



Jalen Rose Leadership Academy

Scholar, Parent and Guardian Handbook

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Mission, Vision and Values

JRLA’s Mission Statement

Jalen Rose Leadership Academy will empower all scholars to develop the strength of character, skills, and knowledge needed to matriculate, be great in, and graduate from college or a post-secondary institution so that they have opportunities to be successful in the competitive world and to take care of themselves and the people that they love.

JRLA’s Vision Statement

By tapping into the intrinsic powers of respect, discipline, and hard work, scholars will unleash the transformative powers of learning to manifest a better world for themselves and the people that they love.

JRLA’s Norms

- **Family:** We listen to understand others’ perspectives and experiences. We extend grace to ourselves and to others-in the spirit of love-allowing for a culture of forgiveness, support, and respect.
- **Respect:** We do not cover up our own feelings as it relates to race, sexual identity, or religious belief to protect or comfort others. We find success through empathy and integrity.
- **Excellence:** We take ownership of our learning and growth and recognize ourselves as leaders within our school and larger community.
- **Determination:** We challenge the behaviors and ideas of others to create a culture of inclusive practices,

while acknowledging the experiences that all stakeholders bring to the table. We give voice to the marginalized and value equity in decision making.

I. THE BIG THREE: Academic Hard Skills, Academic Mindsets And Soft Skills, And Identity, Relevance, And Belonging

Every scholar has the ability to build a strong foundation for a beautiful and joy- filled life for themselves and the people that they love.

In order to create this life, it is essential for scholars to work diligently now to build the foundations of success in three key areas: Academic Hard Skills, Academic Mindsets and Soft Skills, and Identity, Relevance, and Belonging.

At JRLA, if a scholar masters the **academic hard skills** such as reading, writing, science, and mathematics to be academically prepared for post-secondary success; develops **academic mindsets and soft skills** such a growth mindset, and perseverance to get through life’s many obstacles; and develops a sense of **identity** to learn how to navigate different social, academic, and professional settings, and truly **belongs** to a community and family that is larger than themselves, then we believe success and achievement is theirs for the taking.

Every scholar has the ability to learn and build their academic knowledge, every scholar has the ability to develop the persevere through life's challenges, and every scholar deserves a right to live a beautiful life with post-secondary achievement.

Promotion and Graduation Policy

Scholars must meet requirements in **Academic Hard Skills, Academic Mindsets and Soft Skills, and Identity, Relevance, and Belonging** to be promoted to the next grade level or to graduate. Only scholars who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

JRLA understands that all scholars are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that scholars with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education scholars whenever possible.

Academic Hard Skills

Interim Assessments, the SAT, and other high stake tests take a snapshot of a scholar’s skills in math, reading, writing, science and other forms of logical processes of induction and deduction. The more scholars master these skills, the better prepared they are for the rigorous skills needed for college graduation, post-secondary completion and professional life.

In order to build a strong foundation, scholars must develop the essential academic skills necessary to thrive in a post-secondary opportunity and life beyond the classroom. From critical thinking in math and science to college-level literacy and writing, Academic Hard Skills are essential for the success of all adults in the 21st century. Scholars who focus on building academic ability through strong study habits, regular attendance, and dedication to academic success, will build the necessary Hard Academic Skills to graduate high school and succeed in post-secondary opportunities.

Strong focus on developing Academic Hard Skills is a cornerstone of our postsecondary success model at JRLA. It is crucial that scholars develop the skills necessary to be great in their post-secondary pursuits and beyond.

Academic Hard Skills Promotional Requirements

1. Academics

Scholars must earn the credits from all classes in which they are enrolled during the regular school day and school year. Any scholar who fails any class will be expected to enroll in make-up classes in order to recover credits at the next available opportunity, which may be night school and/or summer school. Scholars unable to make up all credits at least one week before the school year starts will not be promoted to the next grade level or graduate.

2. Advanced Placement Class

All JRLA scholars are eligible to take at least one advanced placement course. If the scholar is enrolled in the AP course during May testing, the scholar is required to participate in the AP Examination for each course the scholar is enrolled.

Advanced Placement (AP) courses are classes designed to expose scholars to the rigor associated with college level courses. In May of every year, the College Board holds national tests for AP scholars. Passing these examinations can earn the scholar college credit.

AP courses offer scholars the opportunity to develop the skill and will necessary to succeed in college and to enhance critical thinking skills needed for post-secondary success.

Due to the increase in academic requirements, the following policies/expectations for AP courses are essential to scholar success:

- Summer coursework to prepare for the AP course may be required
- Any scholar wishing to take more than one AP course in a semester must get approval from the Principal
- Scholars must complete daily homework/reading/studying to stay on track in the course
- After the first two weeks of the course, scholars may not elect to transfer in/out
- Any scholar failing the AP course at the end of a quarter may be removed (at the discretion of the teacher and Principal)
- All scholars taking AP courses are required to take the AP Exam in the spring. If a scholar misses the exam, the scholar may be charged the price of the exam and the missed exam fee.

Academic Mindsets and Soft Skills

In addition to strong Academic Hard Skills, scholars will be more successful by developing parallel Academic Mindsets and Soft Skills. Academic Mindsets and Soft Skills are achievable by all scholars.

Academic Mindsets and Soft Skills Promotional Requirements

3. Discipline:

JRLA aims to create a safe learning environment by implementing positive behavior support systems. JRLA is grounded in the principles of Restorative Practices. Creating safe spaces means building strong relationships, maintaining the spirit of collaboration and equipping scholars with the skills necessary to take responsibility for their actions. Our responses to scholar’s behavior (both healing and harmful) should be focused on 5 restorative practices. One common misconception is that restorative practices and strict discipline are at odds with one another. We believe that meaningful consequences are a critical component of a restorative system of behavior support. With that in mind, scholars must progress to demonstrate discipline and maturity to continue and excel in the changing JRLA culture.

Our 5 Rs

1. Relationships: Developing caring connections and finding common ground
2. Respect: Listening to each other’s thoughts and valuing them
3. Responsibility: Being accountable for your actions
4. Restoration: Repairing harm that has been caused
5. Reintegration: Ensuring that all individuals are included and involved

Identity Relevance and Belonging

JRLA seeks to be a beacon of health and wellness for all scholars, families and staff. Within our community, it is imperative that our family is physically, mentally, emotionally, and academically well. It is our goal to support each member of our family regardless of age, class, race, sex, orientation or religion.

The more we learn how to build a community of love and support through our collective development of soft skills, the more we will all feel as if we belong on one team and the more skill and confidence we will have to build in other areas of life to succeed in our future with more challenging and diverse teams.

Identity, Relevance, and Belonging Promotional Requirements

4. Enrichment Credit

To be promoted or to graduate, scholars must earn enrichment credits. Enrichment credits are classes taken outside the regular school schedule or during Summer Session. A minimum of 25 hours of class time or study time is needed for each quarter (.25) credit except for physical education which may be a minimum of 12.5 hours for each quarter (.25) credit. **Scholars will not be held accountable for this requirement due to the inability to participate during the 2019-20 and 2020-21 school years.*

Enrichment credit will only be rewarded to classes and sports teams that are programs. In order for a class or sports team to be eligible for enrichment credit, there needs to be a syllabus and attendance needs to be taken for each session. All enrichment programs must first be approved by the Dean of Scholars and the Principal.

All Summer Learning Adventure programs, internships, and employment are eligible to be awarded enrichment credit.

5. Acceptance to Two or More Post-Secondary Opportunities

Our goal is for every scholar to have the opportunity to fulfill our mission, to be successful in the competitive world in order to take care of themselves and the people that they love.

We believe that continuing educational pursuits after high school is a means to have opportunities to be successful in the world in order to pursue the life our scholars deserve. Securing multiple post-secondary options allows scholars to have choice in their path toward their future career. Through the work done inside and outside of the classroom and with the support and guidance of teachers, advisors, and the Post-Secondary Success Team, scholars work to secure several post- secondary options that align to their interests.

A minimum of **two post-secondary acceptances** are required for graduation. **ONE** of these acceptances must be a **2 or 4 year college**, other acceptances can include: **military programs, trade programs, career training programs, etc.**

Note: Scholars who do not meet all the academic requirements at least one week prior to the first day of fall classes will not be promoted to the next grade level and will not graduate.

II. SCHOLAR CODE OF CONDUCT (SCC)

The **Scholar Code of Conduct (SCC)** establishes expectations that create a learning environment conducive to positive development.

The creation of a **safe** and **respectful environment** with rigorous standards of **personal accountability** is both conducive to effective teaching and learning and is the bedrock of **non-cognitive development** which is the cultivation of skills that are not necessarily found on a test, yet are most important to success and well-being.

The SCC applies to actions of scholars during school hours, before and after school, while on school property, while traveling in school vehicles funded by JRLA, while participating on any team or group representing the school or attending such an activity, at all school-sponsored events, and while using the school network or any computer or IT devices. The SCC also applies to actions of scholars before or after school and off school property, if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Team members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each scholar, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: A scholar's behavior plan, age, health, maturity, and academic placement of a scholar, the scholar's discipline record, including previous similar incidents, the scholar's attitude and willingness to change, the cooperation of parents/guardians, seriousness of offense, and willingness to enroll scholar in a scholar assistance/support program.

The Board of Directors ("Board") of the Jalen Rose Leadership Academy is responsible for establishing policies under which JRLA operates. The SCC is not intended to address the entire spectrum of scholar behavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address scholarly misconduct that is not specifically included in the SCC.

Respect as the Foundation for all of our Relationships

Respect is the foundation for any environment that intends to cultivate positive development. A respectful school environment acknowledges the rights to teach, learn, and grow without fear of hostility, ridicule, or violence.

The success of our school's mission and the success of all individuals within our school community depends on the continuous expression of respect for everyone, including oneself, and respect for our space, at all times.

Being respectful requires cultivating empathy for others, carefully considering the consequences of one's actions, and actively working to align one's choices with the dignity of all individuals. Respect is an expectation for all members of the school community including scholars, teachers, administrators, and family members, regardless of context, and without exception.

When members of the school community treat their learning environments with respect, by keeping it clean, showing proper decorum, and attending to its intended uses, they signal their appreciation for the opportunities it provides. By failing to uphold the expectations for treatment of the learning environment, it sends the opposite signal, and in doing so, it has a negative impact on the success of all members of the school community.

The cultivation of respect is about intention, and acknowledges the possibility of misunderstanding. It is critical, however, that mistakes and unintended harm are repaired through intentional, restorative practices

Jalen Rose Leadership Academy Dress Code

JRLA's 2021-22 Dress Code is designed with the intention of providing flexibility for families while still maintaining a culture of professionalism. The dress code is in effect anytime scholars are in the school building or on school-related functions such as field trips.

All scholars are expected to adhere to the following dress code:

1. Shirts and outerwear

- a. Scholars may wear any unaltered JRLA/School Enrichment shirt, sweater, or jacket (shirt must be visible.)
- b. Scholars may wear JRLA athletic outerwear (i.e. JRLA basketball team hoodie) purchased from JRLA with JRLA school shirt underneath
- c. Coats or any other outerwear are **not** permitted to be worn in school or taken anywhere in the building and must be left in the locker.

2. Pants/Skirts

- a. Dark-colored and/or khaki pants and/or skirt.
- b. Yoga pants, joggers, leggings and pants with rips, holes, and tears are not permitted.
- c. Pants should be worn at the hip level and not be too baggy or too tight. Preferred pants allow for belts.
- d. Skirts must reach the length of the scholar's finger tips at the side.

3. Shoes

- a. Any closed toe shoe that can be secured on the scholar's foot is permitted.
- b. Flip flops, stilettos, heels, platform shoes, thin sandals, house shoes, slippers, and slides are not permitted.

4. Identification

- a. Scholars must have their school identification cards on their person at all times while engaged in school activities.

5. Head Coverings

- a. No hats, bed scarves, bonnets, helmets, hairnets, athletic sweatbands, and bandanas are allowed anywhere inside the building at any time.
- b. Head wraps are permissible when mandated by legitimate religious requirements or cultural traditions.

6. . Gym Uniforms

- a. Scholars must wear the JRLA gym uniform (shirt, shorts, or jogging pants).
- b. Scholars may not alter the JRLA gym shirts, shorts or pants in any way.
- c. Scholars must wear gym shoes.

7. Free Dress Fridays

We believe in creating an environment to promote respect for each scholar as an individual who is capable of exercising discretion and making responsible choices for their own attire. Therefore, every Friday, scholars may participate in free dress that adheres to the following guidelines:

- No clothing may be worn that is inappropriate for school (e.g. revealing clothing, exposed undergarments, pants that could be considered “sagging,” exposed midribs, or spaghetti strap shirts.
- No yoga pants, joggers, leggings, or pants with rips, holes, and tears are permitted.
- No clothing may be worn that features offensive language; no derogatory statements about individuals or groups of individuals; no references to tobacco, drugs, alcohol or gangs; no wording/graphics that are suggestive of sexual or other inappropriate behavior.
- No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, high-heeled or platform shoes, open toed shoes, flip flops, slides, house shoes, slippers, or sandals)

If a family has trouble purchasing uniform items, please reach out to the JRLA Principal.

Corrective Disciplinary Consequences

Arrest:

Police may be called to arrest scholars if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to, involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to: a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screwdrivers, saws, metal pipes, b.b.guns, toy guns, slingshots, or broken bottles. A campus official must call the parent/guardian immediately after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons or drugs shall report this immediately to the Principal (or designee). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Principal (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police Department. In addition, a scholar who is charged with possession and/or use of a weapon or drugs shall be subject to immediate suspension from school and will face expulsion.

Coordinated Behavior Plans: The school team, scholar, and parent/guardian will create a structured behavior support plan specific to the scholar and based on the target behavior to be reduced. It will focus on increasing desirable behavior and replacing inappropriate behaviors.

Counseling: Scholars may be required to receive additional support or individual counseling from trained professionals (e.g., counselor, social worker, interventionist, or psychologist) focused on problem solving and resolving personal issues that interfere with the teaching and learning.

Good Standing: Scholars who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. Scholars who are not in good standing may lose eligibility to participate in enrichment activities such as sports or arts programming, may be removed from internships or college programs, and may not be able to attend extracurricular activities such as dances or field trips.

Harm Reparation is when scholars complete tasks or assignments to make up for previous offences (example: cleaning gum off of desks because he or she spit gum on the carpet).

Lunch Reflection: A consequence issued to scholars served during their lunch period. During the scholar's assigned lunch period, he/she will eat lunch and complete a character building assignment and reflection with a member of the Culture Arts Department.

Mini-courses or Skill Modules: Short courses or self-study modules can be assigned as a disciplinary consequence. These courses would be on topics related to the scholar's inappropriate behavior and would be designed to teach the scholar to have increased awareness or knowledge about the topic, thus facilitating behavior change.

*These modules might include readings, videos, workbooks, tests, and oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).

Parent/Guardian involvement and Supervision: Along with the school and scholar, parents/guardians will develop ways that they can provide closer supervision or be more involved in their scholar's schooling. Together the team will work towards better communication and more frequent contacts between teachers and parents/guardians, as well as coordinated behavior-change approaches.

Parent/Guardian Conference: A meeting where the scholar, school official, parent or guardian, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods.

Restitution: In-kind restitution permits the scholar to help to restore or improve the school environment either by directly addressing the problems caused by the scholar's behavior (e.g., in cases of vandalism scholars can work to repair things they damaged), or by having the scholar improve the school environment more broadly (e.g., picking up trash, washing lockers).

Restorative Circle: A community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals.

Problem solving/contracting: Negotiation and problem-solving approaches can be used to assist scholars in identifying alternative behavior choices. The scholar will develop a contract that reminds him or her to engage in a problem-solving process that includes positive reinforcement for success and consequences for continuing problem behaviors.

Restorative Conference: A structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.

Restorative Justice Classes: Scholars who have a violation of the Scholar Code of Conduct related to fighting, bullying, gang activity, or drug use or distribution may be required to take Restorative Justice classes that teach proper behavior in order to be promoted or to graduate.

Scholar Conference: A meeting where the scholar, school official, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods. Parents or guardians should be informed of such conferences.

Suspension and Expulsion

Out-of-School Suspensions: An out-of-school suspension is when a scholar is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Scholars who have been suspended may not appear on campus nor attend any school functions (before school, after school, or evening) while suspended.

Short-Term Suspension: A short-term suspension is the denial of a student's right to attend the school day, be on school grounds, attend or participate in school functions for a period not to exceed ten (10) school days. They may, however, enter the school to take or prepare for state assessments. Suspended scholars must be assigned homework and given the opportunity to make-up missed assignments, quizzes, or tests.

Long-Term Suspension: The denial of a student's right to attend school, be present on school grounds, or attend any school function for a period in excess of ten (10) school days but not more than 60 days.

Expulsion: The denial of a student's right to attend school, be present on school grounds, or attend any school function for a period in excess of 60 school days.

Permanent Expulsion: As defined by State law, Permanent Expulsion is a decision to permanently remove the student from any public school if the student is found in possession of a dangerous weapon, commits arson, commits criminal sexual conduct or physically assaults school personnel in a school building or on school grounds.

Due Process

Due process is a fundamental right of all individuals. Therefore, constitutionally and legally sound procedures have been implemented by the academy to address discipline. Those include the following:

1. Disciplinary authority shall be reasonable and fair.
2. Every effort shall be made by school personnel to resolve problems through effective utilization of the academy's resources, in cooperation with the student and the parent or guardian.
3. A student shall be fully informed of events surrounding the discipline. A student shall also be given the opportunity to discuss the events which occasioned the suspension/expulsion. If a student denies a charge against him/her, the school shall provide the student with an explanation of the evidence.
4. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.
5. Scholars with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled scholars will be adjusted, as required by federal and state laws and regulations, and the scholar's individual education plan (IEP) or accommodation, when necessary.
6. A student, or a parent of a minor student, may waive the student's right to a hearing on charges alleging student misconduct and voluntarily accept exclusion from school, school grounds, and school functions in excess of ten (10) school days without such a hearing. Such exclusion shall be for a specific period of time. During such period of exclusion the student shall not be allowed to re-enroll. Such voluntary exclusion is not a right of any student and shall be available only at the discretion of the building administrator.
7. Before a decision is rendered to suspend, expel, or permanently expel a student, the following Discipline Factors shall be considered:

- a. the student's age;
- b. the student's disciplinary history;
- c. whether the student has a disability;
- d. the seriousness of the violation or behavior;
- e. whether the violation or behavior threatened the safety of any pupil or staff member;
- f. whether restorative practices will be used to address the violation or behavior;
- g. whether a lesser intervention would properly address the violation or behavior.¹

Suspension of Ten School Days or Less

1. Prior to the suspension of the student, the Dean of Culture shall provide the following due process:
 1. The student will be informed of the charges against him/her, and, if the student denies the charges, the school administration shall provide the student with an explanation of the evidence.
 2. The student shall be provided an opportunity to explain his/her version of the facts.
 3. The Dean of Culture shall consider the Discipline Factors before rendering a decision.
2. If, after providing the student with his/her due process rights, the Dean of Culture, or the Dean of Culture's designee in Dean's absence, determines that the student has engaged in a prohibited act under this Student Code of Conduct, then the Dean of Culture or designee may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The parents or guardians shall be notified of their right to appeal the decision to the Principal and to request a conference. Verbal notification shall be followed by written communication to the parents/guardians. A copy of the letter shall be placed in the student's discipline file. Verification of such contact shall be made as a log entry.
3. The principal shall affirm, modify or reverse disciplinary action within two (2) school days of the conference date. This decision is final and not subject to further review or appeal.

Suspension for Eleven (11) or More School Days, Expulsion, or Permanent Expulsion

Informal Hearing Procedures

1. A long-term suspension for more than ten (10) days, expulsion or permanent expulsion may be recommended by the academy's administration following an investigation of charges of misconduct by a student, and an offer to the student and his or her parents or guardians of an informal hearing involving the administrator and the student.

¹ If the student brought a firearm to school, these factors do not apply.

2. At the informal hearing, the student (1) shall be advised of the misconduct with which he or she is charged; (2) shall be advised of the evidence supporting the charges; and (3) shall be given the opportunity to present his or her version of the alleged incident(s). At the discretion of the building administrator other persons may be permitted to attend the hearing or otherwise provide information which will assist in the resolution of the charges.
3. Before rendering a discipline decision, the building administrator shall consider the Discipline Factors.
4. At the conclusion of a requested informal hearing, if the building administrator determines that the student has not engaged in the alleged misconduct, the charges shall be dismissed. If the building administrator determines that the student has engaged in misconduct which merits a long-term suspension, expulsion or permanent expulsion, the building administrator shall make a written recommendation to the Promise Schools Hearing Officer that the student be so disciplined, identifying the basis(es) upon which the recommendation has been made. The building administrator may also impose an immediate suspension of the student of up to ten (10) school days, pending further review of the recommendation.
5. In exceptional cases where an informal hearing is impracticable, the building administrator may, in his or her sole discretion, impose an immediate suspension of the student of up to ten (10) school days without holding an informal hearing. However, the Discipline Factors shall be considered before imposing the immediate suspension. In such cases, if the building administrator determines upon investigation that the student has engaged in misconduct which merits a long-term suspension, expulsion or permanent expulsion, the building administrator shall make a written recommendation to the Promise Schools Hearing Officer that the student be so disciplined, identifying the basis(es) upon which the recommendation has been made.

Formal Due Process Hearing Procedures

1. Upon receipt of a recommendation from the building administrator for a long-term suspension, expulsion or permanent expulsion of a student, the Hearing Officer shall schedule a formal due process hearing to take place within ten (10) school days following the commencement of the student's suspension. In the case of an expulsion or permanent expulsion, if the hearing cannot be scheduled within the ten (10) school day period the academy may impose additional days beyond the short term suspension until such time as the hearing can be held.
6. The following procedures shall be followed regarding the formal due process hearing for long-term suspension and expulsion:
 - i. **Written notice.** If a student is charged with a violation of the Student Code of Conduct carrying a consequence of long term suspension or expulsion, the student and the student's parent(s) shall be notified of such charges by registered mail, as well as the student's rights of due process as set forth herein. The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's and parent's right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension or expulsion. The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to hear and/or see the evidence

offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, and the right to a written record of the result of the hearing.

- ii. **Hearing Procedures.** At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Hearing Officer. Minutes shall be kept for the hearing. At the hearing the Hearing Officer will consider all of the following factors before rendering its decision.
 - 1.
 - iii. **Written Record.** Within three (3) school days after the conclusion of the hearing, the parents/guardian will receive a written record of the decision. This document will inform the parent if there is any right to an appeal to the Chief Executive Officer. The parent shall be responsible for making arrangements for the child's educational needs during a long-term suspension or expulsion.
 - iv. **Appeal to CEO.** A Parent/Guardian or scholar may appeal the Hearing Officer's decision in writing to the Chief Executive Officer of Promise Schools within 3 business days of being notified of the Hearing Officer's decision. The Chief Executive Officer shall consider the record presented at the due process hearing, and at its discretion, additional positions from the administration and the parent/guardian or student in rendering its decision. The Chief Executive Officer of Promise Schools shall render the final decision within ten (10) business days. Except for expulsions, all decisions of the Chief Executive Officer are final.
 - v. **Appeal to Board.** A Parent/Guardian or scholar may appeal the Chief Executive Officer's decision for expulsion within seven (7) days to the JRLA Board of Directors. The Board shall consider the written record, and at its discretion, consider additional positions from the administration and the parent/guardian or student.
 - vi. **School Assignments** When practical in the judgment of the Principal, a student may be permitted to maintain progress during a long-term suspension.
7. The following procedures shall be followed regarding the formal due process hearing for permanent expulsion:
- i. **Written notice.** If a student is charged with a violation of the Student Code of Conduct carrying the potential consequence of a permanent expulsion, the student and their parent/guardian shall be notified of such charges by registered mail, as well as the student's due process rights. The written notice of violation shall state the nature of the violation, the proposed consequence, and the student's and parent's right to a due process hearing at a specified time and place to determine (i) whether a violation occurred, (ii) whether an exception applies to preclude the permanent expulsion, or (iii) whether consideration of the Discipline Factors weigh against permanent expulsion:
 - ii. The notice shall also set forth the right of the student and his parent and an advocate of their choice and at their expense to participate in the hearing, the right of the student to

hear and/or see the evidence offered against him or her during the hearing, the right of the student to present oral or written evidence or testimony on the student's behalf, the right to hold the hearing open to the public, , and the right to a written record of the result of the hearing.

- iii. **Hearing Procedures.** At the hearing, the student and parent shall be advised of the alleged violation and the facts leading toward the allegation and be provided copies of the evidence provided to the Hearing Officer.. The student, parent or legal guardian and any advocates or witnesses will have the opportunity to present evidence to theHearing Officer. Minutes shall be kept of the hearing, At the hearing, the Hearing Officer will consider all of the Discipline Factors. The decision will note that Discipline Factors were considered.
- iv. **Written Record.** Within a reasonable time following the hearing, the parent will receive a written record of the decision. This document will inform the parent if there is any right to an appeal. If the student is permanently expelled from the school, the written record shall inform the parent of the minimum length of the expulsion and the date upon which the parent may petition for reinstatement. Upon the parent's request, the school shall provide the parent with the petition for reinstatement form.
- v. **Appeal to CEO.** A Parent/Guardian or scholar may appeal the Hearing Officer's decision in writing to the Chief Academic Officer and/or Chief Executive Officer of Promise Schools within 3 business days of being notified of the Hearing Officer's decision. The Chief Academic Officer and/or Chief Executive Officer shall consider the record presented at the due process hearing, and at its discretion, additional positions from the administration and the parent/guardian or student in rendering its decision. The Chief Academic Officer and/or Chief Executive Officer of Promise Schools shall render the decision within ten (10) business days.
- vi. **Appeal to Board.** A Parent/Guardian or scholar may appeal the Chief Executive Officer's decision for permanent expulsion within seven (7) days to the JRLA Board of Directors. The Board shall consider the written record, and at its discretion, consider additional positions from the administration and the parent/guardian or student. The decision of the Board is final.
- vii. **Alternative Education.** Permanent expulsion means that the student may not enroll in any public school in the State of Michigan in accordance with applicable law. The parent shall be responsible for making arrangements for alternative education (including private school, strict discipline academies, cyber school) for the child until s/he is reinstated in a public school.

Daily Campus Expectations

1. While scholars are allowed to bring cellphones to campus, they should not be visible during transition in the hallway. Scholars are **ONLY** allowed to use their cell phones with permission from their teacher within their classrooms.
2. Scholars should not use headphones or airpods in the hallway as they transition. Scholars are **ONLY** allowed to use headphones or airpods with permission from their teacher within their classroom
3. Providing a rigorous curriculum in a safe environment is the primary focus for all scholars at JRLA. To this end, it is the expectation that scholars will engage in all learning activities while in the classroom.
 - a. Scholars should not sleep in class. If a scholar is not feeling well or needs time or additional support prior to engaging in learning, they should ask their teacher for a pass to see a member of the Culture Arts or SEL (Social Emotional Learning) team.
 - b. Scholars who repeatedly disengage by keeping their head down or sleeping in class will be required to have a meeting with an administrator, SEL team member, and a parent/guardian.
4. Scholars are expected to follow all norms, policies, and procedures as outlined in the SCC for our school and within class to ensure that everyone has the opportunity to learn and to be healthy and well while on campus and within our building.
5. Scholars are expected to both show respect and to be shown respect in all forms of communication and interactions while on campus and/or while participating in school activities.

Beyond Minor Offences: Unacceptable Behavior with Consequences or Actions

Guiding Principle: Working **WITH** the community, victim, and offender, rather than talking **TO** them or **FOR** them leads to a community of respect, family, and equity.

Overall strategies to consider when issuing consequences:

- Focus on repair of harm to the victim.
- Provide a process for making amends to the community.
- Provide a process for greater understanding of how the incident affected others.
- Offer a meaningful way for the offender to take responsibility for their actions.
- Encourage apology or expressions of remorse.
- Involve the victim and the community in determining the accountability measures.

Level 1 Culture Breach (Minor)	
Inappropriate Language Inappropriate Use of Technology Not Following Procedure Food & Drink in Class Gum Off Task (catch-all behavior) Unprepared for Class Horseplay Outerwear Violation Phone Confiscation Talking during safety/practice drill	Taunting other scholars Skipping / Excessively Tardy Class Disruptions to the learning environment (including public space) Gambling Failure to Uphold Accountability of Self Phone Confiscation w/ Refusal

Level 1	Minimum	Maximum	Other Restorative Options
Offences of Disrespect to Members of the Learning Community including Oneself	<ul style="list-style-type: none"> • Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) • Restorative Circle • Community Service • Reflection • Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) 	Restorative Discussion and Harm reparation. Parent discussion	<ul style="list-style-type: none"> • Restorative Contract • Victim-Offender Mediation and Dialogue • Personal Services to Victims • Written or Verbal Apology to Victims and Other Affected Persons

Level 2 Culture Breach (Moderate)

Persistent Tier 1 Behaviors Verbal Altercation Defiance or Major Non- Compliance Public Displays of Affection Biased Speech/Language Instigation Persistent Dress Code Violation	Throwing of harmful objects Acts of verbal or written disrespect including the use of social media and the internet Profane, vulgar, or obscene language or gestures Taunting / malicious teasing of other scholars Skipping / Excessively Tardy Class Possession or use of tobacco or related items (such as lighters or matches) Filming a fight or other violation of the SCC Failure to submit original work (including sharing work for others to copy)
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Level 2	Minimum	Maximum	Other Restorative Options
Offences toward the Learning Environment in the Classroom, Hallways, Cafeteria, and other Public Space	<ul style="list-style-type: none"> • Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) • Community Service • Restorative Circle • Reflection • Loss of School Privilege (e.g. lunch detention, enrichment activities, Field Trips, computer access) • Honor council referral/ Reflection • Recommendation for 	One or two day in-school or out-of-school suspension	<ul style="list-style-type: none"> • Restorative contract • Victim-offender mediation and dialogue • Personal services to victims • Written or verbal Apology to victims and other affected persons

	alternative counseling services <ul style="list-style-type: none"> • Parent communication 		
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Level 3 Culture Breach (Major)

Persistent Level 1/2 Behaviors Gambling Threats/Intimidation Theft Targeted/Aggressive Profanity (Towards Adult) Repeated Fight/Video Recording School Vandalism Drug Paraphernalia (i.e. Vape Pen) Sexting Sending nude videos and/or photos of oneself or others via text, social media, physical photo etc.	Possession of Weapon Repeated expressions of hateful language Violence Leaving School Grounds without Permission Tobacco/Alcohol/Drugs Computer Hacking Inappropriate Touching Sexual Harassment Fighting Academic Integrity Violation (Plagiarism/Copying) Bullying/Harassment
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Level 3	Minimum	Maximum	Other Restorative Options
Failure to Practice Self-Regulation	<ul style="list-style-type: none"> • Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) • Restorative Circle • Community Service • Reflection • Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) 	One to four day in-school or out-of-school suspension	<ul style="list-style-type: none"> • Restorative Contract • Victim-Offender Mediation and Dialogue • Personal Services to Victims • Written or Verbal Apology to Victims and Other Affected Persons • Family Group Conferencing/Counseling • Community or Neighborhood Impact Statements

Level 4 Culture Breach (Extreme)

Persistent Tier 2/3 Behaviors Continued Gambling Malicious Threats/Intimidation	Continued Hate Violence Continued Hate Speech Leaving School Grounds
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Pulling Fire Alarm Repeated Theft Targeted/Aggressive Profanity (Towards Adult) Fighting/Harmful Video Recording (includes distribution of media) Repeated School Vandalism Sexting Premeditated Physical Violence Continued disruption during drills Possession of weapons or any type of ammunition		Tobacco/Alcohol/Drugs-possession and/or use in building, or school sponsored function Computer Hacking Inappropriate Touching Sexual Harassment Gang /Group Fighting Continued Academic Integrity Violation (Plagiarism/Copying) Bullying/Harassment	
Level 4	Minimum	Maximum	Other Restorative Options
Repeated inability to practice Self-Regulation	<ul style="list-style-type: none"> ● Harm Reparation ● Restorative Circle ● Restorative Conference ● Community Service ● Loss of School Privilege ● Parent or Guardian meeting ● Night School or Summer School Behavior Improvement Class 	OSS and/or Expulsion Hearing Up to 5 days in-school or out-of-school suspension	<ul style="list-style-type: none"> ● Restorative Contract ● Victim-Offender Mediation and Dialogue ● Personal Services to Victims ● Written or Verbal Apology to Victims and Other Affected Persons ● Family Group Conferencing ● Community or Neighborhood Impact Statements

Academic Dishonesty

Academic Dishonesty: Scholars are expected to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Scholars must always be responsible for their own work and not engage in any manner of cheating.

Academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Scholars will also receive an automatic detention (first offense), or more severe penalty if plagiarism persists.

Deliberate plagiarism:

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a paper/essay, project, presentation, or other form of assessment and handing it in as one's own.

Accidental Plagiarism:

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating:

- Obtaining a copy of an assessment or scoring device.
- Copying another scholar's answers during an assessment.
- Providing another scholar questions or answers to, or copies of, actual assessment.
- Having or using non-permitted materials during an assessment.
- Duplicating another scholar's project or work for submission as one's own work.
- Having someone other than the scholar prepare the scholar's homework, paper, project, laboratory report, or assessment.
- Permitting another scholar to copy one's own homework, paper, project, laboratory report, or assessment. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for scholars who engage in acts of academic dishonesty:

- Automatic failure on the assignment
- Detention
- Teacher/Scholar/Dean of Culture/Parent Restorative Conference
- Removal or disqualification from NHS, enrichment and/or Summer Learning Adventure Programs
- Suspension
- Assignments and/or assessments must be handed in to a member of the academic administration

Attendance Policy

Attendance at school is an important part of the learning process and critical for a scholar's success in school. Additionally, the Department of Human Services (DHS Policy) requires that Michigan parents whose children do not attend school lose state afforded benefits.

Truant scholars refers to students missing (10) unexcused absences during a school year. The State of Michigan additionally defines students as chronically absent for those students missing an extended period of school when both excused and unexcused absences are taken into account. Chronic absence also can be defined as missing 10 percent or more of the school year (equivalent to 18 days out of 180 day school year) regardless of whether absences are excused or unexcused.

Absences may be excused only for illness, or for a verifiable family emergency. **These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the scholar's return to school. A doctor's note or other official documentation is required for an absence period of more than 2 consecutive days and must also be received within 48 hours.** Notes from the doctor must come from the doctor on their letterhead. If a scholar is to be out, the parent/guardian should inform the main office before 8:00 a.m, if possible. *Absence excuses may be submitted to the main office and/or submitted via email at attendance@jrladetroit.com.*

Scholars who are absent for all or part of any day may not attend or participate in any extracurricular event or sporting event on that day or night except with written permission of the Principal.

Scholars who are absent for all or part of any day for “cut days”, “senior cut days”, “skip days”, “ditch days”, or any similar events may be denied participation in any extra-curricular event or sporting events such as prom, luncheon, or graduation and/or may receive alternative consequences in accordance with Level 1 offenses.

For make-up work due to absences, scholars are given as many days to turn in work as they were absent. For example, if a scholar were absent for two days, he/she would have to turn in make-up work by the second day after he/she returns. Community Service Hours are not valid if they were completed while classes were in session and/or the school-day hours that scholars are suspended.

Leaving campus (school): Scholars are not permitted to leave campus once they are inside the building. Leaving the campus (school) during any school day or school-sanctioned activity without authorization will result in a suspension and/or alternative consequence in accordance with Level 1 offenses.

Early dismissals or late arrivals: If at all possible, scholars must make medical or other appointments after school hours or on weekends. In the rare event that a scholar needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the scholar in or out of school.
2. The scholar must make up all missed work, including points in gym class.
3. Only early dismissals or late arrivals for verified doctor’s appointments will count as excused absences in class or gym. All others are considered unexcused. Doctor’s notes should be brought upon arrival to school.
4. Students will not be released for early dismissal after 3:00 PM.

Compulsory Attendance

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child aged six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. The exceptions include, but are not limited to, sending the child to a state approved, nonpublic school or educating the child at home in an organized educational program. Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by December 1 of the school year and is a resident of a school district which provides kindergarten work is entitled to enroll in the kindergarten [MCL 380.1147].

Truancy

Truancy consists of more than ten (10) unexcused absences during a school year. Truant scholars and parents of truant scholars are subject to prosecution by the Wayne County Prosecutor for Truancy (in the case of the scholar) and/or Educational Neglect. Parent/guardians do not ensure the legal requirement of regular school attendance until the scholar reaches the appropriate age. The Truancy Policy is used in conjunction with the Attendance Policy contained in the Scholar and Parent Handbook.

Truancy Team

The Truancy Team is to include the Dean of Operations or other appointed admin, and the parent or legal guardian. The Truancy Team will work in close conjunction with the Attendance Clerk who will maintain the attendance database and the school’s administrative team for additional support.

Policy

1. Each day a scholar is absent, an automatic phone call and/or text message will be sent directly to the scholar’s parent/legal guardian.
2. Upon the occurrence of three (3) unexcused total absences, a phone call will be made by the advisory

teacher to inquire as to why the scholar is absent and remind the parent/guardian of the school's truancy policy. The advisory teacher logs the communication in PowerSchool.

3. Upon the occurrence of six (6) unexcused total absences, the scholar shall be referred to the truancy team for intervention strategies and investigation to address the attendance issue(s) for each scholar. The scholar's parent or legal guardian are required to attend the meeting to discuss the scholar's attendance and plan for improvement.
4. Intervention strategies may include:
 - a. Home visits
 - b. Completion of attendance plan for scholar
 - c. Subsequent review of attendance plan and fulfillment of attendance plan by scholar
 - d. Referral to social worker by truancy team if necessary
5. Upon the occurrence of eight (8) total unexcused absences, official notification will be sent to the home of the scholar requiring that the scholar attend school, reminding the parents of the compulsory school attendance law, and the ramifications if the parent does not ensure the scholar returns to school.
6. If a scholar reaches eleven (11) total unexcused absences and all other measures are exhausted including official notification submitted to the parent/guardian, a referral is completed and submitted by the truancy team to the Wayne County Prosecutor's Office. The Wayne County Prosecutor's Office may seek criminal prosecution and possibly charge the parent with educational neglect.

Age of Majority

After the student and parent/guardian informs the principal or designee in writing, high school students who are 18 years of age may have all personal school correspondence mailed directly to them and may access their school records and sign excuses for themselves. Additionally, if verified in writing by both the student and parent/guardian the student may sign themselves out of school. These students are still subject to the academy's policies and the rules and regulations of their school.

Emergency Management

Our school teams undergo regular emergency management training. One important element to emergency management is prevention. All visitors, including parents and/or guardians are required to check into the office when visiting the school campus. Guests are not permitted in the building during emergency drills and/or during scenarios that require a lockdown to the building or surrounding campus area. Tornado, fire, and lockdown drills are conducted periodically throughout the school year. Any scholar violating the required emergency drill procedures is jeopardizing the safety of the school and will face consequences, including possible suspension. There is to be no talking whatsoever during the drills.

Grading Policy

Grading periods:

- Jalen Rose Leadership Academy operates on a 40-week school year. There are two semesters per year; each semester is 20 weeks long.
- Scholars will receive progress reports every two weeks of the semester, however, parents and guardians must attend Report Card Pick-Up to receive the 10th and 20th week's progress report (also known as

- report cards).
- Scholars receive credits at the end of each semester for classes they have passed. (See graduation requirements)

Grading Scale:

Jalen Rose Leadership Academy uses the following grading scale:

A+	97-100	4.3	C+	77-79	2.3
A	93-96	4.0	C	73-76`	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.7	D-	60-62	0.7
F	50-59	0.0			

- Advanced Placement classes are awarded a 1-point bonus when calculating weighted grade point averages.
- Pass/Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages.
- There is a floor grade of 50%, which will be reflected in scholars’ final grades for the semester.

Make-up Exams or Quizzes:

- Must be given within 1 week of the scholar’s return to school.
- May only be administered by the teacher of the class, another teacher, or Dean.

Extra Credit:

- There is no extra credit provided in any class or on any assignment.
- The goal is for scholars to demonstrate mastery of the content, rather than behaviors.
- This way, we will be able to support the scholars who truly need support with the content.

Late Work:

- In order to receive full credit and feedback for resubmission, scholars must submit all assignments on time.

Re-Test

- Scholars may re-take exit tickets, quizzes, and summative assessments to show mastery of the content, contingent upon retake plan.
- These must be completed in office hours, not during instructional time.

Virtual Learning

It is JRLA’s belief that all scholars learn best during in person instruction. However, under limited and extreme circumstances, JRLA may need to shift its instructional model from in person instruction to virtual instruction for the entire school population, a subpopulation, and/or an individual scholar. If a scholar, subpopulation, or the school population must use a virtual instructional model, all in-person policies, protocols, and procedures, including disciplinary structures, to the extent possible, will be adhered to with fidelity. Any deviations from policies, protocols, and procedures will be made known in writing and will be subject to approval from the CMO, authorizer, and Board of Directors.

Guests

Guests must always obtain a visitor's pass from the Main Office and must be authorized by a staff member to enter the building.

JRLA reserves the right to determine if a school event is open to only JRLA scholars and families or JRLA scholars, families, and guests. When events are open to non-JRLA guests, additional paperwork may be required in order for the guest(s) to attend.

All guests entering JRLA must follow all Covid safety protocols and procedures.

In order to increase the safety and security of all scholars and staff, guests are not permitted to enter the school building-without an appointment-during the start of the school day from 7:50-8:30 am and at the end of the school day from 3:00-3:40 pm.

Late to School Policy

JRLA recognizes that being on time to school is not always within the scholar's locus of control. However, being punctual in life is a habit that allows for greater success.

If a scholar is late to school 12 or more times in a month, then there will be a meeting with the scholar, parent(s) or guardian(s), and JRLA Attendance Clerk at JRLA to work together to solve the tardiness issue.

Medical Policies

Records and Physical Exams - In order to enroll at JRLA every scholar must have up to date health records, including immunizations. In accordance with the MHSAA eligibility requirements, scholars who will participate in athletics must have an up to date physical on file for the school year. Failure to have a physical on file disqualifies students from athletic team tryouts and participation in the sport. Scholars will be excluded from school until that record is provided or until a record of an upcoming medical appointment is provided by the parent/guardian.

Medications - If a scholar requires medication during school hours, including over the counter medication, the distribution must be supervised by the office manager or school nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Scholar name, Name of Medication, Doctor's Name and Phone Number, Pharmacy, and Phone Number.
- Parents/guardians must sign the appropriate administration forms located in the main office.
- A doctor's note must be on file.

JRLA will designate employees as the primary person and back-up person authorized to administer medication in the absence of a school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a scholar or child, there must be a doctor's note on file. Furthermore, a log will be kept on file that indicates the following: Name of Scholar/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Scholars are responsible for coming to the main office to receive their medications at the appropriate time.

Scholars are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications.

Covid-19 Health Protocols and Policies

As we continue to be impacted by the Covid-19 virus, policies, protocols, and procedures are rapidly updated by the Centers for Disease Control, the Michigan Department of Health and Human Services, the Wayne County Health Department, the Detroit Health and Human Services Department, and by Gov. Gretchen Whitmer.

As updates occur, JRLA's policies, protocols, and procedures will continue to be reviewed and revised. Please be mindful that local school districts have been granted the right to adhere to all suggested guidelines and may implement more strict regulations for the health, safety, and well-being of all stakeholders. Please find JRLA's most up to date Covid-19 guidelines [here](#).

No Solicitation Policy

No solicitation: Scholars may not sell any goods or services for any fundraiser or other reason while in the school building unless they are doing so for a school- sponsored club or organization.

Personal Safety Outside The Building

To maximize personal safety outside the building, it is recommended that scholars stay in groups, if possible and do not wear headphones/airpods, talk on cell phones, count money or display valuables, including jewelry, while walking down the street. Scholars should not engage in conversation, tough talk, or taunting with individuals. If scholars feel threatened, they should go to a business or a public area as quickly as possible and ask to call the police.

Policy On Mandated Reporting Of Abuse/Neglect

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being, harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm".

1. Once any staff member becomes aware that a scholar may be the victim of abuse or neglect, they must:
 - a. Call the hotline at 855-444-3911,
 - b. Notify the Principal and Social Worker
 - c. Complete official report to Michigan Department of Health and Human Services within 72 hours of reporting.

2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birthdate, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the

names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.

3. While these steps are taking place, the social worker will assist both the faculty member and scholar in understanding the ramifications of the call. The social worker will debrief the scholar and, when appropriate, will contact the parent(s)/guardian.

4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means". Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Act of torture are defined as "deliberately or inflicting cruel or unusual punishment which results in physical or mental suffering". When reporting physical abuse, it is important to document the presence of any injuries.

6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a scholar attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandated reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the scholar to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the scholar's words verbatim as much as possible. The scholar will be referred immediately to the school social worker and the Dean of Scholars will be informed.

7. Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment", or when an adult "provides inadequate supervision of a child (particularly small children)".

Scholars' Rights

The right of scholars to freedom of expression shall not be abridged, **provided that such right shall not cause any disruption or disorder within the school.** Freedom of expression shall include without limitation, the rights and responsibilities of scholars, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by scholars during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by scholars in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by scholars.

Freedom of Speech. Scholars' right to free speech comes with the following restrictions:

- What a scholar says may not disrupt the work and discipline of the school in a material or substantial way.
- A scholar's words may not incite others to disrupt the work or discipline of the school or disobey the

laws.

- No scholars may be obscene.
- Scholars may not say (slander) or write things about (libel) another person or the school that damages that person's or the school's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Scholars may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of Press. Scholars may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." JRLA reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who put it up and must be posted in the designated area in the school. Scholars may not hang or affix anything to walls or lockers without written permission by the school's Principal or administrative designee.

Freedom of religion. Scholars have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify the school office in writing **prior** to absence. An absence for religious reasons does not count as an official absence from school.

Search and Seizure. Any searches of lockers will be conducted solely for the safety and well being of the JRLA School community. A mass search of lockers is permitted when the Principal (designee) deems that a threat to the safety of the school exists. Ownership of lockers is maintained by JRLA and scholar use is subject to the right of the school administration to have access to the lockers at any time for cleaning or to search for illegal or dangerous materials.

Right to equal education. Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. As such, the Board of Directors does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry in its educational programs or activities and will not permit discrimination in any of these categories from its Educational Service Provider.

Right to access: All public events for parents, scholars and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the principal of the campus

What to do if rights are violated. Scholars are encouraged to talk to your advisor, your teachers, your Principal, or someone else in the School. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with the school Principal. The Principal will make a determination in the matter. If that determination is unsatisfactory, the member of the school community can request a hearing before the Chief Executive Officer, by submitting a request in writing to the school office.

Scholar Seclusion and Restraint

Only in certain emergency circumstances, professional staff members may need to restrain and seclude scholars.

All such intervention shall only be done in accordance with guidelines and standards adopted by the academy's Board of Directors regarding the use of scholar restraint and seclusion.

Training will be provided to professional staff and the support staff determined appropriate by the Principal. Training will be in accordance with the State's Standards.

Searches, Lockers, and Locks

1. **Searches:** Personal property of a random group of scholars can be searched with reasonable suspicion or if the group of scholars searched is chosen at random. Searches of a scholar themselves may also be done with reasonable suspicion. A staff member who is the same sex as the scholar must do the search and there must always be a second staff member present as a witness.
2. **Lockers and locks:** Scholars and parents must be aware that a scholar's locker is school property and may be searched by school officials at any time without notice or warning. All locks must be school locks purchased through the school office; any other lock will be removed without notice.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered Systems of Support (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Michigan Continuous School Improvement Process. The five essential components to MTSS include: Team-Based Leadership, Tiered Delivery System, Selection and Implementation of Instruction, Intervention, and Supports, Comprehensive Screening and Assessment System, and Continuous Data-Based Decision Making.

The MTSS team is a committee of school and network personnel set up by the school to ensure ongoing and effective support for classroom teachers and scholars. The team provides a forum to discuss scholars' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community to meet the individual needs and assets of the whole child at all achievement levels.. This process intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes.

Special Education

Every child has the right to an education, regardless of gender, race, culture, age or disabilities. It is the goal of the school to provide opportunities for all scholars.

Policy

It is the policy of Jalen Rose Leadership Academy to provide special education services. All scholars with special needs have the right to a quality education appropriate to their needs, abilities and interests. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

The school will comply with all federal and state legal requirements that every scholar identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify

current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of Special Education Coordinator

- To schedule and lead meetings of the building Special Education team no less than once a month.
- (If a teacher) To meet with the building principal on a scheduled basis to address Special Education matters within the building
- To coordinate and be mindful of the schedules of all ancillary staff and ensure that they are provided with space and materials to fulfill their responsibilities.
- To serve as a conduit for the Special Education staff regarding all school activities and schedules so itinerant staff is aware of weekly schedules within the General Education classrooms
- To coordinate the submission of scholar data in PowerSchool.
- To act as a resource to the classroom teacher in the development, implementation, and monitoring of specialized or modified programs
- To work collaboratively with the Multi-tiered Support System (MTSS) team, as requested by the building principal
- To complete /submit special education forms or school specific information as requested by local and state agencies, not otherwise submitted by the school
- Receive and distribute reports / information received from outside agencies or contractors
- Attend Special Education Building Coordinator regional meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

Evaluations and Program Planning

The program and services for a scholar receiving special education support will be reviewed on an annual basis and further evaluation of the scholar's needs will be considered every three years. At their annual reviews and three-year reevaluations; parents, teachers, building administration, and the school district review current testing, progress in general and special education programs, and consider parental input that impacts the scholar's academic growth and proficiency. Based upon the discussion of these factors, the IEP team develops goals and objectives for the continuing program and services of the scholar. Parents are informed of scholar progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Educational Placement of Scholars with Disabilities

Academy is committed to placing each scholar in the least restrictive environment possible to meet their educational needs as determined by our professional team of general and special educators, administrators, and related service providers.

Parent Participation

Parents/legal guardians have the expressed right to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the Response to Intervention Team process and the parent's/guardian's presence will be requested at subsequent meetings.

Individuals with Disabilities Education Act (IDEA) - 2004

Academy is in step with the major changes in special education under the revisions made in the 2004 legislation. As the Department of Education clarifies state specific implementation of this act, the Academy will be in full

compliance. Parents or guardians have the right to review their child’s records and refuse permission to release information (except as required by, or permitted by, law).

Rehabilitation Act of 1973 – Section 504

Under Section 504, the school has the responsibility to identify, evaluate and if the scholar is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the school staff, he/she must file a written complaint, stating the specific facts of the grievance with the Section 504 Compliance Officer within fifteen (15) calendar days of the date of the alleged violation.

FAPE

Jalen Rose Leadership Academy understands that all scholars are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that scholars with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education scholars whenever possible

Sports Eligibility

Sophomore, junior, and senior scholars are eligible to be official members of a school sports team only if:

- They have a cumulative GPA of at least 2.25 (in school year).
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach or campus requires, if any.
- Meet all the requirements of the Michigan High School Athletic Association (MHSAA).
- They earn “Good Standing” status or "Conditional Good Standing" status.

Sophomore, junior, and senior scholars who meet MHSAA eligibility requirements, yet do not meet JRLA eligibility requirements, can earn Athletic Redemption and be eligible from progress report to progress report only if:

- They pass all of their classes on their progress report.
- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn “Good Standing” status.

Freshmen and transfer scholars in their first semester at JRLA are eligible to play sports from progress report to progress report only if:

- They pass all of their classes on their progress report.
- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn “Good Standing” status.

Second semester freshmen are eligible to be official members of a sports team only if:

- They have a cumulative GPA of at least 2.25.
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach or campus requires, if any.
- Meet all the requirements of the Michigan High School Athletic Association (MHSAA).
- They earn “Good Standing” status.

Second semester freshmen who meet MHSAA eligibility requirements, yet do not meet JRLA eligibility requirements, can earn Athletic Redemption and be eligible from progress report to progress report only if:

- They pass all of their classes on their progress report.
- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn “Good Standing” status.

- ❖ MHSAA Rules state that students must pass 66% of classes and cannot fail core classes. Scholars must pass all core classes in order to maintain eligibility for active participation on sports teams.

Scholar Athletes can not participate in athletic events such as practice and competition if they have an

unexcused absence the same day.

Supervision of Scholars

Scholars are not to be in the building or on the school grounds before, during, or after the regular school day unless under the direct supervision of a school staff member.

Technology and Acceptable Use

The goal of computer access at school is to build technology skills, information gathering skills and communication skills. Scholars have the privilege to use computer workstations, the school network, e-mail, and the Internet **for school assignments only**.

Scholar Responsibilities: In order for the school to provide sound educational opportunities via its computer network, each scholar must use computers and the network responsibly.

Responsible scholars use computers, other hardware, and printers carefully. Scholars will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the computer's appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

Responsible scholars use the Internet appropriately. The scholar is responsible for all web pages accessed. Scholars must earn Internet authorization by studying the Acceptable Use Policy and passing a quiz on its contents with a 100% score.

Scholars are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via email, chats, blogs or other means; or files deemed dangerous to the integrity of JRLA (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer's functions). In addition, scholars may not access, use, or possess unauthorized or illegally obtained hardware, software or data.

Scholars must comply with the following safety rules for Internet use. Scholars should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Scholars should tell their teacher, principal, or parent/guardian immediately if they experience an uncomfortable situation. Scholars should never agree to meet or to send any picture to someone they have communicated with on-line.

Scholars must check their email accounts on a regular basis. Teachers often communicate to their scholars and request assignments via email.

Responsible scholars respect the privacy and rights of others. Scholars must keep their computer account and password private; if scholars have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Scholars may not access scholar records of other scholars. Scholars may not alter any network address or identifiers. Scholars may not copy software from computers, or destroy or damage another person's files or messages. Scholars must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate, or supervise it. Scholars must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Scholars may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other scholars, teachers, administrators, or the school.

Responsible scholars maintain the integrity of the school network. Scholars have the responsibility to report all violations of privacy. Scholars are accountable for all e-mail sent or received under their user accounts. Scholars may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, participating in “chain letters,” writing blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the scholar's responsibility to follow all computer lab rules and obey supervisors of the labs.

Scholars should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school’s Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and email.

Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that scholars are acting responsibly, to conduct the business of the school, and to comply with legal requirements. Failure to comply with the Code of Conduct for Technology Use may result in loss of computer privileges as well as other penalties. Scholars observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or the principal.

All students and parents/legal guardians will be required to sign out a computer device. In the event the equipment is stolen or damaged the student may be asked to reimburse the school up to \$250.

Scholars are responsible for keeping their textbooks in the condition in which they received them. Scholars will be charged for lost or damaged textbooks.

Transfer Policy

If a scholar transfers in or after the tenth week of any semester, the scholar will not earn any academic credit for that semester, unless he or she shows proficiency through that semester’s final exams.

When scholars transfer to JRLA from another high school, each semester’s worth of successfully completed classes count as one semester of JRLA credit. Grade placement will be determined based on how many state-required credits scholars have not successfully completed. Scholars will be placed in their assumed grade (the next grade for scholars who transfer in the summer, the same grade for mid-year transfers) as long as they do not have more than two state-required courses (1.0 credits) that they have failed and not yet recovered. In order for a scholar to transfer in as a senior, they must be on track to meet all state and JRLA graduation requirements by the end of their senior year.

Transfers must recover any state-required credits they have failed at another school. These credits must be recovered before being promoted to the next grade.

A scholar transferring in prior to halfway through the 3rd quarter of the school year will have to complete .25 enrichment credit by at least one week prior to the start of the next academic year. Scholars transferring in halfway through the 3rd quarter or later will be exempt from the enrichment requirement for that school year.

Title IX

The Board of Directors of the Jalen Rose Leadership Academy does not discriminate on the basis of sex, sexual orientation, or gender identity, in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The academy are committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Title IX Coordinators

The Board of Directors designates and authorizes the following individuals to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Wendie Lewis, Principal
15000 Trojan
Detroit, MI 48235
(313) 397-3333
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Senior Director of Operations, Promise Schools
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Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator, the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both. The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available for review in our main office. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the Academy will respond