate with the School Leader to identify, recruit and select individuals for School-based positions.
- The Board will make the final decision on the hiring decision of the School Leader at its discretion and in accordance with law however, the School Leader will report to CHOICE Charter School Services regarding the day to day operations and functions of the school.
- CHOICE Charter School Services will at least annually provide a formal evaluation of the School Leaders performance to the board.
- The School Leader or designee will be responsible for the formal evaluation of the other school employees at the discretion of the board.
- The board will give CHOICE Charter School Services the authority to recruit, interview and select all other employees in coordination with the school leader according to the policies of the governing board.
- All employees selected shall be employees of the Charter School and will not be employees of CHOICE Charter School Services.
- CHOICE Charter School Services will prepare employment contracts for approval by the Board that are to be used for hiring employees.
- CHOICE Charter School Services will recommend termination, reassignment or promotion of employees; The board has the authority to make the final decision to terminate an employee

Grant Solicitation

In consultation and with Board approval, CHOICE Charter School Services LLC. will solicit grants available for the funding of the School from the various government, private, and institutional sources that may be available. Such grants will include but are not limited to federal grants programs and various continuation grants for charter schools.

- CHOICE Charter School Services LLC. Will coordinate obtaining financing from private and public sources for loans desired by the Board
- CHOICE Charter School Services LLC., will coordinate the solicitation for capital outlay funds, if available, from the appropriate state or local agencies. Similarly, Management will coordinate the solicitation of other state, federal or local government funds earned for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

Annual Reporting

- CHOICE Charter School Services LLC., will coordinate the preparation of the Annual Report and School Improvement Plan for the school.

School Board Representation

- CHOICE Charter School Services LLC. Will serve as primary liaison with the Sponsoring Public-School Board and its officials on behalf of the School. CHOICE Charter School Services LLC. Will attend required meetings and public hearing.
- CHOICE Charter School Services LLC. Will ensure compliance with state regulations and reporting requirements at the school. CHOICE Charter School Services LLC. Will also ensure the school's compliance with its charter with the sponsor, and the school's charter with the sponsor is incorporated herein by reference.

Charter Renewal

- CHOICE Charter School Services LLC. will coordinate with the Sponsor for the renewal of the School's charter on a timely basis. On behalf and with the direction of the Board, CHOICE Charter School Services LLC. Will negotiate the terms of the renewal charter with the sponsor and provide the Board with notice and seek Board approval of any renewal provision, which modify or alter the terms of the original Charter between the School and the Sponsor.

Mission & Vision Statement



The Mission of ATHENIAN ACADEMY is

The mission of Athenian Academy Charter School is to Change Lives- Challenge Minds- Create Global Citizens- through World Language Instruction and Meaningful Motivation.

The Vision of ATHENIAN ACADEMY is

The school's vision is to fulfill the mission through the educational development of global minded, multilingual citizens using world language instruction as a vehicle toward academic achievement and excellence in all curriculum areas.

Organizational Philosophy

In carrying out the desire guides its responsibilities ATHENIAN ACADEMY to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Governing Board will attempt in every case to act in the best interest of its students.

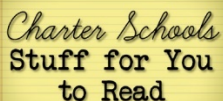
Organizational Structure

ATHENIAN ACADEMY is a not-for-profit 501 C3 corporation; incorporated within the state of Florida. The organization is directed by the Governing Board who set the policies and guidelines for the organization and delegate to staff day-to-day responsibilities for operational matters. The School Leader consults with staff members to allow for the greatest possible staff participation in the decision making of the organization.

Non-Discrimination

No person shall, based on race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School, except as provided by law.

The School shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law. The School shall admit students to programs and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap or sexual orientation.



Charter Schools
**Stuff for You
to Read**

What is A Charter School?

A charter school is an independently run public school granted greater flexibility in its operations, in return for greater accountability for performance. The "charter" establishing each school is a performance contract detailing the school's mission, program, students served, performance goals, and methods of assessment. The autonomy granted under the charter agreement allows the school considerable decision-making authority over key matters of curriculum, personnel, and budget. Charter schools are often not a part of states' current districts and, therefore, have few if any zoning limitations. Therefore, students attend charter schools by the choice of their parents or guardians rather than by assignment to a school district.

What is the difference between charter schools and other public schools?

Charter schools are public schools of choice, meaning that families choose them for their children. They operate with freedom from some of the regulations that are imposed upon district schools. Charter schools are accountable for academic results and for upholding the promises made in their charters. They must demonstrate performance in the areas of academic achievement, financial management, and organizational stability. If a charter school does not meet performance goals, it may be closed.

Who attends charter schools? Whom do they serve?

Nationwide, students in charter schools have similar demographic characteristics to students in the local public schools. In some states, charter schools serve significantly higher percentages of minority or low-income students than the traditional public schools. Charter schools accept students by random, public lottery.

Schools of Choice

One thing about regular public schools is that they must be all things for all people, while not having the luxury to decide what kind of families they want to serve. On the other hand, charter schools can adopt a specific vision that attracts families who are interested.

Charter School Facts

FACT: As defined in federal and state law, charter schools are public schools. They must meet the same academic standards that all public schools are required to meet. They are:

- Tuition free and open to all students;
- Nonsectarian and do not discriminate on any basis;
- Publicly funded by local, state, and federal tax dollars based on enrollment, like other public schools; and
- Held accountable for meeting state and federal academic standards.

Charter schools are required to take all students who want to attend. If there are more interested students than available seats, the schools are required to hold lotteries, which randomly determine which students will be enrolled. According to federal law, charter schools must accept all students, including students with disabilities and English Learners (ELLs), regardless of previous academic performance.

The largest national study of charter school performance was conducted by the Center for Research on Education Outcomes (CREDO) at Stanford University in 2013. Researchers found that overall, students in charter schools are outperforming their district-run school peers in reading, adding an average seven days of learning per year, and performing as well as students in district-run public schools in math. A 2015 CREDO study by found that students enrolled in urban charter schools gained 40 additional days of learning in math per year and 28 additional days in reading compared to their district school peers. In both studies, results were more pronounced for minority students from low-income backgrounds, and the results increased the longer a student was enrolled in a charter school

Top 5 Reasons Your Child Will Benefit from Learning a Foreign Language

1. Better Linguistics

- ❖ Exposing a child to a foreign language at an early age (as early as 3 years old) will result in much easier and better fluency than if they learn later in life. Ever heard of children referred to as “sponges”? That statement couldn’t be more accurate when it comes to a child learning a foreign language. Children’s brains are developmentally ready to accept and learn a foreign language, and fluency comes easily, rapidly, and without accent.
- ❖ Between ages 8 and 12, your child will lose the ability to hear and reproduce new sounds as they did when they were younger, making foreign language acquisition not impossible, but more difficult.

2. Cognitive Benefits

Research shows that language learning is more cognitive than linguistic. Here are just a few of the cognitive benefits to learning a foreign language:

- ❖ the concept of “object permanence” develops at a younger age
- ❖ better problem-solving skills
- ❖ better critical thinking skills
- ❖ more creativity
- ❖ better flexibility of mind
- ❖ enhanced memory
- ❖ better multi-tasking abilities



3. Higher Academic Achievement

Along the same lines of the cognitive benefits mentioned above, learning a foreign language can also provide academic benefits. Bilingual children have been shown to have better critical thinking skills, problem solving skills, and greater mental flexibility. All these things result in better academic performance. Bilingual students have been shown to have higher math skills and standardized test scores (including SAT). And, contrary to popular belief, not only does learning a foreign language not inhibit the child’s English language proficiency, it enhances and improves it!

4. Cultural Enrichment

Every conscientious parent wants their children to be well-rounded, to have a love for learning and an appreciation for other cultures, and to grow up to be a successful, contributing member of society. Learning a foreign language opens doors that would not otherwise be opened. Bilingual (or trilingual) individuals have access to resources, people, places, and things that the rest of us do not. Not only can a foreign language provide a competitive edge in the workforce, but it creates a deeper understanding of and appreciation for humanity and culture, which enriches one’s life and personal experiences in the world.

5. Societal Contributions

Want your child to change the world? All parents can relate to that. We have high hopes and dreams for our children – not only for our own pride in them, but for the betterment of society and the world at large.



ASSESSMENTS

Multiple Assessments will be used to consistently monitor students’ growth and understanding of the increasing complexity of materials, ideas, issues, and problems. The teacher will provide opportunities for students to reflect on understanding and growth. Assessments will match the level of rigor and relevance identified in the learning goals and objectives pre-planned for the student’s success. Pre-assessments and

ongoing formative assessments will be used to provide excellent information on how students are doing, what they need, and what more we can do to empower them in the learning process.

Athenian Academy will use:

- A variety of assessment methods, including performance assessments, by which learners can demonstrate mastery
- Development of assessments to measure a learner's progression and to provide immediate feedback and support to the learner and teacher.
- Teachers will use the process of gathering information about a student's performance using a variety of methods and materials to determine students' knowledge and skills to make informed educational decisions. Within this framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that assessments are comprehensive and articulate enough to guide instruction for all students. This will be achieved in part by focus on the instructional goal, as distinct from the means, enabling the provision of supports and scaffolds. By broadening means to accommodate student variability, assessments will reduce barriers to the accurate measurement of student knowledge, skills, and engagement



Student Progress

- We are here to HELP your child succeed, the following are included in our programs to monitor academic progress:
- A student who is not meeting the state requirements for satisfactory performance in English Language Arts and mathematics will be covered by one of the following plans:
- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the School Leader;
- An individualized progress monitoring plan.

Each progress monitoring plan will provide for intensive supportive instruction through one or more of the following strategies or program modification:

- Attendance Plan
- Computer Assisted Instruction
- Individual or Small Group Instruction
- Special Academic Programs/Placement
- Multi-tier System of Support (MTSS)
- Tutorial Assistance
- ESOL Strategies
- Behavior Plan

PARENT NOTIFICATION

Parents need to be involved in their child's education, we are committed to keeping you informed about your child's school experience. Listed below are a few things that the school will, without fail, keep you informed about, they are;

Students who are not meeting standards will be placed on an official Progress Monitoring Plan (PMP) according to current guidelines and specific strategies to remediate any learning deficiencies will be implemented.

Reading strategies in the content areas will be provided to students in addition to those taught during language arts, science, and social studies. Students consistently demonstrating non-mastery on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for additional supplemental and intensive instruction and intervention immediately through the MTSS process immediately and upon parent written notification. Parents are notified in writing anytime a reading deficiency is suspected and receive reports detailing their child's reading progress for every year spent in the Charter School.

School-based problem-solving teams, in consultation with parents/guardians, the school will develop and implement a team to assist with plans designed to assist students in meeting State expectations for proficiency. The use of highly skilled teachers at the school will be essential in addressing the learning and developmental needs of students who enter school below grade level. All students at the school will be engaged in and benefit from the curriculum using the methods of UDL. The results of the most recent state assessments, teacher-made tests, and screenings through the various core programs will also be used to determine the level of mastery in reading, writing, mathematics, and science for all student. This information, coupled with the results of the prior year standardized tests results, student records, developmental and cognitive levels will be used to determine the appropriate learning community for students.

The school will implement an early warning system to identify students in all grade levels who need additional support to improve school engagement and academic performance. The early warning system will include the following early warning indicators:

- Attendance below 90 percent regardless of whether it is excused, unexcused or out-of-school suspension;
- One or more in-school or out-of-school suspensions;
- Course failures in English, language arts or mathematics; in any grading period
- A level one score on the statewide standardized assessments in English, language arts or mathematics.
- Below grade level performance on universal screening, classroom assessments, standardized assessments and additional forms of measurable data.

When a student exhibits one or more of the early warning indicators, parents will be notified and a school-based team will convene to determine the appropriate intervention for the student. The school will provide the parent or guardian with at least a 10-day written notice of meeting that includes the purpose, time, and location, to give the parent an opportunity to participate, pursuant to s. 1001.42(18) (b)(2), F.S

Parents/guardians will be notified in writing before grade placement decisions are made. The school will utilize all available resources, including conferences, to achieve parent/guardian understanding and cooperation regarding student assessment and performance. Grades are updated electronically each week. Posted grades reflect the previous week's work and are available for parent viewing. The school will send home a minimum of one (1) hard copy of the interim/progress report at least 20 days prior to the end of each grading period. Interim grades reflect the cumulative grades for each grading period and assessment results. Parents/Guardians will be encouraged to participate and will be informed of their children's progress throughout the problem-solving process which will include assessment and performance results. STUDENTS will keep weekly assessment charts. Teachers will give students instruction on how to track their own grades (as age appropriate) STUDENTS will keep a daily planner used by teachers for communicating with parents and students to track assignments.

Parents are partners with school personnel in developing, reviewing, and revising an IEP

The school will have established procedures that provide for parents, guardians, surrogate parents, or persons to participate in decisions concerning the individual educational plan. Parents of each student with a disability will be members of any group that makes decisions on the educational placement of their child. To ensure that parents are present at each meeting or are offered the opportunity to participate at each meeting, parents will be notified of the meeting early enough to ensure that they have an opportunity to attend the meeting will be scheduled at a mutually agreed upon time and place.

An **FBA process** will be used to identify triggers and replacement behaviors for students who need behavior support. If behaviors are interfering with the student's learning, the team may determine that behavioral strategies in addition to the existing school-wide plan need to be implemented. Much like collecting data for academic concern, data will be collected for behavioral concerns as well. Collaboratively, the team, which involves the parent(s), will complete a behavior-al analysis to identify triggers and indicators. Effective behavioral strategies will be put into place and behavioral interventions will be tracked and graphed so that the student can be more successful in identifying and controlling his/her own behavior.

The school will track the ESE student progress of goals through graphing of assessment data, and additional data collected throughout the school year. As part of reevaluation, the IEP team, including the parent or legal guardian, will review existing evaluation data on the student, including current classroom-based, local, or state assessments; observations by teachers and related services providers; and input from the parent or legal guardian.

Gifted Students: Identification: A system for screening and identifying students with high potential (the Kaufman Brief Intelligence Test as a tool to assess initial eligibility) the minimum evaluations for determining eligibility are: need for a special instructional program, evidence of characteristics of the gifted, and evaluation documenting intellectual development. Personnel trained in gifted education and/or with an understanding of the special needs of gifted learners will meet regularly to determine eligibility of potential candidates. In cases when a student who is gifted exhibits characteristics as a student with a disability, the student has rights outlined under IDEA 2004 and Procedural Safeguards for Students with Disabilities. All guidelines for the gifted goals on the IEP will be consistent with the other goals including terms of reporting progress to parents.

- Parents will be notified by the administration at the beginning of the year when a teacher is out of field.

ESOL Students: An ELL team will be established to include, the parent(s) of the student, ESOL teachers and language teachers, and an administrator or designee. When deemed necessary, the school will contract with speech pathologists, social workers, school psychologists or other educators as appropriate for the situation to be a part of the ELL team. If these individuals are not currently on staff, they will be independently contracted. Notification to parents will be in language that the parent understands, unless clearly not feasible. After written notification to the parent of the opportunity to participate in the meeting, the ELL team will conduct Florida approved assessments and recommend an ELL Student Plan for the student.

An eligible student will be reported for ESOL funding as specified in Section 1011.62, F.S.

Students classified as ELLs will be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the school will have the student's principal or another representative of the school meet with the parent to:

1. Describe the range of programs and services that the child could receive if the parent does not refuse, including the methodology the school plans to employ to address the student's educational needs and the training and qualifications of teachers and any others who would be employed in teaching the student;
2. Discuss the benefits their child is likely to gain by being enrolled in an ELL program and receiving ELL services; and,
3. Explain that, notwithstanding any past practice, the school will not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, to receive ELL services.'

Parents will be notified by newsletter about teachers who do not have appropriate ESOL endorsement.

Staying connected and reaching out to parents is not a once-a-year thing. We will stay in touch all year long. Connecting with parents helps develop a valuable partnership that will undoubtedly benefit the students in the classroom. All parents want their children to learn. My parents never quite mastered the English language, so

they can't help their children with homework, but they will hold their children accountable and push them to achieve more than they ever could. They often understand the value of education and highly respect teachers. Most parents want their children to thrive. Staying connected can help parents feel like a valued part of the education process.

Care and compassion have no language. A warm and friendly demeanor will express much more than words. When parents sense you are genuinely concerned about their son or daughter, they will connect with you and it will improve their child's school experience.



Role of the School Leader

The School Leader acts as the bridge between the board and the staff of the organization. She or he is designated to act on behalf of the board to implement its decisions. The administrator is given the authority to hire, organize, and supervise the staff of the charter school, develop appropriate policies and procedures, and allocate resources within budgetary guidelines. The School Leader hires, supervises, evaluates, and makes compensation decisions within the scales and budget set by the board as provided for by the board-approved annual budget. However, the board is the ultimate employer of the staff.

- Oversees preparation of periodic financial reports.
- Implements proper financial controls.
- Focuses on administrative matters.
- is involved in governance/policy matters -advises board; offers recommendations; brings issues to board's attention.
- active participant in board meetings
- Submits written report to the board at each board meeting which outlines the essential functions, needs and concerns of the school.
- Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school
- Develops specific program goals and objectives based on the board specific mission.
- Develops reports or oversees staff development of reports to demonstrate program progress.
- Identifies need for new policies
- Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options
- Implements personnel policies. Recommends changes in personnel policies to the board.
- Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
- Conduct research and maintain information database.
- Assist in fund development efforts. Develops grants, and other funding applications, plans fund-raising events, enters business ventures to support mission.
- Facilitates training and information exchange for members in preparation for selection of Board directors Facilitates effective communication among Board directors
- Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions
- Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.

- Responsible for every aspect of the Charter school operation and is the primary figure in determining the school's quality and character.
- Establish and implement the charter school's on-going strategic planning process.
- Responsible for insuring that the ideas, people, and processes needed to make the charter school the most meaningful entrepreneurship educational experience in the world are in place and operating at world class standards.
- Establishes a school culture based on caring, concern, trust and support for all students enrolled in the charter school.
- Establishes an educational culture based on caring, concern, trust and support for all educators and staff in the charter school
- Inspires the educational teams to become immersed in the school's mission and dedicated to its attainment.
- Responsible for the design and delivery of every student, educator, staff, parent and community educational program carried out by the charter school.
- Ensures and promotes professional development for educators and staff and encourage attendance at workshops and other developmental activities.
- Responsible for the development of a strong relationship with parents, civic leaders, the media, community organizations, businesses, volunteers, other administrators and the chartering authority.
- Responsible for reporting and compliance for all government regulatory and funding programs.
- Participates as team player in all decision-making processes at the charter school.
- Develop and successfully maintain all the charter school partnerships with the community, other educational and social service agencies, local businesses, foundations, etc.
- Demonstrates excellent interpersonal skills to develop and maintain frequent rapport with students, staff, parents, community, business and industry partners and administration.
- Employs effective communication skills with students, parents, and the charter school administration

Parent Involvement

- Creates programs that address parent needs
- Ensures that parents have access to teachers
- Removes obstacles for parents to get involved at school
- Encourages parent participation in school programs
- Communicates regularly to parents what is happening at the school Community Partnerships
- Creates effective partnerships with businesses and community organizations/institutions
- Enlists help from the business community for the school

Accountability

First and central to charter school accountability is the charter or contract between the charter school and the sponsor, usually the school district. The sponsor may close a charter school if the school fails to meet the student performance outcomes agreed upon in the charter, fails to meet generally accepted standards of fiscal management, violates the law, or shows other good cause. Charter schools are evaluated and assigned a school grade using the same standards and criteria as traditional public schools.

Class Size

Charter schools are required to comply with the constitutional class size maximums, except that the calculation for compliance pursuant to s. 1003.03, F.S., shall be the average at the school level.

Transportation

Charter schools are entitled to their proportionate share of transportation funds for eligible students. The charter school and the school district are required to cooperate in making arrangements so that

transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school

YOUR RIGHTS CONCERNING STUDENT RECORDS

Dear Parent and Student:

State and federal law gives parents (and students over 18 years of age) certain rights concerning the student's school records. These rights are listed below.

You have a right to look at your school records. To look at your records you should give the principal a written request listing the records that you want to see. The principal must allow you to see the records within 30 days from receiving your request.

You have a right to request changes in your school records if you believe the records are inaccurate, misleading, or that they violate your privacy rights. If you want to change your records you should tell the principal in writing what you want changed and why you think it ought to be changed. If the principal agrees with you, your records will be changed. If the principal disagrees with you, you may request a hearing.

Your consent is required before others may see your school records; however, the law authorizes some people to see your records without your consent. One example is a school official with a legitimate educational interest in the record. A school official includes a person employed by the Governing Board as an administrator, attorney, supervisor, instructor, or support staff member; adult school volunteer; and a person or company with whom the Governing Board has contracted to perform a special task (such as an attorney, school resource officer, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

You have a right to file a complaint with the U.S. Department of Education if you believe the school has violated any of your rights with respect to school records. If you have a complaint, send it in writing to:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Some of the information in your school records is not confidential and may be released without your consent. This information is known as "directory information."

If you do not want directory information released, you must tell the principal in writing what types of directory information you do not want released. That written notice to the principal must be received no later than September 15 of each year or within 30 days of receiving this annual notice. You may use the form on the next page to do this (Part 1).

Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless you object to such release. If you notify your principal in writing at any time that you do not wish your child's name, address, and telephone number released without your written consent, we will honor that request. You may use the form on the next page to do this (Part 2).

Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access to school records.

Copies of school records are available for a minimal copying charge. If you have any questions about these rights, please contact your school office.

NOTIFICATION OF RESPONSIBILITY PARENTS OR GUARDIANS FOR STUDENTS WHO ARE TRANSPORTED

Parents and guardians that they are responsible to:

- Ensure the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the school, including during each trip to and from home and the assigned bus stop when the school provides bus transportation;
- Ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when the school has approved alternative buses or arrangements;
- Ensure students are aware of and follow the schools Code of Student Conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present;

ANNUAL NOTICE OF SCHOOL POLICY REQUIRED BY THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) requires the School to notify you concerning the following Governing Board policy. The policy requires the school to obtain consent or allow you to opt your child out of participating in surveys.

Student Survey Administration

The purpose of this policy is to comply with the Federal law for the collection and reporting of certain information by means of student surveys. The information that will be collected relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected anonymously, and no personally identifiable information is obtained from or reported on any individual student. The Athenian Academy cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

All student surveys must be approved by the Department of Assessment, Accountability, and Research.

Parents will be notified of upcoming surveys that reveal information concerning one (1) or more of the following items:

- political affiliations or beliefs of the student or the student's parent;
- mental and psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent;
- income (other than that required by law to determined eligibility for participation in a program or before receiving financial assistance under such program).

Participation Voluntary

No student shall be required to participate in such a survey if the student or the student's parent, if the student is less than eighteen (18) years of age, objects to participation.

Right to Inspect

A student or the student's parent, if the student is less than eighteen (18) years of age, has the right to inspect any such survey instrument before the survey is administered or distributed to students if a request is made within a reasonable period. Parents also have the right to be advised of arrangements that will be made to protect student privacy.

Student survey instruments and teacher directions for administering the survey will be available at each participating school within a reasonable period prior to the survey administration.

Notification of Parents

Parents will be notified of this policy annually at the beginning of the school year and within a reasonable period if any substantive change is made to this policy. Such notice shall include the specific or approximate dates during the school year when any such survey will be administered

Notification of Availability of The School Public Accountability Report

The annual school report is available at your child’s school Please contact the administration to obtain a copy.

Florida Statute Allowing blood donation by 17-Year-old Student Following is the Florida law which allows minors, 17 years old, to donate blood without parental consent. Parents who object must notify the school in writing. **Florida Statute 743.06. Removal of disabilities of minors; donation of blood without parental consent.** – Any minor who has reached the age of 17 years may give consent to the donation, without compensation therefor, of her or his blood and to the penetration of tissue which is necessary to accomplish such donation. Such consent shall not be subject to disaffirmance because of minority, unless the parent or parents of such minor specifically object, in writing, to the donation or penetration of the skin.

Notice of right to not Participate in Pledge of Allegiance. The Pledge of Allegiance to the American Flag shall be rendered daily. Those students not wishing to participate should maintain a respectful silence, refraining from any act that would interfere with such observance.



Statement on the Collection use or release of Social Security numbers of Students and/or Parents***

Please Read the Information below.

The School is authorized to collect, use or release social security numbers (SSN) of students and/or parents*** for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the school’s duties and responsibilities as

prescribed by law [Fla. Stat. §119.071 (5) (a) 2 & 3].

Student registration and student identification numbers.

Required to request by Fla. Stat. §1008.386 and Fla. Stat. § 119.071 (5) (a) 6.1008.386 notes as an exception: “However, a student is not required to provide his or her social security number as a condition for enrollment or graduation.”]

Registration in an adult education program [Required by Fla. Admin. Code 6A-10.0381, if available and/or student identifier, as required by Fla. Stat. § 119.071 (5) (a) 6.]

Tracking of adult students enrolled in a postsecondary program. [Required by Fla. Admin. Code 6A-1.0955(3) (e), and by Fla. Stat. §119.071 (5) (a) 6J

Criminal history. Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement/ Registration information regarding sexual predators and sexual offenders authorized by Fla. Stat. § 943.04351, if SSN is available. [Required by Fla.

Admin. Code 11 C-6.003 and Fla. Stat. § 119.071 (5) (a)2 6]

Reports on students required to be submitted to Florida DOE [Authorized by Fla. Stat. § 119.071 (5) (a) 2& 6]

Tort claims and tort notices of claim against the School

Board [Required by Fla. Stat. § 768.28 (6), and Fla. Stat. § 119.071 (5) (a) 6]

Use of motor vehicle information from the Department of Motor Vehicles for the Athenian Academy to carry out its functions and to verify the accuracy of information submitted by agent or employee to Athenian Academy, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license. [Authorized by federal law 18 U.S.C. 2721 et seq. and Fla. Stat. §119.071(5) (a) 6]

Information received from DOE to locate missing

Florida School Children. [Required by Fla. Admin. Code 6A-6.083 and Fla. Stat. §119.071 (5) (a) 6]

National School Lunch Act application verification process /Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3 and Fla. Stat. §

119.071 (5)(a)6]

Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of no enrollment or non-attendance upon the part of a student who is required to attend some school. [Required by Fla. Stat. §322.091 (5) and §1003.27 and Fla. Stat. § 119.071 (5)(a)6]

Written verification from employer for vocational education, student follow up. [Required by Fla. Admin. Code 6A-10.0341 and Fla. Stat. § 119.071 (5) (a) 6]

Child abuse report to DCF, of student victim and subjects of report. [Required by Fla. Admin. Code 65C29.002 and Fla. Stat. § 119.071(5) (a) 6]

Identification of blood donors [Authorized by 42 U.S.C. 405 (c) (2) (D) (i)]

The disclosure of the social security number is expressly required by federal or state law or a court order. [Required by Fla. Stat. §119.071(5) (a) 6.]

Collection and/or disclosure are imperative or necessary for the performance of the Athenian Academy's duties and responsibilities as prescribed by law, including but not limited for password identification to the Athenian Academy's network. [Authorized by Fla. Stat. §119.071 (5) (a) 6 and required by Fla. Stat. § 119.071 (5) (a) 2]

The individual expressly consents in writing to the disclosure of his or her social security number. [Authorized by Fla. Stat. §119.071 (5) (a) 6]

The disclosure of the social security number is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Pub. L. No. 107-56, or Presidential Executive Order 13224. [Required by Fla. Stat. § 119.071 (5) (a) 6]

The disclosure of the social security number is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. Sec. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. Sec. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. Sec. 6801 et seq., provided that the authorized commercial entity complies with the requirements of this paragraph 5 in Fla. Stat. §

119.071. [Authorized by Fla. Stat. §119.071 (5)(a)6]

Income for Medicaid eligibility determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up [Required by federal regulation 42 C.F.R. § 435.910, unless student applicant for Medicaid refuses to obtain a social security number, based on well-established religious objections]

*** Note, this statement states the reasons for collecting, using or releasing the social security numbers only of students and/or parents. Separate statements set forth the reasons for collecting, using or releasing the social security numbers of employees and volunteers.

Parent Communication and Engagement Expectations

Athenian Academy Charter School, families and communities have a shared responsibility for every student's education. Through a collaborative approach, it is our expectation that effective and on-going communication will enhance family engagement, resulting in a direct impact on improving student achievement. We embrace family engagement by supporting parents and guardians who seek our help, welcoming parents who wish to help the school, and empowering the voice of parents who are potential transformers of our system.

Critical attributes of effective, on-going, two-way communication include the following:

- Consistent focus of student achievement and well-being
- Courteous and respectful interactions between all stakeholders always
- Open minded exchange of ideas and information between student, family and staff related to achievement, organization, and/ or behavior
- Expectations for two-way communication:
- Telephone and email communication will be used for extended discussion related to student performance and/or well-being.
- All parents/guardians will provide the school with a current telephone contact number and/or email address.
- The school will provide parents/guardians with contact information for each teacher and administrator, including their email address and telephone extension, if available.
- School staff and parents/guardians will respond to phone messages and emails promptly.

The student planner is an essential tool for establishing efficient and effective organizational habits in our students. In addition to the expectation that the planner will be used for recording student learning goals, assignments, and special events, each school will define clear expectations for the use of student planners to include:

- How and when the planner can be used for families to communicate with the teacher(s).
- Responsibilities and expectations of the student, the parent/guardian, and the teacher as it relates to the student planner.
- An effort will be made to conduct at least one conference annually for each student if warranted.
- The preferred format is a student-led conference. When a family member is not able to attend the student-led conference, the student will select an adult who cares about them to substitute for their parent/guardian.
- Other possible formats include a phone conference or the use of technology such as Skype, Face Time,

EXPECTATIONS FOR COMMUNICATION FROM THE SCHOOL

Schools office staff will:

- Greet visitors to the school in a positive and professional manner.
- Maintain a clean and tidy front office, demonstrating a focus on students and families
- Provide appropriate, regular, and predictable, high value School Messenger calls to the whole school or subgroup as appropriate.
- Provide a high-quality up-to-date website that includes:
 - School name and logo
 - School mission statement
 - Office hours, bell schedule, dress code, attendance requirements •
 - Telephone, fax, and email contact information
 - Parent involvement opportunities (PTSA, Volunteering, etc.) and schedules for each
 - Calendar of events
 - Points of pride

Teachers will:

- Maintain up-to-date and accurate records of student grades and attendance
- Communicate with parents/guardians when their child is struggling, has shown improvement, or does something exceptional.

- Athenian Academy is committed to partnering with families to support student learning at home, school, and in the community. To that end, Athenian Academy has both expectations and opportunities for family engagement.

School staff will:

- Foster positive relationships with parents to insure open communication when their child is struggling in school.
- Make time for a parent when they want to come to the school for a conference.
- Provide a calendar at the beginning of the school year, to inform parents of School meetings, PTSA and Governing Board meetings for the year

Parents/guardians will:

- Create a home learning center, which is a dedicated space for their child to complete school work and read daily.
- Insure their child reads for at least 30 minutes a day, even if it means that a family member or friend reads with them. °
- Ask their child open ended questions about the school day every day (suggestions below).
- What did you learn about at school today?
- What activities did you do at school today?
- What did you read at school today and what about it interested you?
- What did you do at school today that you enjoyed the most?
- Was there anything at school today that you didn't enjoy, and if so, what was it and why?
- Contact the school office if you need assistance related to your child.\
- Contact the teacher if your child is struggling in the classroom.
- Monitor their child's completion of homework every night and monitor their child's grades and attendance
- Limit their child's television and computer time to emphasize the importance of school work and health first.

Students will:

- Use their planner as a tool for organization and tracking assignments.
- Read for at least 30 minutes daily.
- Take pride in their work and give all school assessments their best effort



The primary goal of the school is to ensure that each student achieves at the highest possible level. Education is to be provided in a manner that does not discriminate or because harassment based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background. For this to be accomplished every school staff member will strive to create a positive, safe environment that encourages and supports student success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur, and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of parents, school, and community. It is the objective and policy of the Governing Board to recognize, preserve, and protect the individual rights of all students; and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the Board, the administrative staff, and the faculty of each school to prevent and to prohibit student conduct that becomes dangerous, disruptive, or destructive, and therefore endangers the proper maintenance and function of the school program. It is expected that all disciplinary measures will be conducted in a manner that is respectful to the student and preserves that student's dignity wherever possible. Staff members model core value behaviors

(Commitment to Children, Families, and the Community, Respectful and Caring Relationships, Cultural Competence, Trustworthiness, Responsibility, and Connectedness) that set an example for students who are expected to learn and practice those behaviors. It is the expectation that each student will behave in a manner that does not threaten, interfere with, or deprive other students of their right to an education and will accept responsibility for their behavior. An effective school environment must be safe and free from disruption. To assist with the maintenance of such philosophy and to eliminate disparate rates of discipline, the school will implement a School-Wide Behavior Plan (SWBP) that provides interventions matched to student need and describes consequences to be applied in an appropriate and consistent manner. The school will monitor progress frequently and make data-driven decisions about the effectiveness of general and remedial interventions and early identification/intervention with behavioral problems. Changes will be made as necessary or appropriate. The school will continue to provide relevant professional development with the expectations

The Governing Board further recognizes that students are protected and have certain rights extended to citizens under the United States Constitution and its amendments; and that these rights cannot be abridged except in accordance with the due process of law. Therefore, to clarify the guidelines of student behavior in the schools and establish procedures to be followed, the Code of Student Conduct has been adopted by the Board. The Code shall be mandatory and applied in a manner that is consistent with this philosophy of discipline. Individual schools may adopt additional regulations governing actions not covered by the Code, but such additional regulations may neither substitute for nor negate any Code provisions unless approved through the Board. It is essential that all students, their parents, teachers, and administrators understand abide by the Code of Student Conduct.

Definition of Parent "Parent" is either or both parents of a student, any guardian of the student, any person in a parent relationship to a student, or any person exercising supervisory authority over a student in place of the parent.

School staff and parents must work together to maximize a student's success at school. The School commits to working with and supporting families and the School needs parents to work with and support the School

Parental Responsibilities:

- Get to know the people at their child's school by going to teacher conferences and school-parent activities like PTSA meetings and the Governing Board meetings.
- The parent must complete the clinic card annually. Promptly notify your child's school of any change in your telephone numbers, including home phone, cell phone, work phone, emergency contact number, or home address.
- Understand and support the rules of this Code of Student Conduct and talk to their child about them.
- Teach their child to dress neatly and appropriately for school since it is a place to work and learn.
- Make sure their child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of the school transportation would not be provided. (Please see the administration for transportation options.)
- Will not leave their child at school more than thirty (30) minutes before the start of the school day or pick their child up more than thirty (30) minutes after the school day unless the parent has made special arrangements with a teacher, administrator, or a before/after school care program. Supervision will not be provided beyond that time. This also includes school activities outside the regular school day such as clubs, dances, carnivals, practices, and games.
- Contact the school within forty-eight (48) hours after their child is absent to tell them the reason for that absence.
- Tell the school principal if there is a change in residence or custody of the student
- Work with school staff members to solve any discipline or problems. The parent should let the school know if something has happened at home that could affect how their child does in school.
- Present a photo ID and sign in at the office before entering on campus while school is in session.

- Identification must be shown to the office staff when someone takes an elementary or middle school student from school during the day.

When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court order limiting that access. If such an order exists then the principal must have a certified copy.

Absent prior permission from the parent, no student shall be permitted to leave school prior to dismissal at the request of or in the company of anyone other than an authorized school employee; a law enforcement officer; child protective investigator, or other official acting in the exercise of his/her lawful authority; or the parents of the student. Prior parental permission must be evidenced on the Student Clinic Card and Release Form or on a separate written instrument signed by the parent.

If the school receives conflicting direction from divorced or separated parents (including parents who were never married) concerning a student, the school may rely on the direction of the parent identified by the following criteria, which are listed in order of priority:

1. First, the parent who is designated in a parenting plan or other Florida court order as having either educational decision-making authority or sole parental responsibility over the student; or
2. Second, if both parents are designated as educational decision-makers with shared parental responsibility, the parent who resides at the address specified in the parenting plan or other Florida court order as the address to be used for school assignment purposes; or
3. Third, if no such parenting plan or order exists or no such address is specified, the parent who resides at the address used by the Athenian Academy for student assignment purposes, whether or not the student is attending their zoned school; or Fourth, if the address on file with the Athenian Academy is not valid or otherwise relevant, the school may rely upon the direction of the parent who enrolled the student.
4. Give the school written permission if they want a stepparent who is not the legal guardian of the child to have information about the child or sign forms related to the child. Permission must be submitted to the school every year. Be prepared to pay for any damage done to Governing Board property by their child.
5. Pay for lost or damaged books or other teaching materials. Failure to pay may mean that no other books or materials will be given to their child, their child will not be able to participate in extra-curricular activities, or their child will be required to pay the debt through community service at the school. The principal will make those decisions. Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school and encourage their children if they are walkers and bicyclists to follow safety rules and use pedestrian-safety features where available.

STUDENT RIGHTS IN GENERAL

A student has a right to an education, regardless of his/her race, color, creed, religion, sex, marital status, heritage, age, disability, or sexual orientation. Some of a student's basic rights include the right to:

- Learn
- Disagree
- Petition
- Freedom of expression
- Publish
- Assembly
- Privacy

A student's exercise of these rights must conform to the Code of Student Conduct.

THINGS A STUDENT CANNOT DO INCLUDE:

- violate the rights of others;

- disrupt the classroom;
- disrupt the operation of the school;
- bring drugs, weapons, or contraband to school.

First Amendment Freedom of Expression

The United States Supreme Court ruled in 1969 that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. A student has a right to freedom of expression; however, when a student exercises that right, the student must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression when there is evidence of imminent disruption of the school.

Searches and Seizures

A student's locker, vehicle, purse, backpack, and other personal possessions can be searched if there is a reasonable suspicion that any of them contain drugs, weapons, contraband or other items not permitted on campus. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. The routine checks by the dogs are not considered a search by law. They are safety preventions to give students a safe and healthy school in which to learn.

Sororities, Fraternities & Secret Societies

These organizations are not allowed in schools. A student cannot participate or join in any type of initiation to such organizations.

Student Responsibilities

To be successful and to help maintain an orderly learning environment, the student should:

- attend school each day;
- arrive on time;
- be prepared with proper materials and supplies;
- keep a planner/agenda;
- complete all assignments including homework to the best of his/her ability and on time;
- dress appropriately;
- be tolerant of and respectful to self and others;
- see teachers about makeup work and complete it in a timely manner;
- contact the principal, assistant principal or teacher regarding conflicts or concerns;
- set goals for success;
- get enough sleep;
- set responsible working hours outside of school.
- ❖ A student must participate in school crisis plan activities and practices such as active shooter, lock-down and fire drills. (Failure to meet these requirements may lead to disciplinary action.)

PHILOSOPHICAL BASIS AND PURPOSE:

The classroom experience is of unique value and cannot be duplicated by make-up work. The purpose of this attendance policy is to foster responsibility and reliability on the part of Athenian Academy students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

Definitions

COMPULSORY SCHOOL ATTENDANCE

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years,

except as hereinafter provided, are required to attend school regularly during the entire school term. (F.S. §1003.21) (1) (a))

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance and may withdraw from school only if the student files a formal declaration of intent to terminate school enrollment with the Governing Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child and parent. A student who attains the age of 18 years during the school year is not subject to the legal sanctions for compulsory school attendance. (F.S. §1003.21 (2) (c)) An exit interview must be conducted by school personnel to determine the reasons for the student's decision to terminate school enrollment and actions taken to keep the student in school. (F.S. §1003.21(2) (c))

Students under 16 years of age may not be withdrawn from school for any reason unless expelled through Board action or covered by an exemption allowed by Florida Statute. (F.S. §1002.20 (2)(b))

Compulsory school attendance requirements may be met by attendance in a home education program. A "home education program" means the sequentially progressive instruction of a student directed by his or her parent to satisfy the attendance requirements of Florida law. (F.S. §1002.01(1))

For students enrolled in Department of Juvenile Justice Programs, the compulsory school attendance requirement is governed by state law and regulations and includes a longer term. (F.S. §§1003.01(11), 1003.52) Absences

ABSENCE DEFINED

A student who is not present in class at least one half of the class period shall be counted absent from that class. To be counted present for the school day, a student must be in attendance for at least one half of the class periods during the school day.

EXCUSED ABSENCES

Students must be in school unless the absence has been permitted or excused for one of the reasons listed in paragraph V below.

UNEXCUSED ABSENCES

Any absence which does not meet the criteria of an excused absence is an unexcused absence. The following are examples of unexcused absences:

- out-of-school suspension
- family vacations
- ❖ Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with immunization requirements shall be considered unexcused. However, students transferring into the school including foster care students, or homeless students, a temporary 30-day waiver of both health examination documents and certificates of immunization will be granted. (F.S. 1003.22(1) (5) (e))

TARDY

A student is tardy when the student is not in his or her assigned seat or station when the bell rings.

EXCUSED TARDY

tardy is excused only if the student is late for one of the reasons described

UNEXCUSED TARDY

. Examples of unexcused tardies include:

- oversleeping
- missing the school bus
- shopping trips
- pleasure trips
- car problems

- heavy traffic
- returned for forgotten items

Habitual tardiness is unacceptable and unfair to other students because instruction is interrupted every time a late student arrives. Every three (3) unexcused tardiness within a grading period count as one unexcused absence.

EARLY SIGN OUT

Once students arrive on campus, they may not leave without permission from an administrator. Students who must leave school during school hours must have their parent request this release by phone or in person to the office to obtain pre-approval.

EXCUSED EARLY SIGN OUT

The same criteria used to determine an excused absence and an excused tardy will be used to determine whether an early sign out is excused.

AN UNEXCUSED EARLY SIGN OUT INCLUDES:

The same criteria used to determine an unexcused absence and an unexcused tardy will be used to determine whether an early sign out is unexcused.

Numerous incidents of early release are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Every three (3) unexcused early sign outs within a grading period will count as one unexcused absence.

Reasons WHY an Absence, A Tardy or an Early Sign out Will Be Excused

- An absence, a tardy or early sign out will be excused if caused by one of the following reasons:
 - The student is ill or injured.
 - There is a major illness in the student's immediate family (this means parents, brothers, sisters, grandparents, or others living in the home).
 - There is a death in the immediate family.
 - The student attends religious instruction or there is a religious holiday in the student's own faith.
 - The student is required by summons, subpoena or court order to appear in court. A copy of the subpoena or court order must be given to the principal.
 - Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the principal at least five days prior to the absence.
 - The student has a scheduled medical or dental appointment.
- ❖ Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of five excused days for each infestation of head lice. Students on field trips and students who attend alternative to suspension programs are not considered absent.

❖ Make-up Work for Absences (Excused, unexcused or Suspension). **(This does not apply to specific homework provided under F.S. § 1003.01 to certain suspended students.)**

Make-up work for full credit and without a grade penalty is allowed for all absences. It is the student's responsibility to obtain the missed work. The number of days allowed to make up the work shall be equal to the number of days the student was absent, except in cases where the grading period ends before such time. In those cases, the work must be turned in before the end of the grading period.

Responsibility of Parents -STUDENT ATTENDANCE

Parents and students must do the following in connection with school attendance:

- Ensure the attendance of a child of compulsory school attendance age, as required by law. (F.S. 1003.24)
- Notify school personnel of their child's absence prior to the end of the school day of the absence, if possible and provide written notification within 48 hours of the child's return to school. Otherwise, the absence will be unexcused.
- If requested, provide documentation of illness from a physician or public health unit within 48 hours. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is five (5).
- Notify the school of any change of address, phone numbers and emergency contact numbers.
- Obtain application from currently assigned school if a student is eligible for homebound instruction.
- Notify school personnel if the family is moving out of town or out of the school's attendance boundary.
- Be aware of Athenian Academy calendar and coordinate trips, vacations and personal business to support attendance on school days



Notify the school and request a copy of the Hospital/Homebound referral packet if a student is expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or may miss excessive days intermittently throughout the school year for the same reasons.

RESPONSIBILITY OF ATHENIAN ACADEMY REGARDING STUDENT ATTENDANCE PATTERNS OF NON-ATTENDANCE

Non-attendance for instructional activities is established by tardiness, early-release, or absences from school. Each School Leader must make the necessary provisions to ensure that all school attendance reports are accurate and timely and must provide the necessary training opportunities for staff to accurately report attendance (F.S.1003.23 (1)). Principals are required to maintain an attendance record which shows the absence or attendance of each child enrolled for each school day of the year. (F.S.1003.23 (2))

When a student accumulates five (5) absences during a grading period, other than out-of- school suspensions, whether excused or unexcused, school personnel shall make a good faith effort to contact the parent by telephone to discuss the reasons for the absences and shall document such contact.

A letter shall be sent to the parent or guardian and a referral will be made to the school Team for a student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period.

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the school may file a truancy petition pursuant to the procedures set forth in Section §984.12, Florida Statutes. The school may also take such steps as are necessary to bring criminal prosecution against the parent. (F.S. §1003.26)

Students 14-18 years of age who have 15 unexcused absences within 90 calendar days and have a driver's license will have their driver's license suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license if they apply for one.

Dress Code Uniform Policy In General

The dress and grooming of Athenian Academy students shall be neat and clean, promoting a positive educational environment. Apparel that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment until acceptable apparel can be secured for the student. The administration will be the final judge about whether a student's clothing is appropriate for school or whether it will create an environmental climate that is distracting to learning. Principals, faculty, and staff members will enforce the dress code. Failure to comply with the dress code will be handled similarly to other disciplinary infractions. Non-compliance may result in consequences including but not limited to detention, in-school suspension and loss of eligibility to participate in extracurricular activities.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

- For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.
- For a second offense, the student is ineligible to participate in any extracurricular activity for a period not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.
- For a third or subsequent offense, a student shall receive an in-school suspension pursuant to F.S. 1(5) for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal (or designee) shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, drugs or advertisements for such products.

Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

- Form fitting leotard/spandex type clothing (including sport bras) is not allowed unless proper outer garments cover it.
- Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
- Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears shall not be worn.
- Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.
- Sunglasses may not be worn inside unless a parent provides a doctor's note to the school.
- Bandanas or sweatbands are not allowed to be visible on school grounds during the regular school hours.
- Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

Misconduct THAT MAY result in disciplinary Action

In General

A student is expected to behave at school, school activities, and the school bus stop. A student may be disciplined if they do anything at school, a school activity, or the bus stop (or attempt to do anything) that violates a school rule.

In all instances, school discipline will be reasonable, timely, fair, age-appropriate, and will match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on circumstances of the student's misconduct.

In addition, students may be subject to discipline for violation of the Code even if that conduct occurs on property not owned by the Board but that is connected to activities or incidents that have occurred on property owned by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Listed below are some examples of offenses that may result in discipline. Other acts that are not listed below may result in discipline if a student should have known that the act might hurt, harass, or threaten others, damage property, disrupt class or school.

- hitting someone;
- interference with school personnel;
- interference with the movement of another student;
- leaving school grounds without permission;
- physical force, use of against someone;
- profanity;
- recordings of fighting or acts of bullying, assault, or battery, whether staged or real; posting or disseminating or posting to the internet;
- repeated misconduct;
- school rule, violation of a; (e.g. dress code violation);
- sexting;
- sexual activity at school, at a school activity, or on a school bus;
- sexual or other harassment;
- stealing;
- threatening to hurt someone;
- tobacco, possession of;
- toy or replica gun or knife, possession of;
- trespassing;
- vandalism;
- verbal abuse of another;

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

Students may possess a cellular telephone, electronic communication device (ECD), or other electronic device, such as, but not limited to, the following: personal digital assistant (PDA), portable media player (PMP), iPod, iPad, Kindle, mp3 player, and other devices designed to receive and send an electronic signal, so long as they do so in strict compliance with this policy. Any student who fails to abide by the terms of this policy forfeits any right or privilege to possess any electronic device described in this policy.

Violations of this policy may result in disciplinary action and/or confiscation of the cellular telephone, ECD, or electronic device. If the cellular telephone, ECD, or electronic device is confiscated, it will be released/returned to a parent unless an alternative arrangement is agreed to by the principal (or designee).

A student may possess a cellular telephone, electronic communication device (ECD), and other electronic devices in school, on school property, at school-related functions, provided these items are powered off and concealed from view while school is in session.

Students may not use cellular telephones, other ECDs, or other electronic devices 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. When directed by the administrator or sponsor, cellular telephones, ECDs, and other electronic devices shall be powered off, and concealed from view during school activities occurring outside the student day.

Cellular telephones, ECDs, and other electronic devices are to be powered off, and concealed from view on Athenian Academy buses, except as authorized by the driver.

The requirement that cellular telephones, ECDs, and other electronic devices must be powered off, and concealed from view will not apply when the student obtains prior approval from a school administrator.

The use of cellular telephones, ECDs, and other electronic devices in locker rooms, classrooms, bathrooms, and/or swimming pools is prohibited.

The student who brings a cellular telephone, ECD, or other electronic device to school does so at his/her own risk. The student who possesses a cellular telephone, ECD, or other electronic device is responsible for its care. Any cellular telephone, ECD, or other electronic device left behind on an Athenian Academy school bus will be retained at the respective bus compounds until retrieved either by the student or parent possessing proper identification. The Governing Board or staff is not responsible for preventing theft, loss, damage, or vandalism to cellular telephones, ECDs, or other electronic devices brought onto its property, or left on school buses, including any electronic device confiscated due to inappropriate use.

FOR PURPOSES OF DISCIPLINE CODES TERMS USED IN THIS HANDBOOK

Alcohol The act of possessing, selling, purchasing, or using alcoholic beverages.

Arson The act of damaging or causing damage by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

Battery The act of physical force or use of violence by an individual against a school system employee, volunteer, or student with or without provocation. The actual reckless or intentional touching, striking, or hitting and/or attempt to recklessly or intentionally touch, strike, or hit a school system employee, volunteer, or student with any portion of the actor's person or with any object against the will or without the permission of the victim. A finding of battery must be serious enough to warrant consulting law enforcement and result in serious bodily harm. (To distinguish from Fighting (FIT), report an incident as Battery (BAT) only when the force or violence is carried out against a person who is not fighting back.)

Breaking and Entering The act of unlawfully entering with force, or unauthorized presence in a building or other structure, or conveyance (vehicle) with evidence, of the intent to damage or remove property or harm a person(s).

Bullying The act of systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment: cause is comfort or humiliation; or unreasonably interferes with the individual's school performance or participation; and may involve but is not limited to teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation; or destruction of property.

Bus Misconduct The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students.

Campus Crime-The act of any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

Cellular/Electronic/Communication device The act of utilizing any personal communication/electronic device such as, but not limited to alarm devices, pagers/beepers, cellular phones/ camera phones, or other one-way/two-way communication devices without proper authorization on school grounds or in any building owned or operated by the Governing Board during school hours, or used causing disruption/interference with the orderly educational process, or disrupts or interferes with the safety to-life issue for students being transported on a Athenian Academy school bus. Misuse of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act.

Cheating -The act of inappropriately and deliberately distributing or using information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment. Not telling the truth.

Dangerous Implement-The act of possessing or using devices which are designed to inflict or could inflict pain or injury to another individual. The act of possessing any item, although not specifically designed to do harm to another person, which is used to cause or attempt to cause injury or is used to put someone in reasonable fear of injury, or the item is considered disruptive on a school campus.

Defiance of Authority/Willful disobedience / Insubordination-A flagrant or hostile act challenging the authority of a school staff member, bus driver, or any other adult in authority. The act of deliberately refusing or failing to follow a direction or an order from a school staff member, bus driver, or any other adult in authority.

Destruction of School or Personal Property of Staff– The act of intentionally damaging/destroying of school property or personal property belonging to a staff member, including but not limited to, destruction or damage to home, automobile, and electronic devices.

Disruption Classroom/ Campus – Major The act of behaving inappropriately which disrupts the learning environment, which inhibits the instructor’s ability to teach, or interferes with another students’ opportunity to learn.

The act of displaying disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. This type of violation significantly disrupts all or portions of the campus activities, school sponsored events and school bus transportation. Examples: Bomb threat in which emergency services respond, inciting a riot, initiating false fire alarm, (Do not use this code for students defying authority, disobeying or showing disrespect to others, using inappropriate language or gestures, minor fights or classroom disruptions.)

Dress Code-The act of failing to comply with the established dress code policy.

Drug use/Possession - (excluding alcohol) – The act of using or possessing any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance as defined under Chapter 893 of the Florida Statutes, including, but not limited to, marijuana, hallucinogens, inhalants, or any substance represented to be an illegal substance, such as “designer drugs,” or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substances or any substance when used for chemical intoxication.

Drug Sale/distribution- (excluding alcohol) – The act of manufacturing, cultivating, selling (or intent to sell), or distributing any drug, narcotic, controlled substance or substance represented to be a drug.

Excessive Tardiness to Class /School/ The act of arriving late to a class or to school on a repeated basis.

Felony Off-Campus – The formal charge by state attorney officials of a student for the alleged commission of a felony or a delinquent act which would be classified as a felony if committed by an adult at a time and place where students are not subject to control of the school. (A recommendation for expulsion may be considered only if student is convicted.)

Fighting – Minor The act of two or more persons mutually participating in use of force or physical violence that may or may not result in injury. This may include pushing, shoving, or altercations that stop upon verbal command.

Fighting – Major The act of two or more persons mutually participating in use of force or physical violence that requires physical restraint or results in injury requiring first aid or medical attention.

Forgery – non-Criminal / The act of making a false or misleading written communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member, or producing, possessing, or distributing any false document, item, or record represented to be an authentic school document, item, or record.

Gang-related Activity/Apparel/Appearance – The act of engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang identified rituals or behaviors. Wearing or displaying any clothing, jewelry, accessories, makeup, tattoo, or any other appearance or apparel which may be considered gang related in any manner which is associated with being a member of

or participating in a gang or gang related activity

Harassment (bullying) The act of inflicting physical hurt and/or offensive, abusive, intimidating or other insulting behavior on the part of one or more students towards a student(s) that may or may not be repeated over time.

Harassment *The act of threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that 1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property, 2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school.

Harassment (Cyberbullying) *The act of using information and communication technologies such as, but not limited to e-mail, cell phone, pager text messages, instant messaging (IM), defamatory personal web sites and defamatory personal pooling web sites to support deliberate, repeated, and hostile behavior by an individual or group that is intended to threaten or harm others or which substantially disrupts or interferes with the operation of a school or an individual's academic performance.

Harassment (racial) The act of discriminating against another person which discrimination is prohibited by law – race, color, gender, national origin or sexual orientation, including any verbal, nonverbal, graphic, written, or physical conduct that denigrates or shows hostility or aversion toward any student based upon race, when such repetitive conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment. Racial harassment may include, but is not limited to epithets and slurs, negative stereotyping, threatening, intimidating, or hostile acts and/or written or graphic material that show hostility or aversion toward an individual or group.

Hazing-The act of recklessly or intentionally endangering the mental or physical health or safety of a high school student for purposes, including, but not limited to initiation or admission into or affiliation with any organization operating under the sanction of the high school and in accordance with Section 1006.63, Florida Statutes.

Homicide *The unjustified killing of one human being by another.

Horseplay – The act of engaging in rowdy, rough behavior that interferes with the safe or purposeful order of the school.

Kidnapping * Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Leaving Campus w/o Permission The act of leaving school grounds without proper administrative authorization.

Missed detention: The act of not attending a teacher or administratively assigned detention.

Not Cooperating The act of failing to follow the directions of a teacher, administrator, staff, or volunteer in the school setting. Behavior that violates this rule would be considered minor and would not rise to the level of defiance of authority or insubordination and would not necessarily require a referral to an administrator unless the behavior becomes chronic.

Other offense: The act of any serious, harmful incident resulting in the need for additional staff and administrators' intervention not previously classified.

Profanity/obscene/Abusive language-The act of using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a classmate, staff member, teacher, administrator, and volunteer. Or merely done overtly.

Public display of Affection The act of failing to refrain from public displays of affection in school. The practice of embracing and kissing in school is considered in poor taste and disruptive to the educational environment.

Repeated Misconduct student misconduct that is chronic or continual even after the implementation of interventions and consequences.

Robbery *The act of taking or attempting to take anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.

Sexual battery */ The act of forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.

Sexual Harassment *The act of unwanted and repeated verbal or physical behavior with sexual connotations that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.

Sexual / lewd behavior* The act of making unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, nonverbal, written, graphic, or physical conduct of a sexual nature toward student(s) and/or staff, volunteer when such conduct substantially interferes with academic performance, or creates an

intimidating, hostile, or offensive school environment. Subjecting an individual to lewd, sexual gestures, comments, sexual activity, or exposing private body parts in lewd manner.

Skipping Class /Skipping School The act of not reporting to class or school without receiving proper prior approval and/or following the established procedures for checking out of school.

Stealing/larceny/Theft less than \$300 The act of unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Stealing/larceny/Theft \$300 or more * The act of unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Strike/Student /actual and intentional striking of a student against his/her will, or the intentional causing of bodily harm to an individual.

Strike / Adult/ actual and intentional striking of an adult against his/her will, or the intentional causing of bodily harm to an individual.

Threat/Intimidation */ act of threatening or causing physical harm to another person with or without the use of a weapon that includes all the following elements:

intent-an intention that the threat is heard or seen by the person who is the object of the threat;

fear-a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and

capability-the ability of the offender to carry out the threat directly or by a weapon or other instrument that can easily be obtained. Tobacco 17 yrs. or under */ Tobacco 18 yrs. or older / The act of possessing, using, distributing, or selling tobacco products on school grounds, at school-sponsored events, or on school transportation.

Trespassing * The act of entering or remaining on school grounds/campus, school transportation, or at a school-sponsored event/off campus without authorization or invitation and with no lawful purpose for entry.

Unauthorized Area The act of being present in buildings, rooms, hallways, or other areas of a school campus restricted to student access during all or a portion of a day.

Vandalism less than \$1000 / The act of intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Vandalism \$1000 or more * / The act of intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Weapons */ The act of possessing, storing, distributing, selling, or purchasing any instrument or object that can inflict serious harm on another person, or that can place another person in reasonable fear or apprehension of serious harm or be used to intimidate another person. See Misconduct that Requires Specific Consequences.

Misconduct THAT requires SPECIFIC Consequences

In General

There are some things that result in a specific consequence if a student is found to have done them. These include acts involving:

- use of tobacco products;
- illegal drugs, alcoholic beverages, and harmful substances;
- bombs and bomb threats;
- chemical and biological attacks or threats;
- guns, weapons, and dangerous objects;
- violent acts resulting in serious injury;
- felony charges and convictions.

The Athenian Academy promotes a safe and supportive learning environment in schools, to protect students and staff from conduct that poses a serious threat to school safety. Athenian Academy staffs are encouraged to use alternatives to referral to law enforcement agencies unless otherwise required by law. School based administrators shall provide consistent school-based discipline, where appropriate and authorized by policy.

Certain acts are considered a serious threat to school's safety and must be reported to law enforcement. These acts include, but are not limited to, the following:

- Possession or use of a bomb and making of a bomb threat;
- Chemical and biological attacks or threats; •
- Possession or use of a gun, weapon, or firearm.
- Petty acts of misconduct and misdemeanors including, but not limited to, minor fights or disturbances, should ordinarily not be referred to law enforcement and should not ordinarily result in student arrest. Petty acts of misconduct are those that an administrator reasonably believes do not pose a threat to the safety of students, staff, volunteers, or other persons, or a threat of harm to Board property.
- Tobacco and Nicotine
- Use of tobacco and nicotine products on school grounds is a violation of the Code of Student Conduct.
- Illegal Use of Tobacco

Smoking by minors within 1,000 feet of a school is illegal. Also, if a student is caught smoking inside a school building s/he will receive a written referral to appropriate authorities. The first time a student receives a citation the court may fine the student up to \$100. For any additional citations, the court may fine a student up to \$500.

VIOLATION OF CODE OF STUDENT CONDUCT

In addition to possible fines, if a student is caught using any form of tobacco or nicotine product at school, at any school sponsored activity, at a bus stop, or on the bus, the student will be suspended for three (3) days.

For purposes of this policy, "use of tobacco and nicotine products" shall mean all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco or nicotine as well as any uses of electronic cigarette/cigar or any other product designed to imitate any of the products mentioned herein regardless of whether it contains tobacco or nicotine. Such use shall not include use of smoking cessation products such as nicotine patches or nicotine gum for their intended purposes. If a student is found with a lit cigarette, pipe, or cigar the student will be using tobacco.

Illegal drugs, Alcoholic beverages, Harmful, and other Substances

Elementary School Students

If a student is an elementary student when s/he violates this policy for the first or second time, the principal will suspend the student for no more than five (5) days. If the student's parent agrees that s/he will complete an approved drug or alcohol educational program, the student's suspension may be reduced.

Middle School and High School Students

If a student is in middle or high school when s/he violates this policy s/he will be suspended for no more than five (5) days. If this is the student's first offense and s/he was not **Selling or Intending to Sell drugs** - or - charged with a felony offense, the student and his/her parent will be offered an opportunity to participate in a drug/alcohol educational program. If the student's parent agrees that s/he will complete this program, the student's suspension may be reduced.

A student may not possess illegal drugs (including prescription drugs that are not the student's own) or alcoholic beverages use them or are under the influence of them:

- on school property,
- on a school bus or at a bus stop,
- at any school activity,
- before a student arrives on school grounds,
- before a student arrives at any school activity, or
- on any field trip.

Purchase, Sale and distribution

A student may not sell, purchase, or distribute illegal drugs or alcoholic beverages. Additionally, a student may not be involved in negotiating the sale or purchase of illegal drugs or alcoholic beverages at school, at a school activity, or on a school bus, even if the sale/purchase does not actually take place.

Definition of Illegal drugs

"Illegal drugs" include any drug that is illegal under Florida law such as marijuana, cocaine, and heroin as well as prescription drugs for which a student does not have a valid prescription.

"Illegal drugs" also includes any illegal or legal substances that may be used as an intoxicant, hallucinogen, mind-altering agent, or may be used for any other unsafe purpose. Examples include, but are not limited to, inhalants, over-the-counter drugs, bath salts, and spice cannabinoid.

"Illegal drugs" also include any prescription drug that is not used as prescribed or that is in the possession of someone whose name is not on the prescription. This means that a student may not give his/her prescription medication to anyone else.

Possession based upon knowledge

If a student arrives at school or a school activity in a car that contains illegal drugs or alcoholic beverages, and the principal believes there is evidence that s/he knew about the illegal drugs or alcoholic beverages, then the student will be considered as being in possession of the illegal drugs or alcoholic beverages.

Likewise, if a student is at a school function and are in a specific area or room where there are illegal drugs or alcoholic beverages, then s/he may be considered in possession of the illegal drugs or alcoholic beverages if the principal believes the evidence shows that the student knew about the illegal drugs or alcoholic beverages and chose to remain in the area or room. If student is in his/her own hotel room and become aware that another student in the room has an illegal substance, s/he is expected to alert a school staff chaperone immediately to request a room change.

Guilty of unlawful Sale or Possession

If a student has been found guilty or delinquent for the unlawful sale or possession of any controlled substance as defined in F.S. Chapter 893, the student may be suspended for no more than five (5) days and required to appear before the Governing Board.

Fake drugs

If a student is caught in possession of or caught distributing a substance that is represented to be an illegal drug, s/he will be suspended for no more than five (5) days. The student may ask to have the suspension reduced by participating in a work back program which would include the completion of an approved drug or alcohol assessment.

Attempted Suicide

If a student attempts suicide with or without illegal drugs, it will be treated as a mental health issue. A mental health assessment will be conducted before deciding what to do.

Bombs and Bomb Threats

If a student is involved in the making of a bomb, plans for a bomb or a fake bomb, for use at school or at a school activity or while the student is at school or a school activity, s/he will be suspended for no more than five (5) days, required to appear before the Governing Board, and reported to law enforcement for prosecution. The same actions will be taken if a student makes a bomb threat by any means that causes a disruption.

Chemical and Biological Attack or Threats

If a student is involved in the making of a chemical or biological attack or threat against the school, a school function, or anybody at school or a school function, s/he will be suspended for no more than five (5) days, required to appear before the Governing Board, and fully reported to law enforcement for prosecution of the law. This applies whether the attack or threat is real or fake.

Guns, Weapons, and dangerous objects

Guns:

Any student who brings a gun to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a gun at school, at any school function, or on any school-sponsored transportation, shall be suspended for no more than five (5) days and required to appear before the Governing Board. Guns also include any weapons which are designed to or may readily be converted to such purpose.

Weapons:

Any student who brings a weapon to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a weapon at school, at any school function, or on any school-sponsored transportation, shall be suspended for no more than five (5) days and required to appear before the Governing Board. Weapons as defined by F.S. 790 are any objects such as, but not limited to, the following: dirks, metallic knuckles, slingshots, tear gas guns, chemical weapons or devices, knives or other deadly weapons, other than common pocketknives (blade of four (4) inches or less which are considered a dangerous object), plastic knives, or blunt bladed table knives.

Guns and weapons are not allowed in a vehicle on school property, at a school bus stop, or at a school activity. If a student is a secondary student who arrives at school or a school activity in a car that contains a gun or weapon, and the principal believes there is evidence that the student knew about the gun or weapon, then s/he will be in possession of the gun or weapon.

If a student is an elementary or secondary student at a school function and are in a specific area or room where there is a gun or weapon, then s/he may be considered to be in possession of the gun or weapon if the principal believes the evidence shows that s/he knew about the gun or weapon and chose to remain in the area or room. If a student is in his/her own hotel room and become aware that another student in the room has a gun or weapon, s/he is expected to alert a school staff chaperone immediately to request a room change.

Dangerous objects:

Dangerous objects include, but are not limited to, common pocketknives with a blade of four (4) inches or less, ice picks, razor blades, box cutters, air guns, bb guns, pellet guns, or spring guns of any sort (whether operable or inoperable).

Any student who brings a dangerous object to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a dangerous object at school, at any school function, or on any school sponsored transportation, with use or threatened use in an offensive or defensive manner, will be suspended for no more than five (5) days and required to appear before the Governing Board.

Any student who brings, possesses or exhibits a dangerous object at school, or to any school function, or on any school-sponsored transportation, without the use or threatened use in an offensive or defensive manner, is guilty of a serious breach of conduct and that student **may** be suspended from school for no more than five (5) days.

Disciplinary Actions

The use of corporal punishment is prohibited. However, school personnel may use reasonable force to maintain a safe and orderly learning environment. Any use of reasonable force shall be in accordance with Governing Board policy and State Board of Education rules. **The prohibition against the use of corporal punishment also extends to parents or guardians on school grounds.** The following types of discipline may be used, as well as those found in the school discipline plan at each school.

Detention

A student can receive a detention either before school or after school. The school will give the student's parent twenty-four (24) hours' notice before s/he serves the detention. For elementary and middle school students, the administrator must contact the student's parent and have a conversation with the student's parent before the student serves the detention. For high school students, the administrator must try to contact the student's parent by telephone. If the administrator is unable to contact the student's parent by telephone, the student will still be required to serve the detention. The administrator must document that an attempt to contact the student's parent was made. The student's parent is responsible for the student's transportation when s/he has detention.

In-School Suspension

A student can be assigned and sent to designated rooms or programs in his/her school during the school day.

Student Work Assignments

If the student's parent and a school administrator agree, the administrator can assign the student to a work detail at the school for up to ten (10) hours for each offense. The principal will decide who will supervise the student's work.

Removal from Class

A teacher may require that a student be removed from class if it has been documented that his/her behavior has seriously disrupted the teaching or learning in the classroom. If a student is removed from a class the principal may place the student in [another appropriate classroom, in-school suspension](#).

Parent Shadows Student

With reasonable notice, and if the principal and the parent agree, the parent will attend classes with a student for a day or specific period.

Out-of-School Suspension

A student can be suspended from school for no more than five (5) days at a time. If a student is suspended s/he cannot be on school grounds or attend any school activities. The administrator may consider the following before deciding to suspend a student:

has the student been sent to the administrator at least once before?

has the student's parent been told that his/her behavior is a problem and that s/he may be suspended?

has the student been given a work assignment before?

has the student been referred to an outside agency for assistance?

There are circumstances under which the administration will suspend a student on the first offense.

Investigations at School

A. Criminal

Law enforcement may have the lawful authority to question and arrest students on school property. If a student is a suspect in a criminal investigation by the police that may result in a student's arrest or criminal charges, an administrator will try to contact the student's parent before the police begin questioning the student unless law enforcement confirms that prior notification of a parent would jeopardize public safety. If a parent cannot be located, the police may go ahead with questioning. If the student's parent is contacted, the police may allow the student's parent to be present during the student's questioning.

A school representative will ordinarily, when reasonably available, be present, in the absence of a parent, during suspect interrogation of students on campus by outside law enforcement concerning a non-school related offense. The law enforcement officer, parent, or student may direct that the school representative not be present. The school representative shall not be expected or required to advocate on behalf of the student, and neither the representative nor the Governing Board is responsible for the manner or outcome of the interrogation. The parties recognize that police interrogation is a law enforcement function. Chapter 39, F.S., prescribes different procedures in the case of child protective investigations, which shall be followed whenever applicable.

B. Administrative

If a student is suspected of violating the Code of Student Conduct, school officials can question the student without first contacting the student's parent. The student does not have a right to have his/her parent present or a right to an attorney when the student is questioned.

C. Victim or Witness

If a student is a victim or a witness, the police or administrative investigators can question the student without first contacting his/her parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the student's interview.

Removal of Student from School Property

If a student is a witness, the police cannot remove the student from school property without a subpoena or first obtaining the consent of the student's parent. If the student is subject to arrest, with or without a warrant, the officer can remove the student without his/her parents' consent or the consent of school officials. The administrator will try to notify the student's parent as soon as possible unless law enforcement confirms parent notification would jeopardize public safety.

If a student needs to be taken into protective custody, the police can remove the student.

Felony Charges and Convictions for Off-Campus Conduct

A. Notice of Felony Charges and Hearing

If a student commits a crime off campus and a prosecuting attorney formally charges the student with a felony or with a delinquent act that would be a felony if s/he were an adult, s/he may be suspended for no more than five (5) days by the principal. Before suspending the student, the principal will call him/her in with his/her parent to discuss the charges against the student. This discussion will be a "hearing" that will take place after the principal notifies the student's parent in writing by certified mail that the principal has received notice that s/he has been charged by the prosecuting attorney. That written notice will tell the student's parent of the specific charges against the student and advise them that they have a right to the "hearing".

B. Hearing Procedures

The "hearing" must take place within five (5) school days but no sooner than two (2) school days from the postmark date or the delivery date of the certified notice to the student's parent. At the "hearing" the principal will listen to witnesses called by the principal and the student also may present witnesses. The student may speak on his/her own behalf, but s/he does not have to do so. If the student does not speak on his/her own behalf, s/he cannot be threatened with punishment or later be punished for not speaking.

The "hearing" will not be conducted like a court proceeding. There will be no "rules of evidence" nor will there be a court reporter to provide a transcript of the "hearing." After the "hearing" the principal will let the student and his/her parent know, in writing, if the student is being suspended for no more than five (5) days. The decision to suspend the student cannot occur without conclusive evidence that the prosecuting attorney has formally filed a felony charge against the student. The principal must also determine that the student's presence at school, after being formally charged for the incident, will have an adverse impact on the school.

Types of Charges That May Justify Suspension

The types of charges that may justify suspension under this provision are:

- any felony involving violence,
- rape or sexual battery,
- lewd and lascivious act on a student under sixteen (16) years of age,
- concealed weapon,
- armed robbery,
- sale of illegal drugs,
- possession of a bomb,
- any felony involving the use of a firearm,
- battery on school system employee or official, or
- aggravated battery.
- There may be other charges that will justify suspension under this provision, if the principal determines that the student's presence at school after being charged will have an adverse impact on the school.

Extension of Five (5) day Suspension

If the principal suspends a student for five (5) days, the Governing Board may extend the student's suspension until the outcome of the criminal charges that have been filed against the student is complete.

CONDUCT ON SCHOOL BUSES

In General

Parents are responsible for providing the necessary assistance, protection and overall safety of their student while going to and from the bus stop.

Parents are responsible for their child's behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if a student is at the bus stop and violates the school rules, the school can still discipline the student for his/her behavior.

Students should arrive at the stop 5 to 10 minutes prior to the scheduled pick up time and stand off the roadway in a safe location where they are outdoors and visible to the driver. Students should remain at the stop up to 30 minutes after the scheduled pick up time in case the bus is running late.

The Athenian Academy seeks to ensure the safety of all students who ride Athenian Academy buses and staff who operate them. Unauthorized individuals including, but not limited to: parents, students, and siblings may not board a school bus or attempt to conference with a bus driver or authorized rider, while in route to or from school. Individuals who do not adhere to this expectation may face criminal prosecution for trespassing, in addition to other charges which may be brought pursuant to local and State law.

Any concerns related to transportation should be communicated to the school.

If a student causes any damage to the bus or another vehicle, the student's parent shall be responsible to pay for the damage.

School administrators can take disciplinary steps against a student for misbehaving at a bus stop or on a bus, and will notify the student's parents, on an approved form, when they take any of those steps.

Even if a student transfers to a new school, s/he will be held responsible for any previous incidents of bus misconduct from their previous school.

Students must follow all safety procedures when loading/unloading from the bus:

- Be ready to board the bus
- Cross in front of the bus (10 to 12 ft)
- Do not cross street until stop arms are fully deployed and all traffic has stopped

Things a Student Cannot bring on a bus:

- glass containers of any kind
- sharp objects
- balls
- bats
- roller skates F. skateboards
- cutting instruments of any kind
- any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment) (Items must fit on the student's lap)
- any animal (dead or alive)
- batons, drum sticks, tennis rackets (unless in proper carrying case)
- or any other item prohibited elsewhere in the Code of Student Conduct

Rules While on the bus

- The bus driver is in charge and the student must always obey the driver's instructions. The student must provide the bus driver his/her correct name when asked. The bus driver and school will keep a seating chart. The student can be disciplined if s/he does not follow all Athenian Academy and school rules and the following special rules:
- sit in the student's assigned seat and use the seat belt if available
- always stay seated while the bus is in motion
- do not put any part of a student's body outside the bus windows
- do not distract the driver with loud conversation or noises
- do not eat or drink on the bus
- always maintain absolute silence when the overhead dome lights are on for railroad crossings
- do not throw any items on the bus or out of the bus windows
- do not mark, cut or damage bus seats or the bus itself

- do not display signs from the bus
- do not use obscene language or gestures no pushing/kicking/hitting/spitting
- no bullying
- emergency door is only to be used when there is an emergency. If there is an emergency, the student must follow the driver's instructions.

Discipline if a Student does not Follow the rules Consequences

The Governing Board believes that the student and his/her fellow • students, as well as the bus driver, should be able to ride safely on school buses.

If a student commits minor infractions, the school bus driver has the authority to address his/her behavior.

Minor infractions include but are not limited to:

- chewing gum
- eating on the bus •
- general use of profanity
- being too loud and disruptive
- If a student causes repeated problems on the bus by doing something the bus driver considers a more serious rule violation, the bus driver will report the student to the school office. The bus driver will give the school a written referral about what the student did.

Major infractions include but are not limited to:

- sitting inappropriately
- throwing paper or items in or out of the bus
- spitting, rough housing,
- fighting, pushing, kicking, hitting
- inappropriate touching
- not using assigned bus stop
- moving while bus is in motion
- noisy at railroad crossings
- unsafe street crossing
- possession of tobacco products, drugs or alcohol
- spraying scents or perfumes while in the bus
- weapons of any type
- profanity directed to an adult
- The student will be warned that his/her behavior is not allowed and if repeated, may result in further discipline as well as suspension of his/her bus riding privilege.
- The student can be disciplined the same as if s/he had misbehaved at school.
- The student can be suspended from riding the bus. Parents are responsible for transporting their student to and from schools during the bus suspension.

Appeal of Bus Suspension

A student's parent may appeal a bus suspension by calling the school principal. The parent must come to the school and have a conference with a school administrator as part of the appeal. The student may be permitted to ride a bus pending the outcome of his/her bus suspension appeal if s/he behaves.

If a student engages in violent or very unsafe behavior while riding the bus, the school shall additionally suspend his/her bus riding privileges until the school can hold a conference with the student's parent. The school will then determine whether to take additional disciplinary steps and whether to impose further rules for the student's return to bus riding.

Appeal of out of School Suspension

In General

The appeal process for a suspension begins at the school level with the school principal. Below is the are questions and answers

Q How can a student's parent appeal a suspension?

A- It should be noted; that Athenian Academy does not take the suspension of a student lightly and prior to a student being suspended, in most cases, the school has followed a disciplinary process that led to the suspension. If the student's parents want to appeal the suspension notify the school within 24-hours of the notice of suspension and request a face to face meeting with the principal. Please be prepared to present evidence that the suspension of the student a) did not follow due process or b) violated the student's civil rights. Describe all information in detail.

Q When will the principal decide the appeal?

A The principal will provide the student and his/her parents with a written decision within five (5) school days

Q Is the student suspended during the appeal?

A The student will continue to serve the suspension until a final decision is made after all appeals.

Q What if the suspension was not appropriate?

A-The principal will go over the incident that led to the suspension and may remove any record of the suspension

Q Can the student appeal the principal's decision?

A The student may appeal the principal's decision to the Governing Board. If the student or his/her parents believe that the school did not follow all of the requirements for suspending the student, the student must notify him/her in writing within five (5) school days, the student must tell the principal exactly what was not done that the student believes should have been done. The principal will then notify the Governing Board and provide them with the contact information for the parent. The parent may also contact the Governing Board directly.

The Governing Board will be responsible to communicate with the parents and determine if the principal followed the proper procedures. The board does not determine guilt or innocence. If the board determines that proper procedure was not followed, it is an internal matter between the principal and the Governing Board. The Governing Board is not obligated to disclose matters of employee discipline directly to parents.

If the parents are not satisfied with the determination of the Governing Board, they may contact the Office of Civil Rights to seek resolution.

Grievance Procedures

In General

If parents or students have a problem with a teacher or an administrator or disagree with their decision on some matter other than suspensions, they are encouraged to attempt to solve the problem or disagreement directly with the teacher or administrator. Decisions involving suspensions are governed by the discipline procedures in the Code of Student Conduct. This policy does not apply to complaints of discrimination or harassment based on the student's age, sex, race, color, national origin, ethnicity, religion, disability, sexual orientation, marital status, or other characteristics protected by federal or state law.

How A Student May Be Suspended

In General

A student has a right to attend school and have an opportunity to learn. A student can lose that right to attend school if s/he violates the Code of Student Conduct or a school rule. A student loses the right to attend school by being suspended. During the period of suspension a student may not enter upon Athenian Academy property or attend any Athenian Academy or school sponsored activity.

Discipline for Students with Disabilities

Students with disabilities are expected to comply with the Code of Student Conduct and school rules just like any other student. If a student violates the Code of Student Conduct or school rules, s/he is generally subject to discipline just like any other student. However, there are some special rules dealing with suspensions

Q How are in-school suspensions handled?

A If a student with a disability receives an in-school suspension, the student's Individual Educational Plan (IEP) will continue to be in force. Students with disabilities are entitled to receive educational services provided for in their IEP during any suspension. An in-school suspension is not considered a change in placement.

Q Can a student with a disability receive an out-of-school suspension

A Yes, however, a student with a disability may not be suspended out of school without IEP services for more than 10 cumulative days in a school year. Students with disabilities are entitled to IEP services after the 10th day

Q May a student with a disability be suspended from the bus?

A Students with disabilities may be suspended from the bus

Q Can a principal use other forms of in-school discipline on a student with a disability?

A. A principal may use any other form of in-school discipline when dealing with a student with a disability who has

violated the Code of Student Conduct or a school rule.

A The team consisting of the parents and educators familiar with his/her IEP will meet and develop a plan to correct the misbehavior.

Statement Prohibiting bullying and Harassment

It is the policy of the Governing Board that all its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The Board will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited. This policy shall be interpreted and applied consistently with all applicable State and Federal laws and the Board's collective bargaining agreements. Conduct that constitutes bullying, harassment, or discrimination, as defined herein and in F.S. 1006.147, is prohibited.

Definition of bullying and definition of Harassment

"bullying" includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees and may involve but is not limited to:

- teasing
- social exclusion
- threat
- intimidation
- stalking, including cyberstalking as defined herein
- physical violence
- theft
- sexual, religious, or racial harassment
- public or private humiliation
- destruction of property

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

places a student or employee 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;

has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "Harassment" also encompasses:

Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
Incitement or Coercion;

accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the Athenian Academy school system; acting in a manner that has an effect substantially like the effect of bullying or harassment.

“Cyberbullying” means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

“Cyberstalking” which is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or using electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. (see F.S. 784.048(1)(d))

In addition, “bullying”, “cyberstalking”, and “harassment” (hereinafter referred to as “bullying” for the purpose of this policy) also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background, or being viewed as different in its education programs or admissions to education programs and, therefore, prohibits bullying of any student or employee by any Board member, Board employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, at a school bus stop, and at training facilities or training programs sponsored by the Athenian Academy. For acts of harassment against Federally identified protected categories, and acts of harassment, including sexual harassment, which do not meet the definition of bullying, refer to Board Policy 1362, Policy 3362, Policy 4362, and Policy 5517.

Description of the Type of behavior Expected from Each Student and Employee

The Board expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities, and expects students and employees to conduct themselves appropriately with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/ legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, including obeying and responding to those who hold lawful authority, as well as for Athenian Academy and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.

The Board upholds that bullying of any student or employee is prohibited:

- ❖ during any education program or activity conducted by Athenian Academy Charter School;
- ❖ during any school-related or school-sponsored program or activity;
- ❖ on a school bus or at a school bus stop; or
- ❖ using data or computer software that is accessed through a computer, computer system, or computer network within the scope of the Athenian Academy school system. "Within the scope of the Athenian Academy school system" means, regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.
- ❖ through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school Athenian Academy or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.

Student rights shall be as outlined in this policy and in the Code of Student Conduct. To positively reinforce good conduct, self-discipline, good citizenship, and academic success, shall continue and, as needed, expand the Athenian Academy's student recognition programs and publicly congratulate students exhibiting exemplary qualities in these areas.

Consequences for a Student or Employee Who Commits an Act of bullying or Harassment

Concluding whether an action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for an employee found to have committed an act of bullying or harassment may be disciplined in accordance with Athenian Academy policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule F.A.C. 6B- 1.006, The Principles of Professional Conduct of the Education Profession in Florida.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences for a Student or Employee who is Found to have Wrongfully and Intentionally Accused Another of an Act of bullying or Harassment

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for an employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with Athenian Academy policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials. Accusations made in good faith, even though subsequently determined to be false, shall not be subject to discipline, consequences, or remedial action as called for by this section.

Reporting an Act of bullying or Harassment, Including Provisions for Anonymous reporting

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school-based employees are required to report alleged violations of this policy to the principal or the principal's designee. Other employees are required to report alleged violations of this policy to their supervisor. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.

The principal of the Athenian Academy shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying may be filed either in-person or anonymously and how this report will be acted upon. The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. An employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate official and who makes this report in compliance with the procedures set forth in Athenian Academy policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

- Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely based on an anonymous report.
- Investigation of Whether a reported Act of bullying or Harassment is Within the Scope of the Athenian Academy School System and, if not, referral of such an Act to the Appropriate Jurisdiction
- A principal or designee will assign a designee(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the Athenian Academy.
- The trained designee(s) will provide a report on results of investigation with recommendations for the principal to decide if an act of bullying or harassment falls within the scope of the Athenian Academy and will act according to the following protocols:

If it is within the scope of the Athenian Academy, further investigation will commence in accordance with Prompt Investigation of a Report of Bullying or Harassment and the Persons Responsible for the Investigation below.

- If it is outside the scope of the Athenian Academy, and reasonably suspected to be a criminal act, refer to appropriate law enforcement, and inform parents/legal guardians of all students involved.
- If it is outside the scope of the Athenian Academy, and determined not a criminal act, inform parents/legal guardians of all students involved.
- Prompt Investigation of a report of bullying or Harassment and the Persons responsible for the Investigation
- The investigation of a reported act of bullying or harassment is deemed to be a site-related activity and begins with a report of such an act.

At Athenian Academy, the procedures for investigating bullying and/or harassment include:

The principal/site administrator or designee selects a designee(s), employed by the School Athenian Academy, trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.

- Everyone (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- The investigator shall collect and evaluate the facts including, but not limited to:
- description of incident including nature of the behavior; context in which the alleged incident occurred, etc.; 2. how often the conduct occurred;
- whether there were past incidents or past continuing patterns of behavior;
- the relationship between the parties involved;
- the characteristics of parties involved (i.e., grade, age, etc.);

- the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
- the number of alleged bullies/harassers;
- the age(s) of the alleged bullies/harassers;
- where the bullying and/or harassment occurred; and
- whether the conduct adversely affected the student victim's education or educational environment or the employee victim's work environment.

Whether an action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:

- recommended remedial steps necessary to stop the bullying and/or harassing behavior; a written final report to the principal/site administrator.
- Where the victim is a student, according to the severity of the infraction, the principal or designee shall promptly notify the parent/legal guardian of the victim of any actions being taken to protect the victim. The frequency of notification will depend on the severity of the bullying incident.
- Where the victim is not a student, the principal's or designee's report will be made to the employee victim's supervisor and the same process described above will be followed if the alleged bullying or harassment was not alleged to occur at a school, but another Athenian Academy site.
- The initial filing of incidents and completion of the investigative procedural steps shall be completed within ten (10) school days, unless circumstances require a longer period, in which case it shall be completed within a reasonable time.

Determination of disciplinary Sanctions or Consequences and due Processes for a Person Who Commits an Act of bullying under this Policy

Concluding whether an action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the Athenian Academy.

Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, reassignment, or expulsion as outlined in the Code of Student Conduct.

Consequences and appropriate interventions for a school/Athenian Academy employee found to have committed an act of bullying will be instituted in accordance with Board policy. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's State issued certificate (Rule F.A.C. 6B-1.006).

Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

These same actions will apply to persons, whether they be students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

If a complaint of bullying or harassment is made by the alleged victim during or after the commencement of an investigation into employee or student misconduct, it shall not be a defense to the allegations of employee or student misconduct but may be considered as a mitigating factor under Board policy, if appropriate.

Providing Immediate notification to the Parents/legal Guardians of a Student Victim of bullying or Harassment and the Parents/legal Guardians of the Student Perpetrator of an Act of bullying or Harassment as well as notification to all local Agencies Where Criminal Charges may be Pursued Against the Perpetrator

The principal, or designee, shall report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been

initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Once the investigation has been completed, appropriate local law enforcement agencies will be notified to determine whether to pursue criminal charges.

Referral of Victims and Perpetrators of bullying or Harassment for Counseling

The School shall establish a procedure to refer victims and perpetrators of bullying or harassment for counseling, including a protocol for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure shall include:

- a process by which the teacher or parent/legal guardian may request informal consultation with school staff to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included)
- a referral process to provide professional assistance or services that includes:
- a process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services; (Parent or legal guardian involvement is required at this point.)
- if a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of support and interventions; (Parent or legal guardian involvement is required at this point.)
- a school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
 - support to address the needs of the victims of bullying or harassment;
 - interventions to address the behavior of the students who bully and harass others
 - intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.
- Providing Instruction to Students, Parents/legal Guardians, Teachers, School Administrators, Counseling Staff, and School Volunteers on Identifying, Preventing, and responding to bullying or Harassment

Students, and Staff will be given instruction at a minimum on an annual basis on the Athenian Academy's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

Training

The School Athenian Academy will conduct training for students, parents, teachers, Athenian Academy staff, school administrators, bus drivers and school volunteers on identifying, preventing, and responding to bullying. At the beginning of each school year, the school principal/designee and/or appropriate Athenian Academy administrator shall provide notice of this policy, as well as the process for reporting incidents, investigation, and appeal to students, school staff, parents, or other persons responsible for the welfare of a student through appropriate references in the Code of Student Conduct, the school website, and/or through other reasonable means.

Regularly reporting to a Victim's Parents/legal Guardians the Actions Taken to Protect the Victim

According to the level of infraction, parents/legal guardians will be notified of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Incident reporting requirements

The procedure for including incidents of bullying in the school's report of data concerning school safety and discipline data is required under F.S. 1006.09(6). The report must include each incident of bullying and the resulting consequences, including discipline, interventions, and referrals. In a separate section, the report must

include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding said incident.

The Athenian Academy will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment in its codes.

Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified data system as with other infractions from the Code of Student Conduct.

Publication of the Policy, Including Publication in the Code of Student Conduct and in All Employee Handbooks

At the beginning of each school year, the Principal or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the Athenian Academy's student safety and violence prevention policy. The School shall also make all contractors contracting with the Athenian Academy aware of this policy. This information shall be published in the Code of Student Conduct and all employee handbooks.

Each school principal shall develop an annual process for discussing the Athenian Academy policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the Athenian Academy school buses.

Teen dating Violence and Abuse

The Governing Board strictly prohibits any act of teen dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Teen Dating Violence and Abuse Defined: "Teen dating violence and abuse" is a pattern of emotional, verbal, sexual, or physical violence and/or abuse by one person in a current or past relationship of a romantic nature to exert power and control over another when one or both partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. To be subject to this Policy, teen dating violence and abuse committed by one student against another must occur on school property, during a school-sponsored activity, or during school-sponsored transportation.

Reporting Acts of Teen Dating Violence and Abuse

- Any student who is the victim of an act of teen dating violence and abuse or has cause to believe that s/he is in immediate danger of becoming the victim of an act of teen dating violence and abuse, should report the matter to the Principal or to any member of the school staff.
- Any Board employee who receives a report of an act of teen dating violence and abuse, who directly observes an act of teen dating violence and abuse perpetrated by one student against another, or who has a good faith reason to believe that a student is a victim of teen dating violence and abuse shall report such report, observations, or suspicions to the Principal or designee.
- Any resident of the community or other member of the school community, including students, parents, volunteers, and visitors, who observes an act of teen dating violence and abuse perpetrated by one student against another as described above in paragraph (1), or who has a good faith reason to believe that a student is a victim of teen dating violence and abuse is encouraged to report the matter to the Principal or designee. These reports can be made in person or anonymously, in writing or online.
- The principal of each middle school in the Athenian Academy shall establish and prominently publicize to students, staff, volunteers, and parents, how a report of dating violence and abuse may be filed either in person or anonymously and how this report will be acted upon. Formal disciplinary action may not be based solely on an anonymous report.

Investigating Reports of Teen Dating Violence and Abuse

Upon receiving a report of alleged teen dating violence and abuse, the Principal or designee shall investigate the allegation promptly and the completion of the investigative procedural steps shall be completed within 10 school days. As part of the investigation, the Principal or designee shall contact the parent(s) the day the investigation begins of the alleged victim and/or the parent(s) of the alleged perpetrator, if they are under the age of eighteen, to inform them of the report.

The investigation of the report should include interviews of the alleged victim, the alleged perpetrator of the teen dating violence and abusive behavior, and any other person who may have witnessed the alleged act or who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation. Everyone will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.

The Board reserves the right to investigate a report of teen dating violence and abuse regardless of whether the student who is allegedly the victim of the teen dating violence and abuse wants to pursue the matter. If an investigation is pursued against the alleged victim's wishes, the Principal or designee will notify the victim and refer the victim to appropriate services for safety planning.

Consequences

At the end of the investigation the Principal or designee will determine whether the allegation of teen dating violence and abuse was substantiated. If the Principal or designee determines that a student has committed an act of teen dating violence and abuse, that violation of this policy shall result in disciplinary action in accordance with the Student Code of Conduct, which may include suspension, assignment to another school or program, or recommendation to the Governing Board. All disciplinary action shall be taken in accordance with State law and applicable Board policy. When imposing discipline, the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved, shall be considered.

Suspensions for acts of teen violence and abuse may be appealed in accordance with the procedures set forth in the Code of Student Conduct.

Further, the Department of Children and Families shall be notified if the student who is found to have perpetrated the act of teen dating violence and abuse is eighteen years of age or older and the student who was the victim of the act of teen dating violence and abuse is a minor.

If the Principal or designee believes a crime has been committed, law enforcement will be immediately notified.

In those cases, where teen dating violence and abuse is not substantiated, the Principal or designee may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the Code of Student Conduct or other Board policies.

Support and Reasonable Accommodations

If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing teen dating violence and abuse including, but not limited to the following:

- "Stay Away Contract," that is, a contract with the alleged perpetrator to stay away from the victim, including electronic contact, while on school grounds, on school transportation, and during school sponsored programs and events;
- Class schedule changes;
- Protection that will enable safe egress/regress from school, as well as movement within the school; and
- Referrals for outside support or counseling.

Students should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known

violations of the contract. Further, the Principal shall notify law enforcement immediately if a restraining order has been violated.

Other Violations of the Teen Dating Violence and Abuse Policy: The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- Retaliating against a person who has made a report or filed a complaint alleging teen dating violence and abuse, or who has participated as a witness in an investigation of such an allegation.
- Filing a malicious or knowingly false report or complaint of teen dating violence and abuse.
- Disregarding, failing to investigate adequately, or delaying investigation of allegations of teen dating violence and abuse, when responsibility for reporting and investigating allegations of teen dating violence and abuse comprises part of one's supervisory duties.
- Privacy/Confidentiality: The Athenian Academy will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Education and Training

The Athenian Academy shall provide instruction to students in comprehensive health education including a teen dating violence and abuse component consistent with state statute and rules of the State Board of Education.

The comprehensive health components listed in Sec. 1003.42, F.S., include a health education curriculum for students in grades 7 through 12 in teen dating violence and abuse. This instruction shall include, but is not limited to, the definition of teen dating violence and abuse, the warning signs of teen dating violence and abuse, the characteristics of healthy relationships, measures to prevent and stop teen dating violence and abuse, and community resources available to victims and perpetrators of teen dating violence and abuse. The curriculum chosen must also have an emphasis on prevention-based education.



Communications WITH Students VIA Electronic Media

The Governing Board encourages positive and professional communication between staff and students by means which best protect the interests of all concerned. Communications via personal electronic media such as Facebook, Twitter, cell phone messaging, and other personal electronic means regarding school matters have the potential to create both public records and education records, or to contain personally identifiable student information. The Governing Board is ultimately responsible for the maintenance and proper disposal of such records and for the protection of such confidential information and is dependent upon its employees to meet this responsibility.

The Governing Board has provided staff with the means to communicate electronically with students concerning school matters. These means are enough for the purposes intended. For staff to communicate on school matters with students by personal electronic means when enough Governing Board means are available exposes the Governing Board to a possible violation of its legal obligations. Such communication could cause the appearance of inappropriate association with students. Accordingly, staff shall utilize Governing Board resources in all electronic communications with students regarding school matters provided, however, private electronic media, such as a cellphone, may be used when Athenian Academy resources are not available, when such use is in the best interest of all concerned

[The Discipline Chart on the following pages](#) is a tool for administrators to assign interventions and/or consequences for student misconduct.

This chart does not apply to classroom management as assigned by the teacher.

The chart is designed to offer consistency across the Athenian Academy so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom.

The chart outlines the violations in the same way as the Code of Student Conduct but in a grid format. Each incident type contains interventions or consequences for each violation. Two types of action, either mandatory (must) or potential (possible), can be taken by administration depending upon circumstances.

It is important to note that school administrators have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the chart if he or she determines that there are mitigating or aggravating circumstances.

[Repeated instances of the same behavior may result in more severe consequences.](#)

Administration will make every effort to contact parents/guardians regarding all disciplinary matters. Parent contact can be used as an intervention, a consequence, or because of a disciplinary issue.

In matters relating to the disciplining of students with disabilities, the Board and the Athenian Academy shall abide by Federal and State laws regarding suspensions.

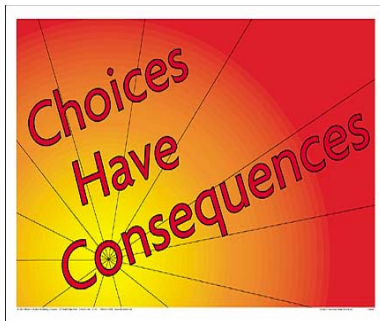
Should you require further explanation of the discipline chart, please call your school administrator.

The Athenian Academy Governing Board engages in the practice of progressive discipline. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behavior.

When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to discipline and that the previous disciplinary history of the student and all other relevant factors will be considered.

P = Potential Action M = Mandatory Action



	Warning/VerbalReprimand	ParentContact	BehavioralContract	Peermediation	Parent/StudentConference	Detention	Parentshadowing	Studentworkdetail	YouthMotivator/Mentor	In-SchoolSuspension	Bussuspension	SaturdaySchool	Threatassessment	Out-of-SchoolSuspension(1-3days)
Bus Misconduct	P	M	P	P	P	P		P	P	P	P	P		
Disruption – Classroom/Campus (Minor)	P	M	P	P	P	P	P	P	P	P		P		
Dress Code	P	M	P		P	P		P	P	P		P		
Unauthorized possession of toys, collectibles or other items or materials that are inappropriate for an educational setting	P	M	P		P	P		P		P		P		
Excessive Tardiness	P	M	P		P	P	P	P	P	P		P		
Horseplay	P	M	P	P	P	P	P	P	P	P		P		
Missed Detention/Saturday School	P	M	P		P	P		P		P		P		
Not cooperating	P	M	P	P	P	P	P	P	P	P		P		
Disrespect towards student or staff	P	M	P	P	P	P	P	P	P	P		P	P	
Skipping class/school	P	M	P		P	P	P	P	P	P		P		
Cell Phone/Electronic Devices	P	M	P		P	P	P	P	P	P		P		
Public Display of Affection (PDA)	P	M	P		P	P		P		P		P		
Cheating/Academic Dishonesty	P	M	P		P	P	P	P	P	P		P		
Defiance/Insubordination	P	M	P	P	P	P	P	P	P	P		P	P	

Fighting, physical confrontation without injury; also instigating or encouraging a fight (Minor)		P P	M M	P P	P P	P P	P P	P P	P P	P P	P P		P P	P P	P	
Disruption – Campus (Major)		M											P	P		
Vandalism – Defacing and/or destroying school or personal property resulting in damages of less than \$1000	P	M	P		P	P	P	P	P	P	P			P		
Obscene/Profane gestures/language; distribution of objects, literature or materials that are inappropriate for an educational setting		P	M	P	P	P	P	P	P	P	P		P			P
Leaving school grounds without permission	P	M	P		P	P	P	P	P	P						
Forgery – (Non-Criminal) (see definition)	P	M	P		P	P	P	P	P	P			P			
Gang related disruption; may include materials, dress or hand signs (see definitions)	P	M	P	P	P	P	P	P	P	P			P	P		
Chemical spray, pepper spray, mace; possession of	P	M	P	P	P	P	P	P	P	P			P	P		
Harassment	P	M	P	P	P	P	P	P	P	P			P	P		
Theft/Stealing or accessory to theft of property worth less than \$300	P	M	P	P	P	P		P	P	P			P	P		
Recording of fight whether staged or real	P	M	P		P	P		P		P			P	P		
In an unauthorized area	P	M	P			P		P	P	P			P			

Important Information About School Closings in an Emergency

Residents in Florida know the dangers of inclement weather especially during the hurricane season. While very infrequent, there may be times when our schools may have to close to protect our students and be reopened as emergency shelters for the community. Schools work closely with local television and radio media outlets to inform the public when school closings occur. In addition, the Athenian Academy maintains its own information telephone number that provides information regarding the status of schools being in session. The Athenian Academy website also provides updated information. A recorded message will be provided each day regarding any changes in school openings or closings. The recording will be updated as additional information becomes available.

The following media outlets will also provide up-to-date information to the public in the event a school closing occurs or if the student day must be shortened due to emergency conditions:

Should schools close during the day when students are already in attendance; information will be provided through the Athenian Academy's automated phone notification system and our local media outlets



PLEASE SEE THE NEXT PAGE FOR REQUIRED SIGNATURES

PARENT AND STUDENT ACKNOWLEDGEMENT

This Code has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules, so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Code of Student Conduct. I have read:

The Annual Notice about Your Rights Concerning Student Records including releasing information to military recruiters and institutes of higher education.

The Annual Notice of Governing Board Policy Required by the Protection of Pupil Rights Amendment the Notification of Availability of the School Public Accountability Report.

Social Security notification

Pledge of Allegiance Notice

I have reviewed the Code of Student Conduct.

I have reviewed the Clearwater OR Fort Myers Campus Parent and Student Handbook – Addendum Part B



PLEASE DETACH AND HAVE YOUR CHILD RETURN THIS PAGE TO SCHOOL AFTER SIGNING THE ACKNOWLEDGEMENT

Name(s) of Student _____

Parent Signature _____

Date _____

DIRECTORY INFORMATION OPT-OUT LETTER SCHOOL YEAR

Dear Parent or Guardian: Part 1: The following information in your child's school records is not confidential and may be released without your consent. This information is known as directory information. Complete and return this form to your child's principal if you do not want directory information released concerning your child. Please select the directory information below that you do not want released.

DIRECTORY INFORMATION

- ___ Student's name
- ___ Photograph (e.g., yearbook)
- ___ Major field of study
- ___ Grade level
- ___ Enrollment status
- ___ Dates of attendance
- ___ Participation in officially recognized activities and sports

- ___ Weight and height of members of athletic teams
- ___ Degrees, honors and awards received
- ___ The most recent educational agency or institution attended
- ___ Subsequent educational agency or institution attended
- ___ Academic work used for publication or display

Parent Signature

Date



PLEASE NOTE*

This Standard Code of Conduct was prepared by Choice Charter School Services, LLC as the board approved protocols and procedures for both the Clearwater and Fort Myers Athenian Academy Charter School Campuses. The board recognizes that each school is unique, therefore, specific school campus information may or may not be added as an addendum to this handbook however, school specific information will not be in direct conflict with this Standard Code of Conduct.

The 2018-2019 Code of Conduct and the Clearwater and Fort Myers Student and Parent Handbook are available electronically on the website. When acknowledging that you have read the Code of Student Conduct, please also indicate that you have read the Clearwater or Fort Myers Campus addendum PART B if applicable.