

Cornerstone Schools Student Handbook for the Complete Life



CORNERSTONE

**WASHINGTON-PARKS
ACADEMY**

Updated August 2023

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SECTION I: INTRODUCTION AND BACKGROUND

The Preamble of The Michigan Constitution

The Michigan Constitution speaks very clearly on the importance, need, and encouragement for a quality education for every person. We are all students. The Preamble of our Constitution makes clear the importance and need of a quality education. It reads as follows: *We, the people of the State of Michigan, grateful to Almighty God for the blessings of freedom, and earnestly desiring to secure these blessings undiminished to ourselves and our posterity, do ordain and establish this constitution.* We the people have an undiminished responsibility, a sacred duty to ourselves and to those who come after us to secure the blessings of freedom, unbroken. A quality education helps all of us live up to this responsibility.

The Constitutional and Personal Necessity of Education

Article 8 Section 1 of our Michigan Constitution sets out why a quality education shall be encouraged. *Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.* Therefore, to make good government possible and to shape our own happiness, our Constitution recognizes three necessary dimensions of an education: religion, morality, and knowledge, all three of which are to be forever encouraged.

The Andrew J. Young Cornerstone Center for the Complete Life

The Andrew J. Young Cornerstone Center for The Complete Life was dedicated at our Lincoln-King Adams-Young auditorium on Grove Street on the very day of the 31st anniversary of the creation of Cornerstone, October 29, 1990. Ambassador Andrew Young, the great civil rights leader, joined us, and he extended a blessing upon our work for now and for generations to come. Ed Bastian, the CEO of Delta Air Lines, co-hosted a Center dinner the night before and announced Delta's participation with us. A Recap of the Dedication ceremony can be viewed on our website.

The focus of *The Center* is to prepare us all to live a Complete Life. What is the Complete Life? According to the Rev. Dr. Martin Luther King, Jr., it is a life of length, to live for a purpose born; of breadth, to be a person for others; and of height, to know God. As a school, Cornerstone seeks, within the full bounds of our constitutional responsibilities and guidelines, to encourage and make possible such a life for ourselves, our families, and our students. But, it must begin with each of us. The Complete Life is a virtuous life, a life of excellence in the unfolding of the American promise. Along the Complete Life journey, humility, patience, courage, joy, and forgiveness are some of the needed virtues.

Our School Naming Convention

Cornerstone names its schools after significant Founders and Civil Rights Leaders as one name. The school names uniquely depict an American journey, together. They are: Washington-Parks, Jefferson-Douglass, Lincoln-King, Madison-Carver, and Adams-Young. The story of this American journey needs to be told, in truth and with grace. It is the American promise.

Prior to the Dedication Ambassador Young, a living namesake of one of our schools, called this pairing of names "a masterstroke". He went on to say: "The pairing idea reminds us that we are one people. America is a good land. It is unique in human history. It is an unfolding promise. Despite past mistakes it remains a land of opportunity." Ambassador Young elaborates on this idea in a moving video entitled *Cornerstone: A Turning Point for the Complete Life*, which video can be found on our website.

SECTION II: THE VISION, MISSION, AND PHILOSOPHY, OF CORNERSTONE

Vision

We see transformed lives, for good, and a new city for all, rooted in the American Promise and the Complete Life.

Mission

Prepare our students to live the Complete Life, a virtuous life, a life of excellence, in the unfolding of the American Promise.

Philosophy

As Rev. Dr. Martin Luther King Jr. taught us, a Complete Life is a life of length (to live for a purpose born), breadth (to be a person for others), and height (to know God).

On this journey I will carry with me classical virtues: humility, curiosity, courage, self-discipline, patience, piety, perseverance, prudence, forgiveness, gratitude,... joy and love.

We will then discover and love those things that are good, true, grace-filled, and beautiful.

SECTION III: COMMITMENTS AND RESPONSIBILITIES FOR OUR CULTURE

Our Culture

To fulfill our Mission, live our Philosophy, and guide students on the path toward the Complete Life, each person needs to be walking that path. Each of us must be a lifelong learner, seeking every day to deepen our excellence, our knowledge, and the practice of our craft, both in the classroom and outside of it. We do our best work as a team, not as isolated individuals. We must “go slow to go fast.” Habits of good character, the discovery of root causes to problems, and the creative development of lasting solutions, all take patience, curiosity, and self-discipline. We develop these values to make possible excellence in all we do from student success to fiscal responsibility. Every person who is a part of our culture has commitments and responsibilities.

The School

Cornerstone Schools is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), parents, and engaged service providers—must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

We accomplish this by weaving together a solid academic foundation, good character, and career opportunities. Individually, and as a community, the goal is to understand and live the American Promise and the Complete Life.

The Parents/Guardians

Parents have the responsibility to:

1. Take responsibility for your child(ren)’s development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child(ren) attends school regularly, on time, and for the entire day as scheduled....and in a school approved uniform.
3. Provide for your child(ren)’s general health and welfare as much as possible.
4. Teach and model respect for yourself, your child(ren), and all members of the school community.
5. Support the school’s efforts to provide a safe and orderly learning environment.

6. Know and support the school and Cornerstone rules and policies and work within the existing structure of the school to address concerns. Advocate for your child(ren) and take an active role in the school community.
7. Attend your child(ren)'s parent/teacher conferences.
8. When visiting your child(ren)'s classrooms, be respectful of the learning environment and not record or photograph lessons in progress
9. If an issue arises with a child, set an appointment to discuss it with your child's teacher and an administrator. Respect the classroom environment and the arrival and dismissal time as a time in which the teachers are looking out for the education and safety of all the children in their care.

The Educators

Educators have the responsibility to:

1. Build an understanding of, and live out, the mission and the Cornerstone Leadership Model; model the virtues outlined in the Cornerstone philosophy
2. Participate in training and professional learning activities provided by Cornerstone that supports personal growth as a professional, by providing a positive classroom culture and rigorous academics.
3. Encourage students and parents to participate in classroom, extracurricular, and other school-related activities.
4. Support and follow the common school rules and procedures, pertaining to academics, culture and safety.
5. Know and enforce legal compliance rules and policies consistently, fairly, and equitably, particularly procedures involving student IEPs, 504s and due process and required consideration of the 7 factors for student discipline.

The Students

Students have a responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in the class, on school grounds, on buses, and at any school-related activity.

4. Respect the rights and feelings of fellow students, parents, community partners, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school Cornerstone rules and policies.
7. Participate in your learning communities, including engaging in school-related activities and fostering a culture of respect for learning and for others.

SECTION IV: GENERAL INFORMATION

School Hours

7:45-8:00 AM--Student Arrival and Breakfast

3:10 PM –Dismissal, Early Release Dismissal 1:10-PM

Doors will be open at 7:00 am each school day. Students may be dropped off at this time free of charge. Someone from the administration team will be available to supervise the students until dismissed to their assigned classroom at 7:45 am.

Visitors

Only students currently enrolled are permitted on the grounds or in the buildings during school hours. All visitors should sign in at the security desk. All visitors must report directly to the main office after receiving a visitor's pass from the security desk. Visitors are **not** allowed to bypass the office and go directly to classrooms or other areas on campus without permission.

Individuals are also required to sign and complete FERPA documents in an effort to protect the privacy of all students. Class visits will not be extended during testing. The school leader reserves the right to deny class observations or visits if there is concern that it will disrupt instruction and/or create an unsafe environment. Visitation guidelines are in place to ensure the safety of our students and to limit disruption and distractions from daily instruction.

Unauthorized persons who loiter or do not follow the visitor process will be considered trespassing and law enforcement may be contacted. Continued disregard for the visitation policy can result in the issuance of a no-trespass order. All visitors are expected to conduct themselves in a respectful and lawful manner.

Volunteers

There are many volunteer opportunities. Please contact the school leader if you are interested in learning more about volunteer opportunities. Parents/guardians are encouraged to volunteer for school-sponsored activities and field trips.

All volunteers are screened through a variety of systems that may include scanning of driver's license or state ID at the security desk, ICHAT, and/or the Department of Human Services Central Registry. If you would like to volunteer, please contact the office to complete the required paperwork. Individuals that would like to volunteer as a chaperone for field trips must also complete the background check process. Background checks also apply to individuals who would like to observe his/her classroom and/or volunteer in the classroom.

Early Dismissal

Parents and guardians are encouraged to schedule appointments or events after the school day. Excessive early dismissal will result in hours of missed instructional time that may impact a student's performance in school. In the event that an early dismissal can't be avoided, the student's parent/guardian should provide advance notice to the school. Admittance to the building and/or **Early dismissals are prohibited after 2:30 pm** so staff can begin to prepare

for a safe and orderly dismissal. Parents/Guardians will be asked to wait outside to pick up their student unless other arrangements were previously made with the school leader. Arrangements should be made at least 24 hours in advance. If you have an emergency, please call the main office at (313) 592-6061.

Academy Closing Announcement

In the event that the Academy is closed due to inclement weather, building issues, or other unexpected events, parents will be notified by their local television station.

Pesticide Use

The Academy utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all available and appropriate techniques to attain the goal of preventing pests from reaching unacceptable levels or reducing an existing population to an acceptable level.

Pest management techniques emphasize pest exclusion and biological controls. However, as with most pest control programs, chemical controls may also be utilized at our facility.

This notice has been provided in compliance with MCL 324.8316. We are required to notify you of your right to review the IPM Plan and IPM records.

The designated Cornerstone official responsible for pesticide application procedures is Grant Heugel. Grant Heugel can be contacted at grant.heugel@cegschools.org.

Procedures for Making Requests for Prior Notification of Pesticide Use

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

At least 48 hours before an application, advance notification will be given by 1) posting at commonly used entrances to the facility and 2) by Email. Advance notification flyers will be posted at the following commonly used entrances: the main entrance.

In addition to the above methods of notice, the parent/guardian is entitled to receive the notice by first-class U.S. mail postmarked at least 3 days before the application. If you need prior notification via U.S. mail, please complete the information below and send it to the school office.

PRIOR NOTIFICATION REQUEST

PARENT NAME: _____

STUDENT NAME: _____

STREET ADDRESS: _____

CITY, ZIP: _____

DAY PHONE #: _____

EVENING PHONE #: _____

Please Check One:

I wish to be notified prior to a scheduled pesticide application inside of the school.

I wish to be notified prior to a scheduled pesticide application on the outside grounds of the school building.

Both of the above.

Signature

Date

Asbestos Plan

As per AHERA (40 CFR 763.80) Rule, the school is required to annually notify all students, staff, legal guardians, outside contractors, and community members of the availability of the AHERA Management Plan for their inspection and review. A copy of this plan is available at the school office and each individual school building under Cornerstone's control and direction for your review during normal business hours. Periodic (6 months) inspections are performed by properly trained staff members. Three-year inspections are performed by state-accredited inspectors. At this time, there are no planned asbestos abatement activities for the upcoming year. Should the need for abatement arise, all building occupants and their legal guardians will be notified in writing prior to the start of any abatement activities.

Cornerstone is required to designate a District individual as the program coordinator to ensure compliance with AHERA. The program coordinator is Grant Heugel. His contact information is grant.heugel@cegschools.org.

Medication at School

The academy encourages parents to arrange for students to take all medications at home, if possible. Medications will be administered at school, provided approved guidelines are followed. "Medication" includes prescription, non-prescription, and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to the eyes, nose, or medications applied to the skin. Students are to register non-prescription medications in the office under the same guidelines as prescription medications.

For the safety of your child, the learning environment educator or office staff will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult.

1. Completed "Administration of Medication to Pupil Permission Form."
2. All prescription medication must have a pharmaceutical label (student's name, doctor's name, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the front office.
4. ALL medication will be locked up in the learning environment for security purposes.

A pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the child's physician and parent/guardian on record at the school and provided the School Leader has been informed and has notified the child's teachers.

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year the student leaves the Academy.

Any adverse reaction to the medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately.

Immunization Requirements

State law and the local County Immunization Code requires all students entering the Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, Hepatitis B, and Varicella (Chicken Pox) or a signed statement that a child has not been immunized because of religious or other reasons. State law and local County Immunization Code prohibit the Academy from admitting children without the required immunizations.

Field Trips

Written parental or legal guardian permission is required for a student to go on any field trip off school grounds. For trips involving travel, teachers will inform parents of such details as destination, lunches, spending money, departure and arrival times, and any special needs, accommodations or rules related to their student. A permission slip will be sent home before each field trip involving travel.

Teachers work to schedule field trips that are relevant to the school curriculum. The minimum guidelines for the supervision of field trips are for every 10 students there will be 1 adult chaperone. Student/adult ratios may vary with the nature of the field trip.

Students who disobey school rules and/or defy teacher authority may be denied the right to participate in field trips. The decision will be made by the School Leader in consultation with the teacher(s) conducting the field trip. The Code of Student Conduct applies to students at school and on school-related trips/activities away from school. Field trips are an extension of the school and the school day. Students are expected to follow the Code of Conduct school rules and pay for any costs incurred. The Code of Conduct and school rules will be enforced. Parents who cannot afford such costs for their child's participation are encouraged to contact the School Leader.

Parents will always be given prior notice of field trips. The student who is not going on the field trip is to attend school. The student will be provided alternative learning opportunities at school during the school day.

Illness

If your child becomes ill while at school, you will be notified using the information you provided on your student's information card. Please have a plan so that you, or your emergency person, will be able to pick your child up promptly if necessary. Children should not attend school when the following conditions are present:

- Temperature above 100 degrees.
- Unusual drowsiness, excessive sleep, or the child appears ill.
- Vomiting two or more times in a 24-hour period.
- Three or more loose or watery bowel movements in a 24-hour period.

- Body rash with fever.
- Severe cough or difficulty breathing.
- Red swollen eyes or pus draining from eyes.
- Open areas on the skin
- Ringworm and lice if appropriate treatment has not begun.

Students should report all illnesses and injuries occurring in the Academy to their educator or supervisory personnel. Immediate and temporary care will be given at school.

Parents/Guardians will be notified by phone when a child needs additional care. For the health and well-being of our staff and students, parents will be responsible to make sure the child is picked up within the hour after notification. It is the responsibility of the parent/guardian to make sure all emergency contact phone numbers are current.

When a child is absent with a contagious disease or illness, the parent/guardian should notify the school office.

Personal Property

The following applies to the protection of personal property:

Clothing: The school does not assume responsibility for lost articles of clothing.

Money: Parents are encouraged to be sure the child has properly secured any money brought to school. Parents are encouraged not to allow children to bring large amounts of money to school. Parents will be notified if money is required for anything but meals.

Uniform Requirements for 2023-24

GIRLS: (K thru 5th)

Blouse - Yellow long/short sleeve cotton button down (with collar) or green or yellow 3-button-pull over polo shirt (with collar - long/short sleeve)

Jumper - Green, yellow, red, navy plaid, round neck or Hunter Green SLACKS/PANTS

Shorts – navy or black spandex – for under jumper)

Tie - Green plaid, matches jumper Sweater - Dark Green - button down or pull over (NO HOODIES)

Stockings/Socks - dark green, red, yellow, navy or black (NO LEGGINGS)

Shoes - Black or dark brown, navy rubber sole dress shoes or tennis shoes (NO CROCS OR LIGHT UP)

BOYS: (K thru 5th)

Shirt - Yellow, long/short sleeve cotton button down dress shirt or green or yellow 3-button-pull over polo shirt (with collar - long/short sleeve)

Slacks/Pants - Hunter Green dress or corduroy Tie - (matches girl's plaid jumper-see photo)

Belt - Black or dark brown, green or navy (small buckles) Sweater - Dark Green button down or pull over

Socks - Dark green, navy, brown or black (NO HOODIES)

Shoes - Black or dark brown rubber sole dress shoes or tennis shoes (NO CROCS OR LIGHT UP)

MIDDLE SCHOOL GIRLS:

Blouse - White oxford cloth long/short sleeve button-down with collar or) or blue, black or white 3-button pull-over polo shirt (with collar - long/short sleeve)

Skirt - navy, white, green, yellow plaid or Navy PANTS Shorts – navy spandex or black (for under skirt)

Tie – (kris-cross Plaid – matches girls skirt) Sweater – Navy button down or pull over (NO HOODIES)

Stockings/Socks – Navy, black, white or dark green (NO LEGGINGS)

Shoes - Black or brown rubber sole dress or tennis shoes (NO CROCS OR LIGHT UP)

MIDDLE SCHOOL BOYS:

Shirt - White long/short sleeve cotton dress shirt button down or blue, black, or white hite 3-button pull-over polo shirt (with collar – long/short sleeve)

Slacks/Pants - Navy - no cargo or dockers Tie - Plaid – matches girls skirt)

Belt – Black or dark brown, navy (no large buckles, skulls, etc Sweater – Navy blue button down or pull over)

Socks – Navy blue, brown or black (NO HOODIES)

Shoes - Black or brown rubber sole dress shoes or tennis shoes (NO CROCS OR LIGHT UP)

Student Expression

School Sponsored

The District will exercise editorial control over the content and style of school-sponsored or classroom-produced publications, theatrical productions, and other expressive activities reasonably related to legitimate educational objectives. School-sponsored expressive activities will not restrict free expression or diverse viewpoints within the context of responsible journalism.

School-sponsored expressive activities include those publications and activities created and developed as part of the educational curriculum, co-curricular activity, or classroom activity. All expressive activities produced as part of an academic class or with school sponsorship must have the approval of the classroom teacher or sponsor prior to publication or presentation. Additionally, each publication must be reviewed by the Principal or designee prior to publication or distribution.

Non-School Sponsored

Any student wishing to present or distribute non-school-sponsored material must first submit a copy of the material for approval to the Principal or the Principal's secretary. These materials must be submitted at least one school day (24 hours) in advance, directly to one of the persons named above. Leaving a copy of the materials on an administrator's desk does not constitute submission for approval. In addition, the student making the request will complete and sign a request.

Section I

Students have the right, to distribute, at reasonable times and places, unofficial written materials, leaflets, brochures, flyers, petitions, buttons, badges, or other insignia, except those which contain expression which:

- A. is obscene to minors;
- B. is libelous;
- C. is pervasively indecent or vulgar (for secondary schools); or contains any indecent or vulgar language (for elementary schools);
- D. advertising any product or service not permitted to minors by law;
- E. invades the rights of another person and could result in tort liability;
- F. constitutes fighting words, the very expression of which injures or harasses other people or tends to incite an immediate breach of the peace (e.g., threats of violence, defamation of character of a person's race, religion, or ethnic origin);
- G. presents a clear and present likelihood that, either because of its content or manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution of unofficial written material not in the categories listed above will be permitted provided that the students distributing the written material are not engaged in, or supposed to be engaged in, classes, study periods, or other school duties, and provided that the written material has been approved for distribution through the procedure described in Section II.

Section II Procedures

Anyone wishing to distribute or display non-school sponsored written material must first present for approval a copy of the materials directly to the Principal. Leaving a copy of the materials on the Principal's desk does not constitute submission for approval.

In addition, the student making the request will complete and sign a request for providing the following information:

1. Name and telephone number of the person submitting the request and, if a student, the homeroom number;
2. Date(s) and time(s) of the day of intended display or distribution;
3. The location where the material will be displayed or distributed; and
4. Any printed material to be distributed as well as signs posted in hallways must be approved and be posted only in the "Grip-a-Strips" provided in the hallways. All signs must be removed after the posting date has expired.
5. The grade(s) of students to whom the display or distribution is intended.

A copy of the materials to be distributed or displayed, together with the complete request form, must be provided to one of the persons listed above one school day (twenty-four (24) hours) in advance of the desired distribution time.

Within twenty-four (24) hours of submission of both the materials to be distributed or displayed and the completed request form, the Principal will render a decision whether the material to be distributed violates the Guidelines in Subsections I and III of this Policy.

If the person submitting the request does not receive a response within twenty-four (24) hours of submission, the person shall contact the Office to which her/she submitted the materials to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place, and manner provisions in Subsection III.

At the time of submission, the student is encouraged to meet personally with the Principal so that the student and Principal may freely exchange views on why the distribution or presentation of the material may or may not be appropriate. The student may support the case for presentation or distribution with relevant witnesses and/or materials.

If the person is dissatisfied with the decision of the Principal the person may submit a written request for appeal to the Superintendent of Schools or his/her secretary. If the person does not receive a response within two (2) school days of submitting the appeal (excluding Saturdays, Sundays, and holidays) the person shall contact the Office of the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place, and manner provisions in Subsection III.

At every level of the above process, the person submitting the request shall have the right to present the reasons supported by relevant witnesses and material as to why the distribution of the written material is appropriate, shall have the right to appeal to the Superintendent. Moreover, while Cornerstone anticipates that all issues can be resolved satisfactorily for both students and the School District, all students are advised that they have the right to pursue any and all matters through the legal system.

Permission to distribute material does not imply approval of its contents by either the School, the administration of the School, the School Board, or the individual reviewing the material submitted.

Section III Time, Place, and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place, and manner as follows:

- A. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school.

Section IV Definitions

The following definitions apply to the following terms as used in this policy:

1. **"Distribution"** means substantial circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale, and accepting donations for copies. It includes displaying written material in areas of the school, which are generally frequented by students.
 - a. **"Libelous"** describes a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.

2. **“Material and substantial disruption”** of a normal school activity means:
 - a. Where the normal school activity is an educational program of the School District for which student attendance is compulsory, any disruption that interferes with or impedes the implementation of that program.
 - b. Where the normal school activity is voluntary in nature (including, for example, and not for limitation, school athletic events, plays, concerts, lunch periods), “material and substantial seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
 - c. In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
3. **“Minor”** means any person under the age of eighteen (18).
 - a. **“Non-school sponsored written material”** includes all written material except school newspaper, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards, and underground newspapers, whether written by students or others.
4. **“Obscene to minors”** means that:
 - a. The average person, applying contemporary community standard, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - b. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom such distribution is requested, such as conduct describing intimate sexual acts; and
 - c. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors
 - d. **“School activities”** means any activity of students sponsored by the school and includes, by way of example, and not by way of limitation, classroom work, library activities, student newspapers, physical education classes, official assemblies and other similar gatherings, school athletic contest, band concerts, school plays, and in-school lunch period.

Section V Disciplinary Action

Distribution by any student of unofficial written material prohibited in Subsection I or in violation of Subsection III will be halted and disciplinary action will be taken in accordance with procedures contained in the Student Handbook. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

Programming

Academics

Cornerstone prides itself in providing high-quality instruction to all of our students. Individual student growth and achievement data is collected on an ongoing basis to ensure evidenced-based best practices aimed at making sure that students reach grade-level or content-area achievement levels. Students that fall behind expected achievement levels are provided with individual student learning plans that specify student supports aimed at ensuring that the students can reach their academic goals through targeted interventions and accommodations. Curriculum resources are selected by educational professionals using data and best practices to align resources with relevant and rigorous everyday instruction.

Character Education

Cornerstone Schools has placed focus on building a culture of respect, kindness, responsibility, ownership and engagement. We have defined the 10 Character Traits and will infuse them in all we do. We seek to help our students to build the habits that will prepare them for a Complete Life.

The 10 Character Traits are:

Kindness: Positively impacts the lives of others in times of need.

Love: Gives of oneself so others may live a more abundant life.

Patience: Manages the most difficult circumstances with grace.

Peace: Models humility to resolve conflicts and establish healthy relationships.

Self-Control: Responds appropriately with the heart and mind in all situations.

Citizenship: Brings to life our great country's founding principles.

Faithfulness: Demonstrates integrity by honoring one's commitments.

Gentleness: Nurtures the endless unique potential of every human.

Goodness: Models the Golden Rule: treat others as you would like to be treated.

Gratitude: Demonstrates appreciation for the work and growth of others.

Career

Recognizing that career exploration and development is a life-long process and an integral part of the school experience, Cornerstone seeks to support students as they explore and further understand themselves and their career options, build valuable relationships, gain valuable experiences, and launch and support their post-graduation career plans.

Special Programming

The goal at Cornerstone schools is to ensure that every student receives the instruction and support that they need to be successful. In the case where students appear to present with challenges, school staff may implement one or more of the following:

- Engage students in preventive differentiated instruction and supports.
- As appropriate conduct comprehensive evaluations to determine the best instructional program and/or accommodations for the student.
- Implement comprehensive evaluations to determine student's individual learning needs.
- Implement multi-tiered systems of support and collect data to determine effectiveness and create plans for continued support.
- Review evidence of strengths and growth areas in growth or achievement to determine possible eligibility for special programming.

Request for Initial Evaluation

When a student is suspected of having a disability, a written request for an initial evaluation can be submitted to district personnel. A request for an initial evaluation may be made by the parent or a public agency. Timeline for making requests: A request can happen at any time.

Timeline for Cornerstone/Academy to Respond

When a request for an initial evaluation is received, Cornerstone must provide notice in accordance with 34 CFR § 300.503. If Cornerstone plans to conduct an evaluation, Cornerstone must request parental consent to evaluate the student. Timeline: Within 10 school days counted from the date Cornerstone receives the request, according to Mich. Admin. Code R. 340.1721b.

Special Education Services

As provided in §380.1751 of the Revised School Code: Cornerstone Schools shall provide special education programs and services designed to meet the individual needs of each student with a disability at Cornerstone Schools.

The school will provide appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan in accordance with state and federal law. The school embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional educator.

Efforts will be made to limit the amount of time the student is pulled from core instruction. The goal of special education programming is to provide students with an educational plan that best meets their individual needs in the least restrictive environment.

If you have concerns about your child's progress, arrange to speak with your child's teacher. If appropriate, your child's teacher will consult with the special education team for suggestions on

classroom and instructional modifications. For further information on all special education services and programming, contact the School Leader.

Section 504

Cornerstone Schools will ensure students are provided services in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, P.L. 93-112, which requires that “no qualified handicapped person shall, by handicap, be excluded from participation in, be denied the benefits from Federal financial assistance.”

General Instruction

Cornerstone Schools comply with all regulations and requirements including adopting a model core curriculum per Section 380.1278 of the Revised School Code. The curriculum will follow the core content standards adopted by the State of Michigan.

Tobacco and Smoke-Free Zone (Including E-Cigarettes)

The use of any tobacco, marijuana or other smoking products including E-Cigarettes, is prohibited within the school buildings, the school facilities or on the school grounds by any individual, including school personnel. This includes the use of smoking products during car line, and/or pick-up or drop off. Students who violate this policy will be subject to disciplinary procedures outlined in the Code of Student Conduct.

Gun Free Zone

In an effort to maintain a safe environment for your student(s), our staff, and the community, the Academy is a Gun Free Zone. If a visitor has a weapon upon entry onto school campus, the individual will be asked to leave the premises. Cornerstone Schools will contact law enforcement in the event any individual who possesses a gun does not comply with a request to leave the premises. The Academy discourages all visitors from even bringing weapons on campus, including the parking lot in an attempt to avoid accidents or incidents that may cause an unsafe environment for our children. Individuals that are observed threatening other will be reported to the police.

Student Records

A parent has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within a reasonable period of time after the request, unless the parent or student consents to a delay. The parent and the student have the right to receive copies of any part of the record, although a reasonable fee (\$.25 per page) may be charged for the cost of duplicating the materials. The parent and student may request to have parts of the record interpreted by a qualified professional of the school or a third party if desired with written approval of the parent.

Non-Discrimination Policy

The school does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, political belief, marital status, sex, age, height, weight or handicap unless it impairs an individual’s ability to perform work responsibilities adequately.

Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title IX, Section 504, or any other federal or state regulations may be directed to the School Leader, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

Title IX is a federal statute that prohibits discrimination on the basis of sex in educational programs or activities that receive federal funding, including public schools. 20 USC 1681(a); 34 CFR 106.41(a). Any student may report sexual harassment or discrimination by contacting one of the Title IX Coordinators or a teacher, counselor, principal or assistant principal, or any other Cornerstone employee. Cornerstone Schools' Title IX Coordinator is Laura Frey-Greathouse and can be contacted at laura.freygreathouse@cegschools.org. Please see Attachment 4 for additional Title IX information and complaint procedures.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be deleted.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Further, directory information relating to individual students may be published or released by Cornerstone under FERPA. Directory information includes: student's name, address, age, extent of school activity participation, weight, and height of members of athletic teams, dates of attendance, degrees, honors, and awards received, photographs, and other similar information.

Cornerstone may disclose limited directory information (student's name, address, and, if published, phone number) for educational and employment purposes, and to representatives of the armed forces and institutions of higher education of the United States. This information will not be used for commercial purposes.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-5901

Mandatory Reporting of Student Health and Safety

Cornerstone staff members are required by law to report any instance where they feel a student may harm himself or herself or other students in any Cornerstone buildings. This includes reporting suspected abuse or neglect. This information is shared confidentially and exclusively for the purpose of protecting students. Specific behaviors that employees must report if they suspect a possible incident include the following: physical abuse, sexual abuse, depression, substance abuse, eating disorders, self-mutilation, suicidal ideation, illegal activity, or any threat to the safety of others. Any suspected incident of this type will be reported to the building principal and the appropriate state, federal, and/or police agency.

SECTION V: CODE OF STUDENT CONDUCT 2023

PREAMBLE

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish.

When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

The Code of Student Conduct will be administered fairly, without partiality or discrimination. The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services.

When and Where the Code of Student Conduct Applies

The Code of Student Conduct applies before, during, and after school and whenever student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

- "At school," meaning in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises, athletics, and field trips.
- **When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.**

When a student is using school telecommunications networks, accounts, or other district services.

SECTION VI: DUE PROCESS PROCEDURES

Short-Term Suspension Definition

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

Due Process for Short-Term Suspensions

For a suspension of ten (10) days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), consideration of the 7 factors,

what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to other a hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student and the parent/guardian with oral and/or written notice of the charges or allegations and an explanation of the evidence or basis for the charges.

If misconduct is found, the principal may authorize disciplinary action in accordance with the Code of Student Conduct, including short-term suspension up to five (5) days. A principal may authorize a short-term suspension up to ten (10) days with permission. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

The student and parent/guardian shall be notified of the circumstances and action taken.

Long-Term Suspension and Expulsion Definition

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

An expulsion occurs when the school district's board of directors or designee terminates the student's rights and privileges to attend school, including extracurricular activities, for 60 school days or more. An expulsion may be for an indefinite time, as specified by the school board or designee or state law.

Due Process for Long-Term Suspension and Expulsion

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. A student subject to long-term suspension or expulsion is entitled to the following:

1. Students may be suspended for up to ten (10) days pending investigation.
2. A discipline hearing must be held within ten (10) school days after the initial suspension.
3. The parent shall be notified of the date, time, and place of the discipline hearing in writing. Verbal communication for the convenience of schedule is allowable but must be followed up by written notification.
4. A parent or guardian may accompany the student for the discipline hearing.

5. The principal and/or designee shall present all findings in regard to the investigation regarding misconduct to the student and their parent/guardian. The parent/guardian and the student may present their findings as well including witness statements or testimony.
6. The principal will inform the student and their parent/guardian of recommendations in regard to further disciplinary action including recommendations for long-term suspension or expulsion.

If recommended by the principal, a hearing panel consisting of the Cornerstone's CEO or designee, two members of the Cornerstone Education Group Executive Council (in most cases, the Senior Executive Director of Teaching and Learning and the Director of Special Education), and another at-large administrator from another school may be invited, shall conduct a hearing to determine whether to impose a long-term suspension or expulsion. The decision of the hearing panel is final.

The student and parent/guardian shall be notified of the allegation(s), the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. The student may be represented by their parents, legal counsel at their own expense, and/or by a person of their choice.

The student and parent/guardian will have an opportunity to review all evidence including documents, videos, and other media, or any other types of evidence

Prior to the hearing, the student and parent/guardian must be notified of all of Cornerstone's processes for hearings and appeals.

At the request of the student or the student's parent/guardian, the hearing panel shall meet in a closed session to "consider the dismissal, suspension, or disciplining of a student" under MCL 15.268(b). After the hearing, the hearing panel shall issue a decision, including a determination of disciplinary action.

SECTION VII: OFFENSES UNDER THE REVISED SCHOOL CODE

In considering students' suspension or expulsion, the Academy shall comply with MCL 380.1310c as follows:

- The school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion.
- Restorative practices can be the first consideration to remediate harm to the victim and the school community caused by a pupil's misconduct. Restorative practices should be used for offenses such as interpersonal conflicts, bullying, verbal conflicts, thefts, class disruption, harassment and/or cyberbullying.

Restorative practices may include:

- Victim-offender conferences that are initiated by the victim;

- That are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim;
- That are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender;
- And that provides an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm.

As used in this section, restorative practices mean practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct.

Before suspending or expelling a student for physical assault, criminal sexual conduct, or arson, a principal, superintendent/CAO, or discipline hearing panel shall consider the following (7) factors:

- The pupil's age.
- The pupil's disciplinary history.
- Whether the pupil is a student with a disability.
- The seriousness of the violation or behavior committed by the pupil.
- Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

In exercising discretion with regard to a suspension of more than 10 days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, the disciplinary hearing panel, can demonstrate that it considered each of the seven factors listed.

This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon-free school zone. Consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under sections 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the disciplinary hearing panel.

Subject to 1310d, Michigan law requires a school district to permanently expel (subject to possible reinstatement) a student who possesses a dangerous weapon in a weapon-free school zone unless that student meets one of four exceptions (listed below) provided in the law. Michigan law also requires permanent expulsion (subject to possible reinstatement) of students who commit arson, criminal sexual conduct (as defined in the law and noted below), or a physical assault against a school employee, contractor, or volunteer.

Subject to 1310d, Michigan law also requires school districts to suspend or expel a student in grades 6 and above for up to 180 days who commits physical assault against another student.

Criminal Sexual Conduct Expulsion

School districts are required to permanently expel (subject to possible reinstatement after consideration of the 7 factors in MCL 380.1310d) students engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement under MCL 380.1311. A student who commits criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of directors pursuant to the statutory reinstatement procedure.

If a student is expelled for criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notifies the individual's parent or legal guardian, or, if the individual is at least age 18 or an emancipated minor, notifies the individual of the referral. MCL 380.1311(5).

If a student is expelled for criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by the school district administration.

The term "criminal sexual conduct" is defined in the Michigan Penal Code, MCL750.520b-g. It refers to sections that describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct.

Weapons Expulsion

A student who possesses a weapon in a weapon-free school zone is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of directors pursuant to the statutory reinstatement procedure and consideration of the 7 factors under MCL 380.1310d.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notifies the individual's parent or legal guardian, or, if the individual is at least age 18 or an emancipated minor, notifies the individual of the referral. MCL 380.1311(5).

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration.

The term "dangerous weapon" means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, and brass knuckles under MCL 380.1313(4). The definition of "firearm" in MCL 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines "firearm" as:

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

1. Dangerous Weapon Exceptions (referenced in paragraph #3, previous page): School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

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

There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- The school board or its designee determines in writing at least 1 of the factors listed has been established in a clear and convincing manner.

The pupil has no history of suspension or expulsion.

2. **Weapon-Free School Zone and School Property Definition:** "Weapon-free school zone" means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. "School property" means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].

Reporting Requirements: If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent of the school district, or his or her designee, shall immediately report that finding to the student's parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

Physical Assault - Student to Employee, Contractor or Volunteer

A student in grade six (6) or above who commits a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement after consideration of the 7 factors in MCL 380.1310d

The term "physical assault" means "intentionally causing or attempting to cause physical harm to another through force or violence" under MCL 380.1311a(12)(b).

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of directors pursuant to the statutory reinstatement process.

If a student in grade six (6) or above is expelled for committing a physical assault against a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration.

Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term "physical assault" means "intentionally causing or attempting to cause physical harm to another through force or violence" under MCL 380.1310. A student subject to possible reinstatement after consideration of the 7 factors in MCL 380.1310d.

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration.

Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee.

Petitioning for Reinstatement

For students in grades six (6) or above, although the law calls for the “permanent” expulsion if Cornerstone has considered the 7 factors and not found a suitable lesser intervention, of a student who possesses a dangerous weapon in a weapon-free school zone, commits arson, criminal sexual conduct, or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, the law provides a process for petitioning for reinstatement to school under MCL 380.1311(5) and 380.1311a(5). It is the responsibility of the petitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

The school may consider early reinstatement, particularly in cases where students have followed through on district recommendations and services such as counseling, social skills training, etc.

Petition for Reinstatement

If a petition form is requested by a student’s parent(s)/guardian(s) wishing to have their student reinstated, the school board must make the petition form available. The form is provided as Attachment 3.

For a student in grade five (5) or below who is expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition for reinstatement at any time after 60 school days following the date of the expulsion. The student may be reinstated 90 school days following the date of expulsion.

For a student in grade five (5) or below who is expelled for committing arson or criminal sexual conduct in a school building or on school grounds, the parent/ guardian may initiate a petition for reinstatement at any time, and the student may be reinstated ten school days after the expulsion.

For a student in grade six (6) or above who is expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

For a student in grade six (6) or above who is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

Committee Review and Recommendation

The hearing panel may include conditions in a petition for reinstatement, including the successful completion of a restorative justice process or a similar effort, which the student can complete during the exclusion period or as a condition for returning to school. The following timelines and procedures apply to reinstatement:

Within ten (10) school days after receiving a petition for reinstatement, the hearing panel must appoint a committee comprised of the hearing panel, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner.

During this time, the principal or the superintendent/CAO may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

Not later than ten (10) school days after being appointed, the committee must review the petition and supporting information, together with information provided by the school district, and submit a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions.

According to the law, the committee's recommendation must be based on all of the following factors:

- The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
- The age and maturity of the individual.
- The student's school record before the incident that caused the expulsion.
- The student's attitude concerning the incident that caused the expulsion.

- The student’s behavior since the expulsion and the prospects for remediation.
- If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement [MCL 380.1311(6)(e)].

The committee may also choose to consider such factors as the successful completion of restorative justice measures, the presence of mental health considerations, family situations that might be impacting the child’s behavior, observations from a school-based advocate for the student, and more.

Hearing Panel

After receiving the committee’s recommendation, the hearing panel must make a decision no later than the next regularly scheduled board meeting. The hearing panel must decide either to reinstate the student, to conditionally reinstate the student, or to deny reinstatement.

Before conditionally reinstating the student, the hearing panel may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

- Successful completion of a restorative justice process and evidence of compliance with the resulting agreement developed by the participating affected parties.
- Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency.
- Participation in, or completion of, an anger management program or other appropriate counseling.
- Periodic progress reviews.
- Specified immediate consequences for failure to abide by a condition. The law specifies that the decision of the hearing committee is final.

SECTION VIII: VIOLATIONS OF THE CODE OF STUDENT CONDUCT AND THE SCHOOL COMMUNITY RESPONSES

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

All students should recognize the consequences of their actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation

and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

Violations of The Code of Student Conduct

School administrators and staff will use mutually respectful and accountable intervention strategies including, but not limited to, restorative practices, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. They may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Educators will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.

The following violations are categorized according to the seriousness of the infraction and the appropriate disciplinary response. Cornerstone Staff reserve the right to exercise discretion regarding disciplinary action as necessary and use the aforementioned intervention strategies. A student may be referred to a school social worker or counselor in all circumstances.

Level/Tier 1 Behavior is non-violent, attention-seeking, primarily "self-disrupting". The behavior breaks a classroom norm/expectation/rule. Level 1 Behaviors are managed by the classroom teacher, responded to quickly, and do not necessitate a log or referral or communication with family.

Examples of Tier 1 Behaviors include: gum-chewing, being off-task, being unprepared, being distracted, phone out, swearing

Responses to Tier 1 Behaviors are:

Proximity, nonverbal reminder, verbal reminder, seat change, positive precise praise, "what help do you need" prompting

Level/Tier 2 Behavior is semi-aggressive (begins to affect others negatively) and may represent a pattern of T1 Behaviors over time. Level 2 Behaviors are managed by the classroom teacher, responded to with care/understanding, and are logged in Powerschool, require verbal/visual communication with family, and require restoration with all parties involved.

Examples of Tier 2 Behaviors include: Patterns of Level 1 behaviors, mocking/teasing another student, cussing at another person, slamming doors/chairs, spitting, horse-play, lying, cheating, dress code violation

Responses to Tier 2 Behaviors are: Tier 1 strategies, 1-on-1 student-teacher restorative conversation, peer support, structured break, reflection in "calm corner", skill building, restorative circle, lunch with teacher

Level/Tier 3 Behavior is aggressive, violent, illegal/illicit, affects the entire learning environment, and impacts student or staff safety negatively. Level 3 behaviors are managed by ADMINISTRATION, and necessitate both logging, referral, and both immediate communication and planned in-person conference with family. Level 3 Behaviors require restoration with all parties involved.

Examples of Tier 3 Behaviors include: smoking/vaping (anything), stealing, fighting, bullying, harassment, weapons, drugs, assault of staff members, arson, threats of violence, inciting others, deliberate property damage, sexting, physical aggression

Responses to Tier 3 Behaviors include: referral, Dean Visit, conference with parent, behavior contract, removal from normal school activities (alt to suspension), suspension up to expulsion.

Students who engage in activities out of school that have an impact on the education of other students in the school environment, are subject to disciplinary action.

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SECTION IX: OTHER STUDENT RESPONSIBILITIES

The school community encourages student responsibility in terms of attendance, technology, and property. The expectations for these issues are defined below.

Absenteeism Protocol and Attendance Procedures

Students are expected to be in class, punctual, and prepared to participate in the learning process every day. Regular attendance and punctuality are essential if students are to use the educational opportunities of school.

Attendance Law

Michigan's Compulsory Attendance Law states that students must attend school from age six to 18.

Definitions

"**Excused absence**" means the following:

1. Personal illness
2. Illness of an immediate family member
3. Death of a family member or close friend
4. Verified medical or dental appointment
5. Verified legal proceedings
6. Emergency removal for administrative reasons
7. Suspension from school
8. Approved school-sponsored or school-related activity
9. Exceptional or unexpected transportation difficulties
10. Observance of a religious holiday
11. Other activities approved by the school administration
12. Pre-excused family travel/college visits

Excused Absences – parent/guardian has notified the school within the required timeframe regarding the reason and length of time the student will not be attending.

- A. Parent(s) / guardian must call the specific attendance line at (313) 314-1300 within 48 hours to excuse all absences and tardies.**
- B. Parents(s) / guardians must provide one of the valid reasons (*as listed above*) for their student's absence or tardy.
- C. Students have the responsibility to notify and make the appropriate arrangements with his/her teachers due to any absences.

Late arrival or Tardy (excused/unexcused) When a student arrives to class after the final class bell has rung:

- A. An excused tardy for high school or middle school students is when a student arrives to class after a scheduled bell with an acceptable written excused pass from a teacher and/or support staff member.
- B. Students have a responsibility to arrive on time.
- C. An unexcused tardy occurs when a student arrives after the bell rings without an acceptable excuse.
- D. For all students with (5) tardies within a month equals 1 absence.

- E. If a student accumulates 10 tardies within each Report Card Making, they **will not be able** to participate in any field trips or extracurricular activities as this time will be used to make up missing assignments.

“Truant” means a child who has ten (10) or more unexcused absences per school year. A child should be counted as truant only once in a given school year. Once a student is deemed truant, a child shall be monitored by a counselor or a building-level administrator.

“Unexcused absences”

Excessive absence from school or a class for an extended period without permission. Unexcused absences are those absences not listed in the definition of excused absences above. Or, if the parent or guardian has not notified the school per the required attendance procedures for excused absences.

- A. Parent/guardians may not excuse students from class to remain in school to study for a test, go to the library, complete make-up work, or attend other in-school activities. In addition, students who drive themselves to school and are late are not excused.
- B. Upon the 10th unexcused absence, school staff will contact the parent/guardian.
- C. On the 15th day of unexcused absence, a school representative will make a home contact and determination to proceed with proper notification to Juvenile court.
- D. For all elementary school students who have 15 or more unexcused absences it will be **mandatory** for those students to attend Summer School. Passing classes will determine promotion to next grade.
- E. For Middle School students who have accumulated 15 or more absences, Administration will determine one of the following: 1) Contact will be made with parent to inform them of Juvenile Court Proceedings, 2) The possibility of attending summer school for the classes they missed, or 3) Student will be withdrawn from WPA as a result of the pattern of chronic absences.
- F. Once a student is deemed truant, a child shall be monitored by a counselor or by a building-level administrator.

EXCUSED ABSENCE PROCEDURE

When calling in an absence, please call (313) 314-1300 and leave the following information:

1. Student’s name
3. Grade Level
4. Date(s) and time(s) of absence
5. Reason for absence
6. Your name and relationship to the student

The school will make every reasonable effort to notify the parent/guardian when the student is unexcused; however, failure to notify the parent/guardian does not excuse the student. Please be sure that all phone numbers are accurate and current.

MAKE-UP WORK

Teachers must allow students to make up work due to excused absences. Students are expected to take the initiative in asking teachers for make-up work. Any work not made up per these procedures will receive no credit.

- A. Students have the right to receive make-up work and credit for work missed due to excused absences.
- B. Students shall be granted two (2) days to complete and turn in make-up work for every one (1) day of excused absence. Teachers and counselors will identify and closely monitor students with a history of absenteeism.

Absenteeism Levels of Concern/Interventions

Level I of Absenteeism Concern

A student will activate level 1 concern and intervention if the student has in any class period:

- 7 consecutive days of unexcused absences
- 7 non-consecutive days of unexcused absences within 45 days, or
- 7 unexcused late arrivals/tardies in 45 day period

First Level administrative action may involve a parent and/or student meeting to discuss student achievement, his/her unacceptable behavior, and a mutually agreed-upon plan for dealing with similar situations in the future.

Counselors or a school representative shall contact parents via email, letter, or phone call to notify parents of absenteeism patterns and possible negative impacts.

Level II of Absenteeism Concern

A student will activate level 2 concern and intervention if the student has in any class period:

- Additional unexcused absences 2 times in the next 30 days or 3 additional unexcused absences in the next 3 months, additional interventions will be implemented.

Second Level administrative action will involve a parent meeting to discuss student achievement, his/her unacceptable behavior, and a mutually agreed-upon plan for dealing with similar situations in the future. A school representative shall contact the parent via email, letter, or phone call to notify the parent of absenteeism patterns and possibly negative impacts.

Level III of Absenteeism Concern

A student will activate level 3 concern and intervention if the student has in any class period:

- Has accumulated 15 or more unexcused absences AND absenteeism persists after Level 1 and Level 2 interventions. The student is considered to be persistently chronically absent, and their social, emotional, and academic success are greatly compromised.

Third Level administrative action will involve a parent meeting to discuss student achievement, his/her unacceptable behavior, and a mutually agreed-upon plan for dealing with similar situations in the future. A school representative will make home contact and determination to proceed with proper notification to Juvenile court.

ADDITIONAL NOTES

- The Principal must pre-approve absences for family travel/college visits to allow for make-up privileges. Once an extended absence is approved, the student has the responsibility to make the appropriate arrangements with his/her teachers.
- When leaving school during your scheduled hours, students must check out at the Main office and attain the required permissions. A parent, or adult guardian, is to come inside

(guard table or office) to ensure the student is dismissed by an adult.

ATTENDANCE INCENTIVES

While students are expected to attend school regularly, exemplary attendance may be recognized and rewarded by individual teachers or other staff on a school-wide basis. Staff is encouraged to implement incentive programs for good attendance.

SECTION X: POLICY ON SEARCHES AND SEIZURE

Lockers Are School Property

All lockers assigned to pupils are the property of Cornerstone Schools. At no time does the school relinquish its exclusive control of its lockers. The principal or his/ her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the principal or his/her designee. Periodic lock and locker checks are designed for the purpose of ensuring school safety and student welfare. Locker checks may occur at any time, without a search warrant, consent, or advance notice. If your lock or locker does not work properly, contact your general office for direction.

Legitimate Use of School Lockers

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by Cornerstone policy or the school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the public-school principal or his/her designee.

Search of Locker Contents

Random searches of school lockers and their contents may have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the school principal or his/her designee to search lockers and locker contents at any time, without notice, and without a parent/guardian or pupil consent.

The public-school principal or his/her designee shall not be obligated to but may request the assistance of a law enforcement officer in conducting a locker search. The public-school principal or his/her designee shall supervise the search. Students should have no expectation of privacy in the use of a locker.

Search and Seizure

Students and their personal property (e.g., purse, locker, backpack, book bag, and athletic bag etc.) are subject to search if a school official has reasonable suspicion to believe that a student may be in possession of illegal, unauthorized, stolen, hazardous or contraband materials at school or any school-sponsored activity. Searches may be conducted with or without a student's consent. Illegal or contraband materials may be turned over to proper legal authorities for ultimate disposition. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal, not in violation of school policy or outside the original scope and/or purpose.

When conducting searches, the school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to, the following: firearms, explosives,

dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the school principal or his/her designee shall be removed and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the school principal or his/her designee of items removed from the locker.

Contraband: Any and all substances or materials, the presence of which is prohibited by school policies or rules or state or federal laws. These include but are not limited to controlled substances, drugs, alcohol or alcoholic beverages, aerosol paint, guns, knives, weapons, incendiary and explosive devices or stolen property.

Automobiles: Automobiles on school property are subject to search if a school official has reasonable suspicion to believe that there may be illegal, unauthorized, hazardous or contraband materials in or on the automobile.

Canine Inspections: School authorities may use specially trained canines to search for the presence of illicit drugs, alcohol, weapons, and gunpowder-based items, unauthorized materials, or illegal controlled substances in school lockers and/or in student vehicles. Such inspections by school authorities and trained dogs may be announced or unannounced and be made at any time with or without notice.

Cornerstone Technology: All computers located in classrooms, labs, and offices of Cornerstone are Cornerstone property and are to be used by students solely for educational purposes. Cornerstone retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the Cornerstone's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by Cornerstone with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and Cornerstone retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

References

The Revised School Code, 380.1306, 2000 PA 87 (Locker Searches)

New Jersey v. T.L.O., 469 U.S. 325 (1985), U.S. Constitution, Amendment IV

ACCEPTABLE USE OF TECHNOLOGY POLICY

(Updated Fall 2023)

1.0 GENERAL POLICY:

This document formalizes the Technology Acceptable Use Policy for students and parents at Cornerstone Schools. It is the responsibility of the student and parent to read, understand and follow the policy and guidelines. Using school equipment, resources, network or devices shall constitute acceptance of the terms of the Technology Acceptable Use Policy and Guidelines.

Electronic devices deemed to be distracting to the educational environment by Cornerstone school administration are prohibited on campus. Schools will not be held responsible for the loss or theft of students' private property. Students are strongly encouraged not to bring such devices to school.

Please note: Cornerstone Schools reserve the right to amend this policy at any time.

2.0 CELL PHONES:

The use of cell phones and similar devices during instructional or class time is prohibited. All devices must be powered OFF during instructional and passing periods. This includes when you are outside of class with permission, on your way to the restroom or office or in the restroom. Devices that are powered off will not ring, vibrate or create any distractions to the student or their classmates.

Some Cornerstone Schools do not allow students to have cell phones on their person during the school day. Students must follow each building's specific cell phone policy.

Students must assume responsibility for their own devices. The school or District is not responsible for preventing theft, loss or damage. Devices must be kept out of site, e.g. in a purse, backpack or locker.

During class time phones should NOT be used for any purpose unless expressly directed by a staff member. This includes outgoing/incoming calls, text messaging, calculating, picture taking, social media, Google searches, etc. Students may use their phones before school, during lunch time and after school at each school's discretion. Some schools will allow lunch time use while others will not.

Students found with their cell phone ON during class or between periods are in violation of the Cell Phone Policy. PLEASE NOTE: THIS IS A ZERO TOLERANCE POLICY. If a student is determined to be in violation of the policy, they are immediately subject to the consequences below:

CELL PHONE VIOLATION CONSEQUENCES:

- **EVERY OFFENSE:** Teacher will confiscate device and turn it into the Dean of Students. The phone will be returned only at the end of the day to a parent when they pick up their child.
- **AFTER 3rd OFFENSE:** Repeated repossessions (3 times or more) of a student's cell phone will result in additional disciplinary actions including up to three (3) days of In School Suspension (ISS).

The ONLY exceptions to the policy above are 1) during latch-key care as permitted by staff 2) during emergency circumstances expressly granted by a staff member, and 3) during teacher-led activities related directly to instruction.

Cornerstone Schools operates under a zero tolerance cell phone policy. First-time offenders are subject to immediate disciplinary action.

3.0 DESKTOPS / LAPTOPS / CHROMEBOOKS:

Cornerstone believes that all students and staff should have reasonable access to adequate technology and various information formats. It is up to the students and staff to use this educational advantage in an appropriate and responsible manner.

A. TECHNOLOGY & BULLYING

All computers and devices that connect to the internet must be used appropriately and adhere to the school's network policy. It must also be noted, by parents and students, that communications off campus can also become a problem at school. If a student inappropriately uses a device off-campus to threaten, bully, sexually harass or explicitly contact another student and it becomes a disruption on campus or in a remote classroom, the student can be disciplined. Before a student posts, texts, comments or contacts another student, they should consider the following:

- I can be suspended, expelled or arrested for my comments;
- If sexual in nature, I (and anyone else involved) can be prosecuted for child pornography, requiring registration as a "sex offender" for the rest of my life;
- Once something is on the internet there is no way to destroy it;
- Is the content I post something I want my parents or future employer to see;
- Many students that are harassed become seriously depressed and often commit suicide.

Cornerstone takes bullying and harassment seriously. Please contact Cornerstone administration if you or someone you know is being bullied or harassed by someone online or in-person.

B. PROHIBITED USES

Unacceptable uses of school computers include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** – Students may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexual in nature, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. **Illegal Activities** – Students may not use the Cornerstone computers, network and internet services for any illegal activity or in violation of any school policy, procedure or rules. Cornerstone assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyrights or Software Licenses** – Students may not copy, download or share any type of copyrighted materials (including music, films, images or written word) without the owner’s permission; or copy or download software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. Cornerstone assumes no responsibility for copyright or licensing violations by its students. This includes AI sources such as Open AI or Chat CPT.
4. **Plagiarism** – Students may not represent as their own work any materials obtained on the internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified. Users should not take credit for things they didn’t create themselves, or misrepresent themselves as an author or creator of something found online. This includes AI sources such as Open AI or Chat CPT.
5. **Cyberbullying** – Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, and cyberstalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating others. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.
6. **Misuse of Passwords/Unauthorized Access** – Students may not share passwords; use any user account/password that is not assigned to them; or attempt to circumvent network security systems.

7. **Malicious Use/Vandalism** – Students may not engage in any malicious use, disruption or harm to the school unit’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses or intentional physical damage.
8. **Avoiding School Filters** – Students may not attempt to or use any software, utilities or other means to access internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** – Users may not access blogs, social networking sites, etc. prohibited by school administration or the Technology Department. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.
10. **Degrade System Resources** – Users shall not use the network in such a way that would degrade the performance system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or school administrator.
11. **Unauthorized Equipment**– Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the school administration or the Technology Department.

C. PRIVACY

All computers, telephone systems, voice mail systems, email and electronic communication systems are CEG property. CEG retains the right to access, review and monitor all electronic messaging, voicemail, computer files, databases and other electronic transmissions contained in or used in conjunction with CEG’s computer, telephone, email and voicemail systems.

Students should have no expectation that any information contained on such systems is confidential or private. Students must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside the school district.

D. CLASSROOM MANAGEMENT / ACCOUNTABILITY

Accountability is a key component to minimizing technology breakage, loss and theft. Staff and students must enforce the following classroom management practices:

1. Computers should be kept in specific rooms and charging carts and should never leave the classroom that it is assigned too, unless the student is attending a VILS school.

2. Students should be matched up to a specific computer so that breakage, loss or theft can be traced back to a specific student.
3. At the end of every class, a quick visual check should be done by the student and teacher to confirm that no obvious damage has been done to the device(s).
4. Once the visual check is complete, the device should be returned to storage, placed in the appropriate slot and plugged in for charging.

Teachers and students should work together to ensure that all devices are safe, well cared for and in good working order. If intentional or accidental breakage occurs, please notify a teacher immediately. The teacher will notify the IT team. Unreported breakage will lead to a payment claim to the student's parent or guardian.

Additionally, the IT team records the room and teacher where breakage occurs. Students and teachers that fail to maintain adequate classroom management or that routinely disrespect electronic devices will receive administrative counseling and are subject to disciplinary action.

E. STUDENT SECURITY

A student is not allowed to reveal his/her full name, address, telephone number, social security number or other personal information on the Internet while using a school computer. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

F. SYSTEM SECURITY

Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

4.0 VERIZON INNOVATIVE LEARNING SCHOOLS (VILS)

Each of our Cornerstone middle schools (grades 6-8) have been selected to join Cohort 10 of the Verizon Innovative Learning Schools (VILS) initiative. The selection process was very rigorous and competitive and it will have a huge impact on our staff and students.

As part of the initiative, each of our MS staff and students will be equipped with an LTE-enabled Chromebook which will not only transform our resources in the classroom but will allow students to have 24/7 learning from anywhere.

Students will be responsible for bringing the Chromebooks from home to school each day and must follow a new set of procedures to ensure that each of our students can participate in the technology-driven lesson plans our staff will be developing.

A. RECEIVING A VILS CHROMEBOOK

Chromebooks will be distributed during selected dates at the beginning of the school year. Each student will receive an AC charger with their Chromebook.

Cornerstone families acknowledge that all electronics are school property and must be returned by the specified date and time.

B. RETURNING A VILS CHROMEBOOK

Upon completion of the school year or prior to leaving the District, families must return any device that was assigned by the school. Families are not able to purchase the devices or keep them for any reason. Broken, lost or stolen devices must be reported immediately when the incident occurs. Students and parents should not wait until the device collection time to report any broken, lost or stolen devices. Any Chromebook, laptop or other electronic device that is issued for remote learning must be returned to the same school where it was issued.

C. TAKING CARE OF CHROMEBOOKS

Students are responsible for the general care of the Chromebook they have been issued by the school. If a Chromebook or laptop is physically damaged or experiencing a mechanical problem, the student should contact their school administration or Student Tech Team immediately.

Chromebooks that are broken, or fail to work properly, must be reported to the on-site Technology Liaison staff member or the Student Tech Team. **DO NOT TAKE DISTRICT-OWNED CHROMEBOOKS TO AN OUTSIDE COMPUTER SERVICE FOR ANY TYPE OF REPAIRS.**

I. General Precautions

- Chromebooks should never be left unattended except when locked in a secure area.
- No food or drink should be next to Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be exposed to extreme temperatures, such as leaving them in a hot car or overnight during the winter.
- Heavy objects should never be placed on top of Chromebooks.

II. Chromebook Screen Care

The Chromebook screen is particularly sensitive and can be easily damaged if subjected to rough treatment and excessive pressure. Protect the Chromebook screen by following the rules below.

- When moving a Chromebook support it from the bottom with the lid closed.
- Clean the screen with a dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.

- Nothing should be placed or leaned on top of a Chromebook.
- Make sure nothing is on the keyboard before closing the lid (e.g., pens, pencils, notebooks).
- Pressure should not be put on the screen either by poking it or wedging the Chromebook into a bookbag or place anything in the carrying case that will press against the cover.
- For screen adjustment do not grasp screen by wrapping hand around screen; your thumbs can shatter the screen.

III. Carrying & Storing Chromebooks

- Keep your Chromebook in the school provided secured carrying case for extra protection.
- Never carry the Chromebook while the screen is open.
- Do not transport Chromebook with the power cord inserted.
- Chromebooks should never be in vehicles or a location that is not temperature controlled.
- Chromebooks should be stored safely at all times, especially during extra-curricular events.
- Chromebooks should never be shoved into a locker, placed on the boom of a pile or wedged into a book bag as this may break the screen.
- Never store your Chromebook in your carry case or backpack with the power cord inserted.

IV. Asset Tags & Logos

- All Chromebooks will be labeled with a school asset tag. Chromebook asset tags are recorded and associated with students. Chromebooks must have an asset tag on them at all times.
- Asset tags and logos may not be modified or tampered with in any way. Students may be charged or disciplined for tampering with a school asset tag logo or turning in a Chromebook without a school asset tag or logo.

D. CHROMEBOOKS LEFT AT HOME

- If students leave their Chromebook at home, they are allowed to request a loaner from their homeroom teacher. Loaners must be returned to the IT office at the end of the school day.
- Please review for more details on Loaner Chromebooks.
- If the device is forgotten at home or not charged prior to coming to school more than 3 times, the device will have to be left at school for the rest of the school year and the student will no longer have the privilege of taking home the device.

E. DIGITAL CITIZENSHIP & APPROPRIATE USE OF DEVICES

District-owned and VILS Chromebooks and devices are to only be used for educational purposes and are subject to all corresponding administrative procedures and policies as an on-site Chromebook. Students who use Chromebooks at home are bound to the same Cornerstone Acceptable Use of Technology Policy and agree to follow all guidelines no matter where they are using the device.

F. ACCEPTABLE CHROMEBOOK USE

When Chromebooks are on-site, students must adhere to strict policies on acceptable use:

I. Photos, Screensavers, and Background Photos

- Inappropriate media may not be used as a screensaver or background.
- Images of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- Photos/videos require a large amount of storage space on the device. Only photos that are for an educational purpose should be saved to the device. All other photos/videos should not be taken or stored.

II. Sound, Music, Games and Programs

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Students should have their own personal set of headphones, which may be used in the classroom at the discretion of teachers. Students should not have earbuds in their ears during class.
- Data Storage on the Chromebook is limited and should be managed by the students so that the full educational potential of the Chromebook is available. Any instance of downloading apps that have not been approved by the District is carefully monitored. Students may be directed by school personnel to remove apps, music, videos if the storage of instructional materials is compromised.

G. LOANER CHROMEBOOKS - POLICY & PROCEDURE

I. General Use & Precautions

- In the case you are unable to use your issued Chromebook for the school day, you may request from your homeroom teacher to borrow a loaner Chromebook to continue your studies.
- Loaners are to be treated as if it were your own issued Chromebook.
- Any damaged or missing loaners will be reported and followed up with disciplinary action.
- Loaners are NOT a substitute for your issued Chromebook and must be returned before you leave school. If you are having issues with your Chromebook, please report these problems to school staff or the Student Tech Team.

II. Retrieving Your Loaner Chromebook

- All Chromebooks loaned to students will be logged to observe their frequency of request and ensure accountability for usage.
- Students must provide a detailed reasons as to why they are in need of a loaner.
- If the reason for borrowing a loaner is due to a malfunctioning/damaged Chromebook, please report this issue IMMEDIATELY to resolve the matter.
- Once complete, a loaner will be assigned for use for the rest of the day.
- Under NO circumstances should a Loaner Chromebook be taken home by the student.

III. Returning Your Loaner Chromebook

- Loaners must be returned to the IT office before the end of the day.
- Returned Chromebooks will be confirmed by the IT officer daily to ensure we have a healthy supply ready for use if need be.
- Failure to return a loaner will be met with investigation and potential disciplinary action, including removal of privileges to borrow loaners.

H. CONTENT FILTER & DEVICE MONITORING

Cornerstone Schools utilizes an Internet content filter that is in compliance with the federally mandated Children’s Internet Protection Act (CIPA).

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

- All Chromebooks, regardless of physical location (in or out of school), will have all internet activity protected and monitored by the District.
- If a website is blocked at school, then it will also be blocked when a student is out of school
- If an educationally valuable website is blocked, students should contact their teachers to request the site be unblocked
- Anyone using a Cornerstone Chromebook, laptop or other network system has no expectation of privacy in such use. The District has the right to, and does, monitor use of these systems.
- Teachers, school administrators and the technology department may use monitoring software that allows them to view the screens and activity on a student device. This allows the teachers to review student classwork and school officials to ensure student safety.

5.0 ACTIONS REQUIRING DISCIPLINARY ACTIONS

As mentioned throughout this document, misuse of Chromebooks has the potential to earn disciplinary consequences such as, but not limited to, lunch detentions, in school detentions, In School Suspensions, and Out of School Suspensions. Examples of conduct warranting disciplinary action include, but are not limited to the following:

- Leaving Chromebook unattended or an unsupervised area
- Failure to utilize protective case
- Inadequate care for Chromebook, case, charger, and other peripherals
- Multiple damage instances caused by abuse or neglect of Chromebooks and peripherals
- Resetting Chromebook to factory defaults
- Placing the Chromebook in developer mode
- Removal of MSE Asset Tags
- Downloading inappropriate apps and media
- Using the device to engage in inappropriate behaviors
- Adjusting songs on someone else's Chromebook
- Deleting school-installed settings from a Chromebook

- Adding a credit card to a Google Account (Google Wallet) to purchase music/unapproved apps
- Leaving Chromebook at home; lack of preparation for classes
- Repeatedly bringing uncharged Chromebooks to school
- Bringing Chromebook to Phys. Ed. class, unless directed to by P.E. teacher
- Loaning of student device to other students inside and outside of school
- Using a personal Google account to download purchased apps for yourself or another student(s)
- Using a program to bypass MSE Network Security, including web and content filtering
- Using a program to gain access to other students' accounts
- Illegal installation of transmission of copyrighted materials
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients
- Non-compliance of District policies. Failure to comply with the guidelines listed in this Handbook, or repeated occurrences of Chromebook damages caused by neglect or abuse, may result in the further disciplinary action, fees, and the loss of home use privileges.

I. PARENT/GUARDIAN RESPONSIBILITIES

Before a device can be issued to students for school and home use, parents/students must sign this document. Parents are encouraged to provide a safe environment for students to use their Chromebooks at home for school assignments. Parents/Guardians are also encouraged to:

- Set rules for student use at home.
- Allow use in common areas of the home where student use can easily be monitored.
- Demonstrate a genuine interest in student's use of devices.
- Reinforce the idea that the device is a productivity tool to support learning, rather than used as a form of entertainment.

II. Consequences for Violation of Technology Policies

Violation of the school's policies and procedures concerning the use of the computer on the network will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the Student Code of Conduct.

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action.

The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed for one year or more. Any or all of the following consequences may be enforced if a student violates the terms of this policy:

1. **Verbal/Written Warning:** The teacher may issue a verbal or written warning to the student for minor infractions or first-time offenses. This serves as a reminder of the rules and expectations.
2. **Temporary Loss of Privileges:** If a student repeatedly violates the Chromebook rules, they may face temporary loss of Chromebook privileges. This means they may be required to use alternative methods for completing assignments or may have restricted access to certain online resources. If the device is forgotten at home or not charged when bringing it to school, and it happens 3 more times, the device will have to be left at school and will result in the consequence of losing the privilege to take the device home.
3. **Detention or After-School Work:** In more severe cases, students may be assigned detention or required to stay after school to complete additional work as a consequence for misusing their Chromebooks.
4. **Parental Notification:** The school may contact the parents or guardians to inform them about the student's inappropriate behavior or repeated violations of Chromebook policies.
5. **Loss of Chromebook Privileges:** For serious or repeated offenses, the student may lose their Chromebook privileges for an extended period. This means they may be required to use alternative means for completing assignments and may not have access to the Chromebook during class. (Note: Loss of computer privileges/Internet access, with a length of time to be determined by campus administration.)
6. **Disciplinary Action:** In extreme cases, where the student's actions significantly disrupt the learning environment or involve severe violations, disciplinary action may be taken. This can include suspension or other measures in accordance with the school's disciplinary policies. Suspension may be considered for flagrant violations or violations that corrupt the educational value of the computers or the Internet. Expulsion may be considered in instances where students have used the school's Internet access to engage in conduct that constitutes felony criminal mischief, and/or have deliberately attempted to bypass installed security software or copy/modify another student's work files.

6.0 TERMS OF USE

Cornerstone Schools reserve the right to deny, revoke or suspend specific user privileges and/or take other disciplinary action, including suspensions or expulsion from school, for violations of this policy. District and technology administration reserves the right to examine, use and disclose any data found in the district network and/or equipment in order to further the health, safety, discipline or security of the school community. Additionally, all handbook regulations apply to the use of the district network, internet and electronic resources.

7.0 DISCLAIMER

Cornerstone Schools, its employees and agents, make no warranties of any kind, neither expressed nor implied, concerning the network, internet access and electronic resources it is providing.

Furthermore, the school is not responsible for:

1. The accuracy, nature, quality, or privacy of information stored on local servers or devices or information gathered through Internet access.
2. Any damages suffered by a user (whether the cause is accidental or not) including but not limited to, loss of data, delays or interruptions in service, and the infection of viruses or other malware on personal computers or other devices.
3. Unauthorized financial obligations resulting from the use of Cornerstone Schools electronic resources.

Cornerstone Technology User Authorization

I hereby certify that I have read and understand Cornerstone Schools Student Acceptable Use Policy and agree to abide by its terms and conditions. I understand that if I violate the Student Acceptable Use Policy, my network/Internet access privilege will be revoked, and I will be subject to disciplinary action. I further understand that a violation of the Student Acceptable Use Policy may subject me to criminal and/or civil liability.

Student Name / Signature: [SIGN FORM ON POWERSCHOOL](#)

Parent or Guardian Name / Signature: [SIGN FORM ON POWERSCHOOL](#)

As the parent or guardian of the above-named user, I hereby certify that I have read and understand Cornerstone Schools Student Acceptable Use Policy.

I further understand that some materials accessible to network/Internet users may be offensive, illegal, defamatory or inaccurate, and that although the Cornerstone Schools has taken reasonable precautions to restrict access to such materials, such exposure may nevertheless occur. With that understanding, I hereby give permission to the Cornerstone Schools to allow internet access for my child. I further agree to indemnify and hold harmless Cornerstone Schools, its employees and agents from any and all claims arising from or related to my child's use or misuse of the computer equipment/Internet, and waive any and all claims I may have against Cornerstone Schools for such use or misuse.

Cornerstone Schools provides equipment for educational use. Individuals utilizing district provided equipment agree to the following statements:

As a student, I will:

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline. Be courteous and respectful.
- Not post any information that I would not want students, parents, teachers, or future colleges or employers to see (once something is online, it is available to the world).
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, and posts) online.
- Use school technologies at appropriate times and in approved places, for educational pursuits.
 - Cite sources when using online sites and resources for research.
 - Recognize that use of school technologies is a privilege and treat it as such.
 - Be cautious to protect the safety of others and myself.
 - Help to protect the security of school resources.

As a student, I will not:

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find inappropriate images or content; intent to seek inappropriate images or content is a violation of this Acceptable Use Of Technology Policy.
- Access or participate in chats, chat rooms or instant messaging services on school computers unless authorized by a staff member for legitimate educational purposes
- Create a personal mobile "hot-spot" or utilize a "proxy site" for the purpose of circumventing network safety measures and filtering tools.
- Create, distribute or deploy multi-user servers or gaming software on any school devices.
- Use the district network system for commercial purposes. This means that students may not offer, provide or purchase products or services through the system.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools; intent to circumvent safety measures and filtering tools is a violation of this Acceptable Use Of Technology Policy.
- Use school technologies to send spam, chain mail or social media threats.
- Airdrop or send lewd messages or images to other students' mobile devices.
- Plagiarize content I find online.
- Post or otherwise disclose personally identifying information, about others or myself.
 - Agree to meet someone I meet online in real life.
 - Use language online that would be unacceptable in the classroom.
 - Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Student Name / Signature: [SIGN FORM ON POWERSCHOOL](#)

Parent or Guardian Name / Signature: [SIGN FORM ON POWERSCHOOL](#)

*** PARENT / GUARDIAN AND STUDENT MUST SIGN**

PETITION FOR REINSTATEMENT

DATE: _____

TO: _____

[Insert Name and Address of School]

FROM: _____, Petitioner

[Insert Name of Petitioner]

Status of Petitioner:

- Parent(s) or Legal Guardian(s) of the Expelled
- Individual Expelled Individual (18 years of age or older)
- Expelled Individual (as an Emancipated Minor). A copy of the court order of emancipation must be attached.

This petition for Reinstatement is made on behalf of:

Name: _____ Age: _____ Telephone # _____

Address: _____

Parent(s) or Legal Guardian(s) of the Expelled Individual (include names, addresses, and telephone numbers of both parents/legal guardians, if appropriate):

_____ Parent(s) _____ Legal Guardian(s)

Name(s): _____ Telephone # _____

Address: _____

Date of Expulsion: _____

Grade Level of Expelled Individual: _____

Name of Expelling District: _____

Telephone & Address of Expelling District (If not a Cornerstone School): _____

Briefly describe the incident that caused the expulsion:

Has the expelled individual received assistance from a state or county social services agency?

Yes No Refuse to Answer*

If yes, attach all written documentation prepared by the agency regarding assistance the individual received from the date of expulsion to the date of this Petition.

Decline to Provide Documentation *

Has the expelled individual received assistance from a state or county community mental health agency?

Yes No Refuse to Answer*

If yes, attach all written documentation prepared by the agency regarding assistance the individual received from the date of expulsion to the date of this Petition.

Decline to Provide Documentation *

Has the expelled individual received assistance from a private mental health professional from the date of expulsion to the date of this Petition?

Yes No Refuse to Answer*

If yes, attach a detailed report from the mental health professional setting forth any findings, including results of all tests and examinations performed, diagnosis, conclusions, and treatments provided from the date of expulsion to the date of this Petition.

Decline to Provide Documentation *

***Refusal to answer or produce documentation may be considered by the Board in its decision whether or not to reinstate the individual.**

Was any criminal or juvenile court action initiated against the expelled individual as a result of the incident that caused the expulsion?

Yes No

| Date | Charge | Case No. | Court Address and Telephone # | Status of Case |
|------|--------|----------|-------------------------------|----------------|
| | | | | |

Was the expelled individual convicted as an adult, or adjudicated as a juvenile offender as a result of the incident that caused the expulsion?

_____Yes _____No

(If yes, attach a copy of the judgment of sentence or order of disposition, and information regarding their probation officer.)

Probation Officer Name and Title: _____

Address: _____ Telephone #: _____

Other than the incident that caused the expulsion, was the expelled individual charged or convicted of any criminal offense in any court in the United States since the expulsion date?

_____Yes _____No

| Date | Charge | Court Address and Telephone # | Status of Case |
|------|--------|-------------------------------|----------------|
| | | | |

Describe the expelled individual's attitude concerning the incident that caused the expulsion.

Describe the expelled individual's behavior since the expulsion.

List aspects of the expelled individual's prior school record that the Board should take into consideration.

What is the likelihood the expelled individual will be successful if reinstated to public education in the school district?

Attach 1-2 letters of reference from persons who are not related to the expelled individual (encouraged but not required).

I understand that I am required to inform the Board of directors of

School District, in writing, of any change of circumstances from those recorded in this Petition or its attachments. I understand that if I fail to keep the Board of directors informed, that failure may be cause to revoke or deny reinstatement.

I understand that any false, incomplete or inaccurate information recorded in this Petition for Reinstatement or its attachments may result in the denial of this

Petition, or revoke the individual's reinstatement to public school.

Signed:

[Insert Name of Petitioner]

Date: _____

TITLE IX OF THE EDUCATIONAL AMENDMENTS AND GRIEVANCE PROCEDURE

Title IX is a federal statute that prohibits discrimination on the basis of sex in educational programs or activities that receive federal funding, including public schools. 20 USC 1681(a); 34 CFR 106.41(a). There are both informal and formal complaint procedures; however, for complaints alleging sexual harassment, the informal procedures can only be utilized once a formal complaint has been filed and both parties voluntarily agree to use the informal procedures in writing. Complaints alleging sexual violations are addressed through the formal complaint process. The following will provide information on how to file a complaint and the complaint procedures.

CORNERSTONE PROCEDURE FOR FILING AND INVESTIGATING A COMPLAINT OF SEXUAL HARASSMENT (TITLE IX)

The following provides information on how to file a complaint alleging sexual harassment and a general overview of the investigation process, as required under Title IX. A complaint of sexual harassment may be made to any Cornerstone administrator, teacher, counselor, or the Cornerstone Title IX Coordinator. If a complaint is made to someone other than the Cornerstone Title IX Coordinator, the employee is expected to inform the Cornerstone Title IX Coordinator within two (2) days of receiving notice of the complaint.

A formal complaint may be filed with the Title IX Coordinator via signed writing in hardcopy or digitally, and should include, to the extent known, the identity of the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s). The Title IX Coordinator will work with the complaining party to identify supportive measures to preserve his or her access to Cornerstone educational programs and activities, while not burdening the alleged perpetrator(s). The investigation procedure will be completed in a reasonably prompt time, unless extended for good cause. The investigation will include the following:

- (1) Interviews with the parties and any witnesses the parties believe to possess relevant information;
- (2) Cornerstone will gather evidence, which the parties will have the right to review and submit a written response;
- (3) Cornerstone will prepare a written summary of the investigation, which the parties will have the right to review and submit a written response; and
- (4) The parties may submit written, relevant questions to the other party.

A written determination will be made by an individual who is not the Title IX Coordinator or was involved in the investigation of the complaint. If a party disagrees with the written determination, an aggrieved party may appeal the determination to the Cornerstone Director of Human Resources, whom Cornerstone has designated as the Title IX Compliance Officer. The parties to a complaint may voluntarily agree in writing to utilize an informal complaint procedure. The formal complaint procedure cannot be used for situations in which a student alleges sexual harassment against an adult. Informal resolutions may include

- (1) Advising students on how to communicate appropriately;
- (2) Distributing a copy of the anti-harassment policy; or
- (3) Facilitation meeting to work out a mutual resolution.

CORNERSTONE PROCEDURE FOR INVESTIGATING COMPLAINTS OF DISCRIMINATION BASED ON A PROTECTED STATUS (TITLE VI, TITLE IX, AND AMERICANS WITH DISABILITIES ACT OF 1990)

The following provides information on how to file a complaint alleging discrimination on the basis of sex other than sexual harassment. In addition, this process can be used to file a complaint alleging discrimination or harassment on the basis of sex, color, national origin, age, religion, height, weight, marital status, or disability. Such complaints should be made to the Title IX Compliance Officer or any Cornerstone administrator, teacher, counselor, or a similar employee within 180 days of the alleged violation.

Any student who believes that he or she has been subjected to unlawful discrimination may seek resolution through informal or formal procedures. The Title IX Compliance Officer will attempt to complete an investigation into the alleged unlawful discrimination within fifteen (15) business days, including interviews with the complaining party, responding party, any relevant witnesses, and review of relevant documentation. At the conclusion of the investigation, the Title IX Compliance Officer will provide a written summary and recommendations to the Superintendent. The Superintendent will make either a final decision or require additional investigation within ten (10) school days after receiving the Title IX Compliance Officer's report.

Cornerstone Schools' Title IX Coordinator is Laura Frey-Greathouse and can be contacted at laura.freygreathouse@cegschools.org.

Note: Complainant, or complainant's representative, has the right to file a complaint at any time regarding any alleged violation with the appropriate government agency or with the court of proper jurisdiction.