



BREAKTHROUGH
CHARTER SCHOOL

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STUDENT HANDBOOK
SCHOOL YEAR 2021-2022



BREAKTHROUGH CHARTER SCHOOL

Breakthrough Charter School will be a diverse-by-design K-12 school emphasizing project-based learning, service learning, and social emotional development rooted in a rigorous, aligned curriculum. Breakthrough will also capitalize on its partnership with Marion Military Institute and other community stakeholders to ensure that students have access to best-in-class leadership training and resources and to establish clear postsecondary pathways for students to thrive in the community.

Our Mission

Our mission is to prepare students in Perry County for success as citizens and leaders by providing a rigorous, service-oriented, and project-based public school that supports the social-emotional development of each individual child.

Our Vision

Our vision is to become the leading educational option for students in Perry County and to produce a citizenry that is empowered to achieve their personal ambitions, break the cycle of poverty, and give back to their community. Rooted in robust community partnerships and extensive support systems from leading experts, we aim to be a powerful complement to Perry County Schools, sharing best practices and resources wherever possible. We leverage unique and robust partnerships to create rigorous academic experiences and profound opportunities for personal development, and we honor Perry County's rich history by emphasizing service-oriented projects to improve community and respect its past.

Our Core Values

SCHOLARSHIP.
DIVERSITY.
LEADERSHIP.
COMMUNITY.

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Enrollment, Eligibility, and Admission

Breakthrough Charter School's primary catchment area is Perry County, Alabama. In accordance with the Alabama School Choice and Student Opportunity Act, a second enrollment will extend beyond the primary catchment area if the first enrollment period does not put the school at capacity. For this, enrollment will be compared to capacity following the first enrollment period for Perry County students. At the end of the second enrollment period, the number of applications will be counted, and if that number exceeds the number of spaces available within capacity, those applicants will be placed on a waiting list, and a random lottery drawing will be held to enroll the number of students who can be accommodated within the capacity limits.

We are committed to a fair and equitable process for students and families. Breakthrough Charter School will use PowerSchool, a K-12 student enrollment software for application and lottery management. Families can use a single account to submit applications for multiple children from a mobile phone or computer. Prior to the application deadline, Breakthrough Charter School will have designated days for access to a computer lab, and our staff will be available to assist with the online admission application.

All students are welcome at Breakthrough Charter School, regardless of family income, race, gender, or academic achievements. We plan to customize our outreach efforts to the individual students and their needs. Breakthrough Charter School believes the best plan for outreach to families in poverty, academic low-achieving students, students with disabilities and other youth at risk of academic failure is developing personal relationships and connections, not only with the student, but the family.

Our staff must gain trust and insight into the situation before approaching to achieve a sense of safety and security with the student and their family. Outreach efforts will include community engagement, such as offering summer tutoring, camps and after-school activities at Breakthrough Charter School prior to opening, hosting athletic camps with Marion Military Institute, and participating in Main Street Marion events, such as Jazz on the Square and Obama Day. Developing the personal relationship with students and their families is the key to outreach. In addition to the personal relationships, Breakthrough Charter School will continue to develop its partnerships with local non-profits to help with outreach.

Who is eligible to attend Breakthrough Charter School?

Breakthrough Charter School is a tuition free, non-selective public charter school serving children in grades K-8. All Alabama students in the applicable grades are eligible to attend Breakthrough Charter School.

How do you determine which applicants are offered a seat at Breakthrough Charter School?

If there are more applicants than seats available, applicants are placed in a lottery and selected in the order of Breakthrough Charter School's enrollment priorities. Those applicants not selected for a seat will be placed on a waitlist and will be contacted if a seat becomes available.

Who participates in the lottery?

All prospective students who submitted qualifying applications through the online lottery application through PowerSchool by 11:59 PM Central Standard Time on February 28,

2021 will be included in the lottery and will either be offered a seat or placed on a waitlist. A qualifying application is a completed application that is submitted for an entering kindergarten through 8th grade student. Kindergarten students must be age 5 before September 2nd.

What is the priority structure for admission for the 2021-2022 school year?

Admissions and enrollment priorities for 2021-2022 school year are as follows:

Priority A- Staff and Board Members

- Children of current Breakthrough Charter School board members and current full-time employees. These students may make up no more than ten percent of the total student population.

Priority B- Siblings

- Siblings of students currently enrolled in Breakthrough Charter School. There is no guarantee that all siblings will be offered a seat in the lottery.

Priority C- Perry County Residents

- Students residing in Perry County.

Priority D- Outside of Perry County

- Students zoned for schools outside of Perry County

Do children who attend Breakthrough Charter School go through the lottery process each year?

Children in grades K-8 in the 2021-2022 school year will remain at Breakthrough Charter School for the upcoming school year as long as they re-enroll with qualifying documentation within the re-enrollment period.

How many spots will be available in each grade?

The number of available spots varies per grade. Breakthrough Charter School reserves the right to manage the number of offers made from the waitlist in each grade level in order to balance class size and to follow best practices.

When will the lottery take place?

If needed, the lottery will occur in February 2021.

How does the lottery work?

Applications will be organized by grade according to the school's charter admission priorities. Each student who submits a qualifying application will be assigned a unique lottery identification number. Students will be identified only by their unique lottery identification number, not by name.

The lottery will be conducted using the PowerSchool platform, a well-known provider of online registration management tools for charter schools. Drawings will begin with kindergarten and will continue, by grade, through grade six.

What if I moved after I submitted my initial application?

Please contact our Director of School Operations Kevin Timms at 334-247-9577 or (ktimms@breakthroughcharterschool.org) as soon as possible in order to update your address.

How will I know if my child has been accepted?

Lottery results will be emailed and mailed in early March 2021. An acceptance letter will be mailed and emailed to the address on file. Please make sure the school has your current address.

How is a student's address determined and verified?

A student's address will be determined based on the bona fide primary residence of the custodial parent/legal guardian. The address of residence is subject to verification according to the enrollment checklist during the enrollment process.

What happens when my child's name is put on the waitlist?

Your child will remain on the waitlist throughout the 2021-2022 school year until a spot opens in the applicable grade. Please ensure the school has your updated contact information (address, email address, and phone numbers) so we can contact you if a spot becomes available.

What happens when my child is on the waitlist and his/her name is next in line for an offer of admission?

When your student is next in line on the waitlist and a spot becomes available, you will receive a phone call from Breakthrough Charter School extending a verbal offer of admission. A letter with a written offer of admission will be mailed that same day and you will have five (5) business days from the date of the letter to accept or decline the offer. You will need to complete the enrollment process (including current proof of residency). If you do not respond to the offer by 5 PM on the fifth business day after the date of the offer letter, the offer will expire and the space may be offered to the next child on the waitlist.

How long will my child remain on the waiting list?

Your student will remain on the waitlist until s/he is offered admission to Breakthrough Charter School during the 2021- 2022 school year or until you elect to remove him/her from the waitlist. The waitlist for the 2021-2022 school year will be vacated on the last day of school in May 2021 and will not carry over to the 2022-2023 school year. Parents/guardians may resubmit an application online for the 2022-2023 school year during the open application period.

If I missed the application deadline, will the application still be available?

Yes. Applications submitted after February 28, 2021 will be added to the end of the waitlist in the order received and not be included in the lottery process.

What if I made an error on my application and entered the wrong grade information for my child?

Please contact our Director of School Operations Kevin Timms via phone at 334-247-9577 or via email to ktimms@breakthroughcharterschool.org as soon as possible to have your child's grade corrected. After the lottery occurs, if the wrong grade information was entered, the child will be placed at the bottom of the waitlist for the correct grade for his/her respective enrollment priority.

If my child receives a seat in the lottery and an acceptance letter to attend Breakthrough Charter School, what documents are required to enroll?

If you receive an acceptance letter for your child to enroll at Breakthrough Charter School, you will need to provide all documentation to the school by June 30, 2021 digitally by 11:59 PM CT:

- ✓ Photo Identification of custodial parent/legal guardian

- ✓ Birth Certificate (or alternative documentation showing child's age)
- ✓ Proof of Residence (annual tax notice/mortgage statement, copy of lease/rental agreement, or current HUD certificate)
- ✓ Current Alabama power bill or gas bill from Spire
- ✓ Custody papers (if applicable) - must be a certified court order showing physical custody
- ✓ Immunization Form
- ✓ Most recent report card
- ✓ Withdrawal paperwork
- ✓ Individualized Education Plan (IEP) - if applicable
- ✓ 504 Plan - if applicable

What if I move during the enrollment period?

If you move after the lottery occurs and you were seated based on your previous address:
If the new address is in the same or higher priority than the address submitted on your application, you retain your seat and must prove residency at both addresses.

If the new address is in the lower priority than the address submitted on your application, you forfeit your seat and are placed at the bottom of the waitlist for the enrollment priority of your new address.

What if I need assistance with my application or with the PowerSchools platform?

You can direct questions about application, enrollment, and admissions to our Director of School Operations Kevin Timms by phone at 334-247-9577 or via email to ktimms@breakthroughcharterschool.org.

School Calendar and Schedule

CALENDAR

Our school calendar aims to optimize instructional time while simultaneously providing students, faculty, and staff appropriate breaks and holidays to ensure personal wellness. At the end of each nine-week grading period, teachers are given full professional development days to review data and organize stakeholder conferences. Protecting time for teachers to engage with stakeholders is critical in fostering positive relationships with parents and guardians. Teachers will also have ample time to engage in professional development, with eight protected professional development days throughout the academic year.

SCHEDULE

Our daily and weekly schedule at Breakthrough Charter School sets our school apart from a number of schools in the state of Alabama. Our daily schedule reflects many aspects of Citizens of the World Charter Schools' model and was developed in partnership with Centerpoint Education Solutions' chief academic officer, Dr. Bonnie Hain.

Our students will have protected time each week to engage in project-based learning and service-learning, aligning these units with science and social studies curriculum.

Students will have early release each Wednesday, providing faculty and staff the opportunity to engage in regular professional development, which might include turnaround professional development sessions, staff meetings, and grade-band/content-specific Professional Learning Communities.

Our schedule also allots protected time for social emotional learning, a critical aspect of developing the whole child. Our annual and daily schedule seek to reflect our mission, vision, and core values

Attendance

ATTENDANCE, TARDIES, CHECKOUTS

State law requires that all children between the ages of six (6) and seventeen (17) attend school. Children may attend public schools, private schools, or church schools. Children may also be instructed by a competent, private tutor or an authorized home school. State law requires that children attending public schools conduct themselves in accordance with the policies listed in the Student Handbook.

Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, church school, denominational school, or parochial school, or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, may be fined not more than \$6,000.00 (Code of Alabama 13.A-5-12) and may be sentenced to a term of imprisonment in the county or jail or to hard labor for the county for not more than one year. (Code of Alabama 13.A-5-7) The absence of a child without the consent of the Head of School, teacher of the public school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section. Code of Alabama § 16-28-12.

Tardiness:

A student is considered tardy if he/she is not in class when the tardy bell rings and/or the time as indicated on the class schedule list has been reached. Students are expected to arrive at school on time and must report to the office for an "admit to class" pass if tardy. Habitual tardiness greatly affects a child's progress in school. Leaving early due to illness or to go to medical appointments will be excused

Excused Absences

One of the most important things a parent or guardian can do for their child is ensure that they are in school and on time every day. Attendance in school is key to their learning, success in school, and ultimately success in life. Students are expected to attend school daily. Learning opportunities are missed when students are absent from school, and cannot be replaced through make up work. In accordance with State policy, absences from school will be excused for the following reasons:

- Illness/injury Medical or Dental appointments
- Legal Quarantine

- Death of an immediate family member (parents, grandparents, siblings)
- Emergency conditions as determined by the Head of School including inclement weather which would be dangerous to the life and health of the child
- Court or Administrative Proceedings
- Religious Observance
- Suspensions
- Pre-approved Educational Opportunity
- Other Administrative Approval-requires prior permission of the Head of School upon request of the parent or guardian

Students are allowed up to ten (10) excused absences per year with a written statement from a parent or guardian. If a student who is absent (excused) more than the allowed ten (10) days within a school year, then Breakthrough Charter School reserves the right to require the student to provide medical documentation for any other future absences to be considered excused.

A written excuse from the parent/guardian explaining the absence or a doctor's note stating the reason for the absence must be provided to the school within three (3) days of the student's return to school to be counted as an excused absence. The written statement must include:

- the date(s) of absence
- the reason for absence, and
- the parent's signature.

In order to be excused, educational trips must be approved 10 days prior to the trip by the Head of School. Failure to submit appropriate documentation will result in an unexcused absence.

Unexcused Absences:

Absences that do not fall under one of the "excused absence" categories are deemed unexcused. Absences are considered unexcused until the homeroom teacher or the office receives documentation from the parent or guardian within three (3) days of the student's return certifying the need for the student's absence. Notes must include dates absent, reason for absence and parent/guardian signature. A physician must certify health related absences of three or more consecutive days in duration.

Absences will be deemed unexcused if the student fails to secure prior approval from the Head of School for administrative approved absences or out of town educational trips and if the student fails to provide a medical/clinical excuse after a student has accumulated ten (10) parent excuse notes for the year will deem the absence unexcused.

Excessive Absences:

Any student with 20 or more absences (excused and/or unexcused) in a school year could be subject to failure of the grade or course. Written notification will be provided by the school to the parent/guardian indicating an excessive number of absences once the student reaches the 12th

absence in an effort to correct the absence behavior. If the student exceeds 20 absences, a parent or guardian may appeal the failure of the grade or course due to extenuating circumstances to the Head of School.

Truancy:

Alabama Administrative Code, 290-3-1-02(7) (C): A parent, guardian, or legal custodian having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three school days following his/her return to school. The parent's note will enable the child to make up any work missed or prevent charges from being filed against the parent, guardian or legal custodian when a child is absent. Failure to furnish an explanation shall be evidence of the child being truant each day he/she is absent. Seven unexcused absences within a school year constitute a student being truant. Affidavits may be filed with the Juvenile Court with 10 unexcused absences during the academic school year.

Per Alabama law, the parent, guardian, or person having control of the student who receives at least five or more unexcused absences shall (1) attend a conference with the attendance officer and Head of School or his/her designee and/or (2) participate in the early warning program provided by the juvenile court. (ii) Attendance at one of these conferences shall be mandatory except where prior arrangements have been made or an emergency exists. (iii) Failure to appear at the school conference and/or to appear at the early warning program shall result in the filing of a complaint/petition against the parent under Code of Ala. 1975, §16-28-12(c) (failure to cooperate), or a truancy against the child, whichever is appropriate.

Check Outs:

Students who leave school for any reason must check-out through the school office following their school's checkout procedure. Only persons whose names appear on the school registration card may check-out students. Written permission should be given by the parent/guardian or "emergency person" shown on the school registration card before each check-out, except in cases of sudden illness, accident, or similar incident where telephone confirmation is the only alternative.

- Students who are 18 years of age may not check themselves out without following the same guidelines.
- Valid picture identification is required for all checkouts.
- Students must attend a minimum of one-half of the instructional day to be counted present and to participate in extracurricular activities.
- An early dismissal before one-half of the school day (three and one-half hours) or a check-in after one-half of the school day is counted as an absence.
- Check-ins, check-outs, and tardies for more than 50% of the class period will be considered an absence from the class period missed and will be treated as any other absence.
- In order to be excused, a written explanation for the time missed must be submitted and will follow the same guidelines for excused or unexcused absences as outlined in the Student Conduct Manual

School Visitors and Security

The safety and security of the students, faculty, staff, and visitors at Breakthrough Charter School is of the utmost importance. At the beginning of each year, we will have mandatory safety-training meetings for all employees. At this meeting, Breakthrough Charter School administration will discuss crisis and emergency plans and go in depth with different situations that may arise. In addition to the meeting and ongoing discussions, Breakthrough Charter School substitutes will be required to have access to the school safety information and specific procedures upon arrival. Breakthrough Charter School will utilize a school security software known as Raptor Visitor Management. The Raptor Technologies school security software will help to manage custody issues, screen sex offenders, manage volunteers and respond to emergencies. The Raptor software will have faculty's numbers and information stored. In the case of an emergency, the system sends assigned members of staff an email, text, and phone call notifying them of the situation. In addition to Raptor Visitor Management, cameras can be located throughout the school in various areas and on buses. School officials will have access to monitor the cameras, if needed. Throughout the year, Breakthrough Charter School will make certain all exit doors remain locked and the front door has controlled access.

BCS will require that all guests use the main entrance of the building. Upon arrival, guests must sign in, Breakthrough Charter School will utilize the Raptor Ware school security system before approving entry by a guest. After a completed scan by Raptor ware, the guest will receive a visitor pass to be worn for the duration of their visit. To exit, the guest must sign out at the front office and return their visitor pass.

Under the Code of Alabama 15-20A-17 (2019): No adult sex offender, after having been convicted of a sex offense involving a minor, shall enter onto the property of a K-12 school while school is in session or attend any K-12 school activity unless the adult sex offender does ALL of the following:

- Notifies the Head of School of the school, or his or her designee, before entering onto the property or attending the K-12 school activity.
- Immediately reports to the Head of School of the school, or his or her designee, upon entering the property or arriving at the K-12 school activity.
- Complies with any procedures established by the school to monitor the whereabouts of the sex offender for the duration of his or her presence on the school property or attendance at the K-12 school activity.

*For the purposes of this subsection, a K-12 school activity is an activity sponsored by a school in which students in grades K-12 are the primary intended participants or for whom students in grades K-12 are the primary intended audience, included, but not limited to, school instructional time, after school care, after school tutoring, athletic events, field trips, school plays, or assemblies.

Conference with Teachers and Administrators

A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome.

Consistent communication with students' guardians and the creation of stakeholder conference teams: If a student is failing a high school course when progress reports are distributed, the teacher is required to plan a stakeholder conference with the student and guardian. This will enable the conference team to identify the root cause of the failing grade and determine an action plan that will propel the student towards success. a. Note: If the student is failing more than one class, the Head of School or guidance counselor will also attend a stakeholder conference to determine an action plan that will propel the student towards success.

Conferences may be requested by parents, teachers, and administrators to discuss student progress. Parents may schedule conferences by contacting their child's teacher through email or by contacting the main office. All visitors must sign in at the front office and receive permission before moving through the school. Parents may also request conferences with school administrators through email or by phone. Due to the importance of teacher planning and the business of arrival and dismissal from school each day, please do not show up to request an immediate conference with your child's teacher.

Conferences can only be held with a parent/guardian. Parents/guardians may invite the participation of an attorney or other advocate; Please note that an attorney representing the school system may attend as well. The Head of School must be notified in advance if they are requesting that additional persons attend. The Head of School will have the final decision whether or not additional persons may attend conferences. If special accommodations are needed for a conference, call the school to make arrangements prior to the visit.

Mutual courtesy and respect should be shown during the conference. Visits may be prohibited at certain times such as: the first and last week of school, immediately before or after vacations and other breaks, and while standardized testing or other assessments are being conducted.

Family and Community Involvement

The idea of Breakthrough Charter School began with parents and community members. To see declining enrollment in Perry County schools, both public and private, sparked a passion change. An effort to revitalize the community of Marion was formed with Main Street Marion, and through that effort the realization was made that an education option was needed.

Considering the years of racial division in Marion, the Breakthrough Charter School Board has approached the community with a mindset of sensitivity and a goal of inclusion. In an effort to engage, Breakthrough Charter held focus groups to assess the needs of the community. Parents, community members, educators, and business owners were all invited to the numerous focus groups. The objective of the focus group was to assess the needs and wants of parents and community members within the school design of Breakthrough Charter School.

After the needs of the children in the community were assessed and Breakthrough Charter School was formalized, community meetings were held. These meetings were held in several locations within Perry County to cater to diverse populations and ease racial tensions. Information was provided in regards to Breakthrough Charter School and concerns and suggestions from parents and community members were addressed.

During the community meetings, the one misconception that became apparent was the idea that a charter school is not a public school. Racial tensions that have divided Perry County for generations became apparent and action was needed. Local schools are segregated by family choice, so many families and community members find it difficult to believe that a charter school is for everyone, regardless of race, ethnicity, or economic status.

In an effort to provide accurate information and calm fears regarding Breakthrough Charter School being a “private school”, a partnership with Black Alabamians for Education was formed. Black Alabamians for Education hosted “chat and chews” to inform local residents of the definition of charter schools and the benefits of school choice. As mentioned, the focus groups and community meetings were vital to the design of Breakthrough Charter School. The information campaign through social media postings and community meetings will continue.

Along with those efforts, information has been published on social media, our website, and in flyers distributed throughout the community. Much of the communication effort will need to be, and has been, through word of mouth and personal connections.

Upon approval, Breakthrough Charter School plans to host workshops for children and their families prior to the official opening of Breakthrough Charter School to further acquaint families with the school and its opportunities and educational options. After-school activities and tutoring will be available to the community and led by Breakthrough Charter School staff and Marion Military Institute cadets.

Developing personal connections and being present in the community is vital to Breakthrough Charter School's success. Breakthrough Charter School plans to volunteer and be present at events hosted by the City of Marion and Main Street Marion, such as "Jazz on the Square", "Trunks for Treats", and the "Obama Day" celebrations.

The value of community will be reinforced through monthly service projects organized by grade levels, partnering with local non-profits and the Marion Military Institute Service Leaders Club. Information received from town halls, focus groups and online surveys express that Breakthrough Charter School stakeholders value a school that encourages parental involvement. In the local community, however, there is a wide variety of household structures and family schedules. Breakthrough Charter School personnel will make every effort to ensure that involvement is accessible to and equitable for all stakeholders. School personnel will be careful in word choice, to not address only "parents," but "family, friends and guardians." Furthermore, school administrators and teachers will be thoughtful in the timing of any community events or school meetings so that participation among family members will be maximized.

In accordance to Act 2015-3, the Breakthrough Charter School governing board shall have at least twenty percent of its membership be parents of students who attend or have attended Breakthrough Charter School for at least one academic year. Four of seven members of Breakthrough 's Founding Board are parents of children that will attend Breakthrough Charter School. A Family/Teacher organization will be formed to aid with community events, fundraising and selecting community service projects for Breakthrough Charter School.

As part of the daily schedule for elementary students, a parent or community member is designated to read to the class. In this effort, the objective is to connect the community, family and classroom to the importance of the education at Breakthrough Charter. As part of the education of a Breakthrough Charter School student, volunteer hours are required. Students must volunteer ten hours a semester in the local community. Breakthrough Charter School is committed to nurturing the family dynamic of education. It is vital to the success of our students that parents or guardians are involved in their child's education. Breakthrough Charter School will provide informational sessions to teach parents or guardians what education data, statistics and commonly used terms means for student success at Breakthrough Charter School. It is expected for parents or guardians to attend all relative stakeholder conferences. If a parent or guardian cannot attend a stakeholder conference, a make-up one-on-one session should be scheduled with our staff. Parents or guardians will be encouraged, but not required, to volunteer as needed with classroom and after-school activities. Parent or guardian participation is highly encouraged at Breakthrough Charter School.

Before and After School Policy

BEFORE AND AFTER SCHOOL STUDENT SUPPORT

Students will have the opportunity to receive tutoring before or after school at the discretion of the teacher. If tutoring is deemed an appropriate step by the stakeholder conference team, the student and teacher will be responsible for arranging meeting times.

BEFORE AND AFTER SCHOOL STUDENT CONDUCT

Policies apply to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles, while participating on any team or group representing the school or attending such an activity, at all school sponsored events, and while using the school network or any computer or IT Devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school. Staff members shall ensure due process for each student, while consistently following the policies outlined below:

Field Trip, Extracurricular, and Athletic Opportunities

- Students participating in field trips, extracurricular activities, and athletic events *must* get permission from their teacher, coach, or sponsor.
- Students *must* make a 70 average or above in order to take part in any school events including athletics. This will be examined when progress reports and report cards are issued.

Special Education and At-Risk Students

Breakthrough Charter School will follow Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), in which both documents outline the prohibition against discrimination based on a disability. Students with impairments that substantially limit one or more major life activities are eligible for accommodations by the school. Major life activities may include, but are not limited to, walking, hearing, seeing, breathing, and learning.

If a student is suspected of needing accommodations in order to participate in or benefit from the same activities as their non-disabled peers, as determined by a parent, teacher, diagnostician, or school administrator, the student is referred to the school counselor who serves as the 504 Coordinator.

Additionally, students who complete the evaluation process and do not qualify for special education may also be referred to the 504 Coordinator. The 504 Coordinator then meets with the parent/guardian, the student (when appropriate), a general education teacher, a school administrator, the referring individual, and any other qualified persons who is knowledgeable about the student and their needs. During this meeting, all participants discuss relevant data (educational, behavioral, and/or medical), interventions already in place, placement options, and the possible need for further evaluation. Based on the review of records, the 504 Team is responsible for determining if the student does or does not qualify for a Section 504 Plan or whether further evaluation is required to determine the best approach to meeting the needs of the student. The 504 Coordinator is responsible for developing, revising, and ensuring compliance in the implementation of Section 504 Plans through information dissemination, training, and support of school personnel.

The Individuals with Disabilities Education Improvement Act of 2004, often referred to as "IDEA," provides FAPE (Free Appropriate Public Education) for eligible students with disabilities. In order to be eligible to receive services under IDEA, a student must be determined to be a child with a disability impacting educational progress including: autism, deaf-blindness, deafness; emotional disturbance; hearing impairment; intellectual disability, multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment (including blindness), and to need special education and related services (each as defined under IDEA).

The school complies with the requirement to identify and evaluate students who may have disabilities, to determine the eligibility of such students, to develop individualized education programs, to place students in appropriate settings, to follow certain procedural safeguards (including in connection with disciplinary actions), and to protect the confidentiality of student records. Congress made changes to IDEA in 2004, and the U.S. Department of Education revised the regulations on August 14, 2006, and December 1, 2008.

The meaning of the term appropriate will depend on the unique needs of the individual student. Under IDEA, an appropriate education to a student with a disability is provided when: District

personnel comply with Alabama Administrative Code (AAC), applicable federal law, and procedural requirements; and the individualized education program developed for the student is reasonably calculated to enable the student to receive educational benefit.

The federal regulations implementing IDEA define an appropriate education as the provision of general or special education and related aids and services that: are designed to meet individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met; and are based on adherence to procedures that satisfy the requirements for evaluation. The school is not required to provide the best possible education for a student with a disability. However, the District must provide a program that is designed to provide some educational benefit to the student. These educational benefits must be more than minimal, meaning that the program must be designed to result in some tangible gain in the student's abilities.

Students with Disabilities

We will provide free and appropriate educational and related services to students with disabilities who qualify under state and federal guidelines. Special education students include students determined by the school's multidisciplinary team, upon review of psychological, educational, and/or physical evaluation results, to have intellectual and developmental disabilities, hearing impairments, speech or language impairments, visual impairments, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, and students who are classified as gifted.

Upon recommendation of the Head of School, the Board shall adopt a plan for the provision of education programs for all students with disabilities and gifted students. The plan for special programs and procedures for exceptional students shall include screening procedures, pre-referral activities, referral procedures, eligibility criteria, program placement, program dismissal, and descriptions of program organization and operations.

The school special education program shall conform to the provisions adopted by the board and shall function in accordance with the provisions of state and federal law, State Board of Education rules, and other applicable provisions of board rules. The Head of School or designee shall develop, for the School Board of Director's approval, a plan to assist academically at-risk students addressing dropout prevention. Components of the plans for academically at-risk students may include any state, federal, or local initiatives designed to improve academic achievement and prevent dropouts.

The policy of Breakthrough Charter School is to maintain a safe, orderly and caring educational and professional environment that is free from harassment, bullying, and discrimination. Any type of harassment, bullying and discrimination is prohibited by this policy. Violations of this policy may result in disciplinary action up to and including termination for board members and employees; sanctions up to and including suspension or exclusion for students; and appropriate school and legal action against parents or campus visitors. Harassment may include, but is not limited to:

- Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, religion, sex, national origin, age, disability or any other status protected by applicable law, or that of an individual's relatives, friends, or associates;
- Epithets, insults, jokes, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, age, disability or any other status protected by applicable law; or
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, age, disability or any other status protected by applicable law that is placed, disseminated or circulated in the workplace.

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Pursuant to Section 504, a qualified individual with a disability shall not, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the school district. Section 504 regulations require a school district to provide a free, appropriate public education to each qualified student with a disability in the school district, regardless of the nature or severity of the disability. A free, appropriate public education consists of the provision of regular or special education and related aids and 16 services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met. Students receiving services under Section 504 may not be subjected to a disciplinary change in placement for more than 10 school days unless the Section 504 team first determines: (a) that the behavior giving rise to the discipline was not substantially related to the student's disabling condition.

Promotion and Retention Criteria

PROMOTION:

In grades PK-2, to be promoted to the next grade level, students must:

- score proficient (on grade level) in reading and writing on the End-of-Year Progress Report or show significant progress (documented by literacy assessments and work samples) toward meeting current grade level skills; and
- score proficient on the quarterly math assessments or show significant progress (documented by objective assessments and work samples) toward meeting current grade level skills.

In grades 3-5, to be promoted to the next grade level, students in grades 3-5 should:

- demonstrate grade level proficiency and make adequate academic growth for the year in reading and mathematics; and
- pass language arts and mathematics and one other core subject (science or social studies).

In grades 6-8, to be promoted to the next grade level, students in grades 6-8 should:

- demonstrate grade level proficiency and make adequate academic growth for the year in reading and mathematics; and
- pass language arts and mathematics and one other core subject (science or social studies).

In grades 9-12, Breakthrough Charter School will expect the following:

9th grade to 10th grade promotion, students must:

- pass at least four of their core subject courses during both semesters and
- have successfully completed a minimum of 6 units of credit.

10th grade to 11th grade promotion, students must:

- pass at least four of their core subject courses during both semesters and
- successfully complete a minimum of 12 units of 29 credit.
- complete at least 20 hours of community service learning

11th grade to 12th grade promotion, students must:

- have successfully completed a minimum of 18 units of credit.

RETENTION:

If a student needs to be retained based on the school's determination of the student's academic performance and/or other factors, the parent(s) or guardian(s) of that student shall be informed as early in the school year as possible.

Families whose children are at-risk for not being promoted to the next grade level will be sent a written notice requesting an in-person meeting focused on action planning from all angles to better support the academic success of the student. Prior to a student being retained in a grade level, three such meetings must take place and be documented with family signatures.

In all cases, the decision of whether a student should be promoted or retained shall be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development.

Student Discipline

Breakthrough Charter School plans to implement Positive Behavioral Interventions and Supports (PBIS) methodology. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. By implementing this model, students will achieve improved social and academic outcomes. Data shows that schools following PBIS experience reduced exclusionary discipline practices, and school personnel feel more effective.

Tier 1: Universal Prevention (ALL)

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

- Tier 1 foundational systems include:
 - ✓ An established leadership team
 - ✓ Regular meetings
 - ✓ A commitment statement for establishing a positive school-wide social culture
 - ✓ On-going use of data for decision making
 - ✓ Professional development plans
 - ✓ Personnel evaluation plan

- Tier 1 practices include:
 - ✓ School-wide positive expectations and behaviors are taught,
 - ✓ Established classroom expectations aligned with school-wide expectations
 - ✓ A continuum of procedures for encouraging expected behavior
 - ✓ A continuum of procedures for discouraging problem behavior
 - ✓ Procedures for encouraging school-family partnership

Tier 2: Targeted Prevention (SOME)

Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3.

- Tier 2 foundational systems include:
 - ✓ Behavioral expertise
 - ✓ Fidelity and outcome data are collected
 - ✓ Application notes for screening process to identify students needing Tier 2 support
 - ✓ Access to training and technical assistance

- Tier 2 practices include:
 - ✓ Increased instruction and practice with self-regulation and social skills
 - ✓ Increased opportunities for positive reinforcement
 - ✓ Increased focus on possible function of problem behaviors
 - ✓ Increased access to academic supports

Tier 3: Intensive, Individualized Prevention (FEW)

Tier 3 systems, data, and practices provide targeted support for students who are not successful with tier 1 and Tier 2. At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports haven't connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, or students with no diagnostic label at all.

- Tier 3 foundational systems include:
 - ✓ A multi-disciplinary team
 - ✓ Behavior support expertise
 - ✓ Formal fidelity and data are collected

- Tier 3 practices include:
 - ✓ Function-based assessments
 - ✓ Wraparound supports,
 - ✓ Culture and context fix

Students with disabilities involved in disciplinary proceedings will have a team present that includes a special education teacher, behaviorist and family to review the students IEP. The parents/legal guardians will be informed of the school's discipline policy during an orientation meeting and in writing in an information packet. This information will also be available on the school's website. Our draft discipline policy outlines restorative justice practices and behaviors Breakthrough Charter School plans to embody.

The students, teachers, Head of School, assistant Head of Schools, counselor and parents share the responsibility for administering the discipline plan and for working together on a daily basis to review and understand our goals for responsibility and behavior. In order for every student to have the opportunity to reach his or her potential, each student at shall:

- Attend school faithfully, complete his or her assignments on time, and work to his or her full potential.
- Behave in a manner that does not disrupt classroom learning or the operation of the school.
- Obey teachers, the Head of School, assistant Head of Schools and others in authority.
- Refrain from aggression or threatening behavior towards fellow students, teachers, or other school staff.

- Refrain from the possession or use of any weapons, illegal drugs, alcohol, or tobacco products.
- Be present and on time for school and classes each day.
- Treat all school personnel and fellow students with dignity and respect.
- Demonstrate respect for the school by taking care of facilities, property and equipment and the property of others.
- Be a positive representative of your school at all times. Comply fully with all school and classroom policies and procedures.
- Students who are suspended from school will not be permitted to attend school functions, including but not limited to athletic events and will only be allowed to make up their work at the teacher's discretion.
- Students must make a 70 average or above in order to take part in any school events including athletics. This will be examined when progress reports and report cards are issued.

Examples of minor offenses the teacher would handle:

- Academic integrity (cheating)
- Chewing gum
- Drinking/eating
- Excessive talking during class time
- Not being in assigned seat
- Not having homework completed
- Not prepared for class
- Passing notes
- Refusing to work
- Tapping pencils/pens/drumsticks on desk
- On non-educational sites on their iPad

Examples of major offenses that the office would handle:

- Bus referrals
- Academic integrity (plagiarism or habitual cheating)
- Destruction of property
- Disruption of class so severe that the teacher cannot continue to teach
- Driving/parking violations
- Electronic device violations
- Insubordination
- Physical or sexual harassment
- Profanity/inappropriate language
- On inappropriate sites on their iPad
- Stealing
- Suspicion of being under the influence of or possession of drugs/alcohol
- Any other offense that is a severe disruption of school or is a safety concern

ACADEMIC DISHONESTY:

Students who submit assignments that have been plagiarized, copied, misrepresented as their own work, or perform any act of dishonesty on academic work (including cheating) will receive a grade of "0" for the assignment and the teacher will notify a parent. If students are involved in school-related extracurricular organizations (such as clubs or sports teams), additional consequences as outlined by sponsoring staff members may be applicable.

Anti-Bullying and Harassment

The policy of the Breakthrough Charter School is to maintain a safe, orderly and caring educational and professional environment that is free from harassment, bullying, and discrimination. Any type of harassment, bullying and discrimination is **prohibited** by this policy.

Violations of this policy may result in disciplinary action up to and including termination for board members and employees; sanctions up to and including suspension or exclusion for students; and appropriate school and legal action against parents or campus visitors.

Harassment may include, but is not limited to:

- Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, religion, sex, national origin, age, disability or any other status protected by applicable law, or that of an individual's relatives, friends or associates.
- Cyber-bullying: bullying and harassment behaviors using electronic media and electronic devices to deliberately harass, threaten, or intimidate someone.
- Epithets, insults, jokes, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, age, disability or any other status protected by applicable law; or
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, age, disability or any other status protected by applicable law that is placed, disseminated or circulated in the workplace.
- Verbal, non-verbal, or written/printed communication maliciously threatening injury to another student, property, or reputation of another; intent to extort money or any pecuniary advantage with the intent to compel the student so threatened, or any other student to do any act or refrain from doing any act against his/her will; threatening words or actions, coupled with an apparent ability to carry out the threat, creating a fear in the other student including instigation of a fight.

“Bullying” means a continuous pattern of intentional behavior (or a single incident which is particularly egregious) that takes place on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or written, electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in this policy.

To constitute bullying, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student

No student shall engage in nor should any be subjected to bullying, violence, threats of violence or intimidation by any other student that is based on any of the specific characteristics set forth in this policy. Students who violate this policy will be subject to appropriate disciplinary sanctions as specified in the Student Code of Conduct, subject to the investigating school administrator's authority and decision.

When harassing conduct is sufficiently severe, persistent, or pervasive that it creates a hostile environment, it can violate a student's rights. A hostile environment may exist even if there are no tangible effects on the student where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program.

Definitions:

In this policy, these terms shall have the following meanings:

“Violence” means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.

“Threat” means a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.

“Threat of violence” means an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.

“Intimidation” means an unjustified threat or other action that is intended to cause fear or apprehension in a student.

“Student” as used in this policy means a person who is enrolled in Breakthrough Charter School

“Cyberbullying” includes intimidating text messages or emails, rumors by email or social networking sites, embarrassing pictures and/or videos, trolling, or other pervasive, ongoing patterns intended to intimidate, harass, or shame a student. Parents/guardians should monitor

their child's/children's social media activities. Any evidence of cyberbullying should be reported to the Head of School or Head of School's designee on a Bullying/Harassment Complaint Form. Allegations, suspicions, and/or reports of cyberbullying not originating or occurring at school or school related functions are outside of Breakthrough Charter School jurisdiction and area of influence and should be reported to the appropriate law enforcement agency.

“Harassment” means knowingly pursuing a pattern of conduct, whether physical, verbal, written or electronic, that is intended to annoy, intimidate, extort, alarm, or terrorize another person. Additionally, the behavior poses a threat to the health, safety, and/or welfare of students, staff, or others on school grounds, in school vehicles, at designated school bus stops, at school activities or sanctioned events, whether on or off school property. Harassment includes, but is not limited to:

- verbal acts, teasing, name-calling, belittling, or use of sarcasm, jokes, obscene, abusive, vulgar, or irreverent language;
- nonverbal behavior such as graphic or written statements;
- conduct that is physically threatening, harmful or humiliating including, but not limited to the following: striking, shoving, kicking, touching a person, or subjecting him/her to physical contact, or gestures toward another student or school employee; or
- extortion of anything of value (such as personal property, money or information) from any other student or school employee through verbal, written, or physical threats, coercion, or intimidation.

“Sexual Harassment” means any unwelcome sexual advances or propositions, requests for sexual favors, sexually degrading words, graphic comments about a person's body, unwelcome touching or other inappropriate physical acts, gestures, verbal, written, or electronic expression of a sexual nature towards a student in school, on school grounds, in school vehicles, at designated bus stops, or at school activities or sanctioned events, whether on or off school property. Sexual harassment may take place under any of the following circumstances:

- when submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education;
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment. Sexual harassment includes, but is not limited to the following:
- Any unwelcome sexual invitations/requests for sexual activity in exchange for grades, preferences, favors, etc.
- Any unwelcome communication that is sexually suggestive, sexually degrading, or implies sexual motives or intentions, such as sexual remarks or innuendos about an individual's clothing, appearance or activities, sexual jokes, sexual gestures, public conversations about sexual activities, sexual rumors, “cat calls,” and whistles.
- Any unwelcome and offensive name-calling, profanity, or actions that are sexually suggestive, sexually degrading, or sexually intimidating, such as unwelcome touching or blocking an individual, stalking, or standing too close.

“Violence” means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage the property of another student.

“Threat” means a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied, and the person communicating the threat has the ability to carry out the threat.

“Threat of violence” means an unjustified expression of intention to inflict injury or damage that is made by a student and directed towards another student.

“Intimidation” means an unjustified threat or other action that is intended to cause fear or apprehension in a student.

“Hostile environment” means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying. Furthermore, the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree the conduct constitutes bullying, threat of assault, or assault.

“Hazing” means committing an act against a student, or coercing a student into committing an act, in school, on school grounds, in school vehicles, at designated bus stops, and/or at school activities or sanctioned events, whether on or off school property that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a group or organization, or for any other purpose. Hazing includes, but is not limited to:

- any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body;
- any activity that intimidates or threatens the student with ostracism, subjects the student to extreme mental stress, embarrassment, shame or humiliation, adversely affects the mental health or dignity of the student, encourages criminal acts, or discourages the student from remaining in school.

“Verbal Bullying” means teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, or other pervasive, ongoing patterns intended to intimidate, harass or shame a student.

“Social Bullying” means intentionally excluding a student, telling other students not to be friends with someone, spreading rumors about someone, embarrassing someone in public, or other pervasive, ongoing patterns intended to intimidate, harass, or shame a student.

“Physical Bullying” means the victim’s personal boundaries are violated by one or more of the following: hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone’s things, making mean or rude hand gestures, or other pervasive, ongoing pattern intended to intimidate, harass, or shame a student.

Reporting, Investigation, and Complaint Resolution Procedures:

Any student who believes he or she has been the victim of bullying or harassment, or any person with knowledge or belief of such conduct that may constitute bullying or harassment toward a student, should immediately report the alleged acts. A report may be made to any staff member. Teachers and other school staff who witness acts of bullying or harassment, or receive student reports of bullying or harassment, are required to promptly notify the school Head of School or the Head of School’s designee.

Complaints alleging violations of this policy should be made on the Bullying/Harassment Complaint Form available in the Student Conduct Manual, on the district website, in the school counselor's office, and in the school's front office. The Bullying/Harassment Complaint Form must be delivered to the Head of School, or the Head of School's designee, either by mail or personal delivery. The Head of School, or the Head of School's designee, is required to accept and investigate all reports of bullying and/or harassment.

Upon receipt of the complaint, the Head of School, or the Head of School's designee, will undertake a reasonably prompt investigation of the complaint. The school administrator investigating the report will make every effort to inform the parents or guardians of the complainant and individual(s) against whom the complaint was filed prior to the investigation taking place.

The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. The investigation should consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation should also consist of other methods or documents deemed relevant by the investigator. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violations(s) should also be imposed by the Head of School or the school system

The Head of School, or Head of School's designee, is required to notify the parent or guardian of a student who commits a verified act of bullying or harassment, of the school staff 's response, the consequences of the verified act, and/or the consequences that may result from further acts of bullying or harassment. The Head of School, or the Head of School's designee, is required to notify the parents or guardians of the complainant, and individual(s) against whom the complaint was filed, of the findings of the investigation through written correspondence after the investigation is concluded. Information regarding corrective and/or disciplinary actions will not be provided.

The investigation shall be completed not more than five (5) school days after the Head of School, or Head of School's designee, receives notice of the complaint. If additional time is required to complete the investigation, the Head of School must notify involved parties.

Services in writing of the delay, including an explanation with the expected completion date. The Head of School, or Head of School's designee, must submit a written report to the Chief of Student Services upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be in violation of this policy. If applicable, the report should include a copy of the safety plan and the proposed discipline. If the accusations of bullying or harassment are confirmed, coordinating information should be documented in PowerSchool SIS.

Acts of reprisal or retaliation against any student who has reported, or is thought to have reported a violation of this policy, sought relief provided by this policy, or otherwise participated in an

investigation regarding student bullying or harassment are prohibited. Any confirmed acts of reprisal or retaliation may be subject to disciplinary sanctions that may include any sanction, penalty, or consequence, available to school officials under the Student Handbook. A student who deliberately, recklessly, and/or falsely accuses another student of a violation of this policy may be subject to disciplinary sanctions as outlined in the Student Handbook.

Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. 8. Appeals from discipline implemented as a result of a bullying or harassment complaint against a student shall be handled according to established suspension and due process procedures.

If a threat of suicide is reported on the Bullying/Harassment Complaint Form, the school personnel receiving the form will immediately notify the counselor and the Head of School, or the Head of School's designee, of the threat of suicide. The student must be supervised at all times by an informed staff member. The counselor, Head of School, or Head of School's designee, will immediately implement the Suicide/Homicide Protocol. They are required to inform the student's parent or guardian of the report, unless, at the discretion of the school Head of School, or the Head of School's designee, the apparent cause of the threat of suicide is child abuse or other significant harm from a parent or guardian.

Consequences for Violations

Verified acts of bullying, violence, threats of violence, intimidation, and harassment shall result in disciplinary action and/or corrective action reasonably calculated to end the identified conduct, deter future conduct, and protect the complainant and other similarly situated individuals. A series of graduated consequences may include positive behavioral interventions, suspension or expulsion, and possible involvement of law enforcement. Consequences shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

In imposing disciplinary and corrective measures, the district shall take into account the harm the victim and other members of the school community suffered and any damage to school property. The decision of whether discipline is imposed, and the nature of any disciplinary action, must comply with the school board's disciplinary policies and be consistent with the Student Handbook. Appropriate remedial measures for a student who commits one or more acts of bullying and/or harassment shall be designed to correct the problem behavior, prevent future occurrences of the behavior, protect the complainant and other similarly situated individuals, and provide the aggressor with appropriate social skills. Remedial actions may include counseling, a behavior management plan, parental conferences, a classroom change, referral to Behavioral Interventionist, referral to Social Worker, referral to an outside agency, and/or other positive behavioral interventions.

Expectations and Requirements of Students

Students are expected to treat other students with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required:

- to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation;
- to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student, and
- to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.

Internet Use and Electronic Use

INTERNET USE:

We respect the right of the students to use social media and networking sites, message boards and forums, as well as personal websites and blogs, but it is important that the student's personal use of these sites do not damage the student's reputation, pose risk to their safety or the safety of others, and/or lead to criminal prosecution. Students should refrain from using social media to commit bullying; to post illegal activity or threatening messages; or to cheat or plagiarize. Students should also avoid posting confidential information. Parents and students should note that any such acts may lead to disciplinary action. Parents are strongly encouraged to closely monitor the student's internet presence and should understand that the student is ultimately responsible for any statements disseminated from their individual social media account.

Students will not:

- send, display, or download offensive messages or pictures
- use obscene language. harass, insult, or attack others
- damage computers, computer systems, or computer networks (this includes changing workstation and printer configurations)
- violate copyright laws
- use other users' passwords
- trespass in other users' files, folders, or work
- intentionally waste limited resources

Any or all of the following sanctions could be imposed if students violate any of the policies and procedures regarding the use of Breakthrough Charter School Technology Resources, including the Internet:

- Loss of access
- Additional disciplinary action to be determined at the individual school in line with existing practice regarding inappropriate language or behavior.
- Legal action, when applicable.

ELECTRONIC USE:

Cell phones and mobile devices are permitted at Breakthrough Charter School during classroom instruction only to enhance the instructional experience at the discretion of each individual teacher. Cell phones should otherwise be turned off or muted and stowed in the student's book bag while on the Breakthrough Charter School campus both before, during, and after the school day. This includes time waiting before school in the auditorium or lunchroom, in hallways, during lunch, restrooms, and waiting for rides at dismissal. Breakthrough Charter School teachers and staff reserve the right to enforce procedures regarding acceptable use of all electronic devices, both those furnished by Breakthrough Charter School and those provided by individual students as a way to ensure increased student safety and attentiveness to the importance of instruction.

We promote responsible and thoughtful use of electronic devices to support student achievement. However, these devices should not interfere with the instructional process. Teachers and administrators reserve the right to confiscate a student's device if it is being used without permission or inappropriately.

Prohibited Items

Student safety is of the utmost concern for Breakthrough Charter School. As such, it is the responsibility of Breakthrough Charter School to provide a safe environment conducive to learning free from the influence of tobacco, drugs, alcohol, controlled substances, or dangerous instruments/weapons.

General Statement of Policy

It is the policy of Breakthrough Charter School that the possession, use, sale, attempted sale, attempted possession or any other involvement with tobacco, drugs, alcohol, controlled substances, or dangerous instruments/weapons will not be tolerated and will subject the violating individual to immediate disciplinary action up to and including expulsion. Such prohibition applies not only to firearms, guns, deadly weapons or dangerous instruments carried by a person, but extends also to said prohibited items in automobiles, personal items such as purses or backpacks, or otherwise in the actual possession of any person. Any violations regarding firearms will result in involvement by appropriate law enforcement authorities and will result in a recommendation to the BCS Board for expulsion.

Prohibition on the Possession of Firearms

The possession of a firearm in a school building, on school grounds, on school property or at school sponsored functions is prohibited except for authorized law enforcement personnel and as provided by law. For purposes of this policy, the term "firearm" has the same definition as is found in 18 U.S.C. 921.

Penalties for Violations: In addition to any criminal penalties that may be imposed, the following penalties will be imposed for unauthorized possession of firearms:

- Students: Per Alabama law, students will be expelled for a period of one year. The expulsion requirement may be modified in writing by BCS upon recommendation of the Head of School on a case-by-case basis. Discipline of students with disabilities who violate the firearm possession policy will be determined on a case-by-case basis in accordance with federal and state law. Parents of students who violate this policy will also be notified by the Head of School or designee of violations.
- Employees: Employees will be subject to adverse personnel action, which may include termination.
- Other Persons: Other persons will be denied reentry to school property.
-

Notification of Law Enforcement: The appropriate law enforcement authority, which may include the city police, county sheriff, and the local district attorney, will be notified by the Head of School or designee of violations of this policy.

- [Reference: ALA. CODE §16-1-24.1, 24.3 (1975); ALA. ADMIN. CODE 290-3-1-.02; Federal Gun Free Schools Act, 20 U.S.C. 7151; Federal Gun Free School Zone Act of 1995, 18 U.S.C. §922(q)]

Illegal Drugs and Alcohol

The use, possession, distribution, and sale of alcohol and the illegal use, possession, distribution, and sale of drugs in a school building, on school grounds, on Board property, on school buses, or at school-sponsored functions is prohibited.

Penalties for Violations : In addition to any criminal penalties that may be imposed, the following penalties will be imposed for unauthorized possession of illegal drugs or alcohol;

- Students: Students will be disciplined in accordance with BCS's Code of Student Conduct.
- Employees: Employees will be subject to adverse personnel action which may include termination.
- Other Persons: Other persons will be denied reentry to school property.

Notification of Law Enforcement: The appropriate law enforcement authority, which may include the city police, county sheriff, and the local district attorney, will be notified by the Head of School or designee of violations of this policy.

Tobacco

The use of tobacco products and the illegal possession, distribution, and sale of tobacco products on school property is prohibited. These prohibitions also apply to electronic cigarettes, vape pens, hookah pens, e-hookahs, vape pipes, and any similar type of device designed to deliver nicotine, flavor, and other chemicals via inhalation.

Penalties for Violations

- Students – Students who violate the tobacco prohibition will be disciplined in accordance with BCS's Code of Student Conduct.
- Employees – Employees who violate the tobacco prohibition will be subject to adverse personnel action, which may include termination.
- Other Persons – Other persons who violate the tobacco prohibition may be denied reentry to school property.
-

Parental Notification: Parents and guardians may be notified of actual or suspected violations of the tobacco prohibition whether or not the student is charged with a violation of Board policy, which includes the Code of Student Conduct.

[Reference: ALA. CODE 16-1-24.1 (1975); Ala. Admin. Code 290-3-1-.02(1)(b)]

Searches

Law enforcement agencies are permitted to make periodic visits to all schools to detect the presence of illegal drugs or weapons and may use any lawful means at their disposal to detect

the presence of such substances. The visits will be unannounced to anyone except the Head of School or designee and Head of School.

[Reference: ALA. CODE 16-1-24.1 (1975); Ala, Admin, Code 290-3-1-.02 (1)(b)]

Drug and Alcohol Free Environment

All students, employees, volunteers, parents, visitors, and other persons are prohibited from possessing, using, consuming, manufacturing, or distributing illegal controlled substances and alcohol while on Board property or while attending any Board sponsored or sanctioned event, program, activity or function. Persons who are intoxicated or impaired by the use, consumption, or ingestion of any illegal controlled substance or alcohol are not permitted to be on school property, or to attend or participate in any Board sponsored or sanctioned event, program, activity, or function.

[Reference: ALA. CODE 16.1.24.1, 25-5-330 (1975)]

Adoption of Statutory Penalties and Consequences

Persons who violate Breakthrough Charter School's prohibition of firearms, weapons, illegal drugs, or alcohol will be subject to all notification, referral, suspension, placement, readmission, and other provisions set forth in ALA. CODE 16-1-24.1 and 24.3 (1975).

Safety Plans

The safety and security of the students, faculty, staff, and visitors at Breakthrough Charter School is of the utmost importance. At the beginning of each year, Breakthrough Charter School will have mandatory safety-training meetings for all employees. At this meeting, Breakthrough Charter School administration will discuss crisis and emergency plans and go in depth with different situations that may arise. In addition to the meeting and ongoing discussions, Breakthrough Charter School substitutes will be required to have access to the school safety information and specific procedures upon arrival.

Breakthrough Charter School will utilize a school security software system known as Raptor Visitor Management. The Raptor school security software system will help to manage custody issues, screen sex offenders, manage volunteers and respond to emergencies. The Raptor Visitor Management System will have faculty's numbers and information stored. In the case of an emergency, the system sends assigned members of Breakthrough Charter School's staff an email, text, and phone call notifying them of the situation.

In addition to Raptor Visitor Management software, cameras can be located throughout the school in various areas and on buses. School officials will have access to monitor the cameras, if needed. Throughout the year, Breakthrough Charter School will make certain all exit doors remain locked and the front door has controlled access.

Breakthrough Charter School will require that all guests use the main entrance of the building. Upon arrival, guests must sign in, Breakthrough Charter School will utilize the Raptor Visitor Management software before approving entry by a guest. After a completed scan by Raptor Visitor Management, the guest will receive a visitor pass to be worn for the duration of their visit. To exit, the guest must sign out at the front office and return their visitor pass.

Breakthrough Charter School plans to use a fully executed crisis and emergency plan to handle situations that may arise. Breakthrough Charter School will work with the local emergency responders to revise crisis and emergency plans and procedures on a recurring basis throughout the school year. Breakthrough Charter School will work closely with the fire chief throughout the year to develop a plan for an active shooter situation, conduct bi-annual tests of the fire hydrants near the school, schedule walk-throughs of our campus and participate in drills. Drills and emergency plans are kept up to date for emergency responders to access. In addition to the crisis and emergency plan, monthly fire and weather safety drills will be performed. After completion of the drills, employees at Breakthrough Charter School will reflect on the drills and discuss solutions to any issues that may arise. A map of the school and the drills will be posted in every classroom. Breakthrough Charter School is committed to working with the local emergency response agencies to keep our school safe.

Student safety begins with the location of the student. A strict hall pass policy will be in place. Students must have a hall pass when leaving a classroom for any reason. Teachers will have an

electronic attendance count that must be submitted with each class and revised throughout the day. Morning drop-off and afternoon pick-up procedures will be developed and implemented by the Director of Operations and local law enforcement officials.

Breakthrough Charter School plans to implement a student safety seminar at the beginning of each semester. During this time, BCS will teach students the importance of safety when using the worldwide web or social media platforms. The issue of cyber bullying will also be discussed. Bullying forms will be posted on our website, the counselor's office and the main office for any student that may need it. See Complaint report form attached.

Fire

In the event of a fire, you are to follow the below fire drill procedure immediately, anytime the fire alarm sounds. **Students are to remain outside the building until an announcement is made for students to re-enter the building.**

- All classroom doors should be closed and the lights turned off.
- Teachers **MUST** carry their attendance books out with them in case students need to be located. You must take attendance once you are safely outside the building.
- Report any missing student/s to an administrator or security person.
- When the alarm sounds, everyone must leave the building regardless of weather conditions.
- The teacher will follow his/her class and remain with the class at the exterior of the building.
- All students must move rapidly, but must not run, and must remain quiet.
- Please follow the directions on the Evacuation Map posted in your room/area.
- If the primary route is not accessible, use the secondary route.
- Make sure that you are familiar with all routes.
- Students will remain outside the building until an announcement is made to re-enter the building. Study both plans carefully.

On the first day of school, discuss the fire drill procedures with each of your classes so that students will know where to go and how to get there in case of fire or disaster. Fire and disaster drills will be conducted throughout the year. Teachers are responsible for seeing that handicapped students clear the building.

Bomb Threats

The person receiving the threat should signal someone for help while remaining on the phone. Remain calm and record the following information if possible:

1. Time of the call
2. Exact location of the bomb
3. Time of detonation
4. Type of explosive
5. Description of the bomb

The person helping should:

1. Notify the Head of School
2. Call 911 (this person will stay on the phone with 911)

The Head of School should:

1. Notify central office
2. Consult with first responders and determine an appropriate course of action. The Head of School has the discretion to evacuate or shelter in place.
3. If evacuating use Evacuation Procedures
4. Announce that use of all cell phones and walkie-talkies is currently prohibited.
5. Staff members should check their classrooms (and evacuation route if evacuating) and report anything unusual to the Head of School. **DO NOT TOUCH ANYTHING SUSPICIOUS.**

Illness and Immunization

If a child becomes ill or injured at school, parents or guardians will be contacted by telephone to come and pick up their child. It is very important that current work numbers and emergency numbers are maintained on the child's information card.

Students who are ill should not be sent to school. Students must be fever free without medication for 24 hours before returning to school. Students who have a communicable disease including but not limited to conjunctivitis ("pink eye"), chicken pox, ringworm, impetigo, or pediculosis (head lice) will be sent home from school and must remain at home until the condition or disease is corrected and no longer contagious. Students with pediculosis (head lice) will be sent home from school, should be treated promptly and should return the following day.

Students not returning the following day will be marked with an unexcused absence. In some cases, a student must produce a valid doctor's excuse for treatment and/or medication before being allowed to reenter school.

IMMUNIZATION

Alabama law requires all children entering school in the state to present an original "Certificate of Immunization"/blue card to the central office.

Immunization is required as follows:

- two (2) doses of MMR,
- four (4) doses of IPV,
- five (5) doses of DTaP,
- one (1) or two (2) doses of Varicella or proof of Chickenpox (1 dose for <13 years of age or 2 doses for 13+ years of age, and Tdap Booster.

Recommended doses are as follows:

- two (2) doses of Hepatitis A
- three (3) doses of Hepatitis B
- three (3) doses of Rota
- three (3) doses of HPV, and
- three (3) doses of MCV.

Medication

Medication/Prescription

Oral Medication in Schools: If under exceptional circumstances a child is required to take oral medication during school hours and the parent cannot be at school to administer the medication, the school nurse or Head of School's designee trained in administration of medication will administer the medication in compliance with the regulations that follow:

- Written instructions signed by a physician will be required and must include
 - ✓ Child's name
 - ✓ Name of medication
 - ✓ Time to be administered
 - ✓ Dosage
 - ✓ Possible side effects
 - ✓ Termination date for administering the medication
 - ✓ Special storage instructions
- A medical form for this purpose may be obtained from each school's office.
- Over the counter medications (example: Tylenol, Advil, aspirin) must be prescribed by the physician or licensed health care provider to be given on an "as needed" basis for chronic illness. Over the counter medication will not be given for acute illnesses. ALL medications for students require a physician's signature.
- The medication must be brought to school in a container labeled by the pharmacist according to the prescription.
- Students will not be permitted to carry medication to and from school.

All medication that will be administered at school must be brought to the school office by the parent/guardian of the student. When the medication is completed, out-of-date, or at the end of the school year, parents will be advised in writing to pick up any unused medicine. Medications not picked up by parents (by the last day of school) will be destroyed.

Self - Administered Medications: Students who have conditions such as asthma, diabetes, and hypersensitivity to bee stings/insects may require self-administration of medications. The student may self - medicate when the following criteria are met:

- Written consent by parents on the medical form
- Written instructions signed by a physician are also included on the medical form
- Certain medications (i.e., inhalers) may be kept on the student's person if the physician deems necessary and provides instructions. This must be discussed with and approved by the school's Head of School and school nurse.
- The student must be trained in the procedure to manager his/her condition.

The school nurse or Head of School's designee trained in the administration of medication will:

- Inform appropriate school personnel of the medication
- Keep a record of the administration of medication
- Keep medication in a locked cabinet

- Return unused medication to the parent/guardian only

The school system retains the discretion to reject requests for administration of medication in the schools.

Parent's Responsibilities:

The parents of the child must assume responsibility for having the medication form properly completed and returned to the school.

The parents of the child must assume responsibility for informing the school of a change in the child's health or change in medication. Illness

Many parents are concerned about when to keep children who have been ill home from school. These are a few of the most common symptoms parents should consider when determining to keep a child at home:

- Your child should stay at home if he/she has a fever of 100 degrees (orally) or more and should remain home for about 24 hours after the fever has gone.
- Your child should stay home if he/she has vomited or has diarrhea (more than 1 loose stool) within 2 hours prior to the start of school. (Be alert of stress induced vomiting – some children throw up when worried about something.)
- Conjunctivitis (pinkeye) can be very contagious. If the white of your child's eye is red and has any type of drainage, you should keep your child at home.
- Other conditions that merit keeping your child home include, but are not limited to: head lice, chicken pox, and strep throat.

Remember that a doctor's note must accompany any medications that are to be given during school hours. We appreciate your help in preventing the spread of disease in school and in limiting the number of days children miss due to illness.

The following requirements provide parents/guardians, and students with the guidance necessary to provide safe and proper assistance with medications in school:

All medication is required to be delivered to the school office by the parent or guardian. Parents or guardians are required to meet with the school nurse or trained medication assistant to verify and document medication count and authorization forms.

A school employee trained to assist with medications will supervise the taking of prescription medication when the School Medication Prescriber/Parent Authorization Form has been completed. *Note: This form must be completed by the parent/guardian and the prescribing physician before school personnel can assist with medication.*

The current prescription bottle must be labeled with the child's name and must indicate specific directions. The time to be given must be a specific time (for example, noon, 11

a.m., etc.) during the school day. Samples from doctors are acceptable, but must be accompanied by a doctor's written orders to administer, including the child's name, name of medication, and the time and amount to be taken.

The parent/guardian must provide the school with a new signed School Medication Prescriber/Parent Authorization Form at the beginning of each school year and/or before any medication can be given at school. Changes in medication or medication dosage will require a new School Medication Prescriber/Parent Authorization Form and a new prescription bottle.

School employees will not assume responsibility for supervising the taking of nonprescription medication or over the counter (OTC) medications. OTC medications will not be administered at school unless the medication is prescribed by a doctor or clinic and the medication is in a prescription bottle with the same directions required for prescriptions. A School Medication Prescriber/Parent Authorization Form must be completed.

Medication will be dispensed as specified until the parent requests, in writing, to discontinue or until the supply is depleted. Parents will be notified when supply is nearly depleted to allow opportunity for replenishment.

Parents/guardians are responsible for picking up any remaining medication at the end of the school term. Any medication left at the school following the last day of the school term will be disposed of without notification to the parent.

Breakthrough Charter School recognizes that students may need to take medication during school hours. For this purpose, the school nurse of Breakthrough Charter School will administer drugs or medication prescribed by a doctor upon the written request of the parents. Under no circumstances shall a classroom teacher administer student medication;

In the event that the school nurse is not available to administer student medication, a Breakthrough Charter School administrator or other qualified personnel will administer student medication.

In order for a student to receive medication at school or on an official BCS trip, a student must have a signed medication form on file indicating the names and dosage of all medications.

Any plans to administer medications to students must conform to the following requirements:

- The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
- Students with special needs will be afforded all rights provided by federal and state law. Students with disabilities also will be accorded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- No student can possess, use or transmit any drug or counterfeit drug prohibited by the Drug Free Campus Policy.
- Breakthrough Charter School generally encourages school personnel to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines maintained by the school for a student must be kept in a locked and secure place. Any medication provided to BCS must be inventoried and accounted for at all times.
- When medication isn't being administered by a registered school nurse, any non-classroom teacher school personnel who will be administering medicines will receive appropriate training.
- Only drugs clearly prescribed or intended for the student may be administered by school personnel. If school personnel have concerns regarding the appropriateness of a drug or dosage for a student, a confirmation should be obtained from the student's doctor or another doctor prior to administering the medicine or allowing a student to self-administer a medicine.
- Although efforts should be made not to disrupt instructional time, a parent has the right to administer medicines to his or her child at any time while the child is on school property.
- Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act, the Health Insurance Portability Accountability Act, and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
- Prior to departure from campus for any off campus excursion, school personnel will reconcile signed medication forms with the submitted medications. School personnel will document all medication dispensed during the excursion. All documentation must be auditable.

Legal Reference (s): Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.; Americans with Disabilities Act, 42 U.S.C. 12101; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

Students' Rights and Responsibilities

Students Rights and Responsibilities

The policy of Breakthrough Charter School is to maintain a safe, orderly and caring educational and professional environment that is free from harassment, bullying, and discrimination. Any type of harassment, bullying and discrimination is prohibited by this policy. Violations of this policy may result in disciplinary action up to and including termination for board members and employees; sanctions up to and including suspension or exclusion for students; and appropriate school and legal action against parents or campus visitors. Harassment may include, but is not limited to:

- Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, religion, sex, national origin, age, disability or any other status protected by applicable law, or that of an individual's relatives, friends or associates;
- Epithets, insults, jokes, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, age, disability or any other status protected by applicable law; or
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, age, disability or any other status protected by applicable law that is placed, disseminated or circulated in the workplace.

Students have the right to:

- attend school and receive a free and appropriate public education as provided by law.
- Due process.
- Confidentiality of records.
- Equal treatment regardless of race, sex, creed, color, religion, national origin, or disability.
- Fundamental guarantees of free speech, press, and assembly as long as they do not infringe on the rights of others or interfere with the orderly operation of the school program.
- Fair and reasonable punishment with regard to the nature and seriousness of the offense, due process, including being told, orally and in writing, the reason(s) for any disciplinary decisions.
- Receive all educational services provided by the system to enhance educational pursuits for which they qualify in a conducive learning environment.
- Participate in student organizations authorized and sponsored by the school provided the student meets the established criteria.
- Privacy in their personal possessions, subject to the right of school officials to inspect and protect students and school property and to ensure the safe and orderly operation of the school.
- An explanation of any grades, assessments or progress reports given.
- Have school staff or an administrator present when police are called, and have a parent or guardian notified of the nature and other details as appropriate, unless the situation involves child abuse or neglect (including any DHR issue).

Students have the responsibility to:

- Respect all school board employees and any other adults in authority, as well as others in the school community.
- Exhibit a sense of fairness, honesty, loyalty, obedience, courtesy, pride, and trustworthiness.
- Strive for academic excellence.
- Behave in a manner that permits uninterrupted learning to take place.
- Avoid committing any act that will cause a disruption to the orderly operation of the school.
- Dress and be well groomed in accordance with the dress code policy.
- Be prepared and on time every school day and every class period in order to maximize educational opportunities.

Parents' and Guardians Rights and Responsibilities

Parents or guardians have the right to:

- Expect quality in the instructional program and be involved in appropriate school programs.
- Expect students to be treated with dignity as individuals.
- Be granted access to and offered confidentiality, explanation, and clarification of school records.
- Be granted procedural due process for their students.
- Request and be granted a conference with the teacher and/or administrator within 48 hours of a written request.
- Request the assistance of the PROBLEM-SOLVING TEAM (PST) for their child.
- Obtain regular official reports of student progress.
- Be notified by the administrator or a designee when their child has been suspended, taken from the school by the police department, or taken into custody by the Department of Human Resources-if applicable.
- Receive information from school staff about ways to improve their child's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs and other related services with Breakthrough Charter School and the community.

Parents or guardians have the responsibility to:

- Ensure that their child arrives on time each day.
- Students **MUST** be at school and seated in the classroom at the appropriate grade level designated time.
- Any student arriving after the designated time **MUST** be accompanied to the office by a parent or guardian.
- Students are required to remain at school for the entire day.
- Help foster an environment in and out of school that nurtures quality in education.
- Encourage students to respect the rights and individuality of others.
- Ensure students' prompt and regular compliance with attendance rules and other procedures necessary for the best possible orderly education.
- Comply with all provisions of Alabama's laws.
- Support the school by adhering to all rules, policies and procedures of the district
- Attend necessary conferences each year.
- Work with the school to see that students complete school assignments in order to achieve the highest possible performance rating.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20U.S.C. 1232g; 34CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to a student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom rights have transferred are "eligible students".

Parents or eligible students have the right to inspect and review the student records maintained at the school. Schools are not required to provide copies of records unless, for reasons such as great distance makes it impossible for parents or eligible students to review these records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release information from a student's education record. However, FERPA allows schools to disclose those records without consent, to the following parties or under the following conditions (34 CFR 99.31).

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system; pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter,

Grievance Process

Breakthrough Charter School will be a community school and have an open-door policy to express any issues or concerns regarding curriculum, policies, procedures, and decisions agreed upon by the governing board. Below are the procedures Breakthrough Charter School will follow once a complaint has been issued. All complaints/grievances will be addressed in a timely manner:

Complaints/concerns regarding curriculum, staff and faculty members that a community member, staff, or faculty may have should be addressed to the Head of School.

Once the complaint has been received by the Head of School, he or she must document the complaint and be as detailed as possible, including dates, time, and other applicable evidence.

The Head of School possesses the discretion to address the complaint individually with the complainant with a witness present or call a meeting with the board members to address said complaint.

Should the school leader address the complaint individually and a resolution isn't agreed upon by both parties, the school leader will delegate the complaint to the governing board to be addressed. The governing board will be responsible for resolving the complaint in a timely manner.