

STUDENT HANDBOOK

2023-2024



A Message from Accel Academy

Dear Parents, Guardians, and Students;

The administrators, teachers, and staff of Accel Academy are pleased to welcome you. We are looking forward to working with you, our students, and their families. Our goal is to help each student reach the high standards that have been established for our schools.

This handbook will support us as we work together to provide high-quality educational programs for all our students. The handbook contains important information about our schools and can serve as a valuable reference for you throughout the school year. Please read the handbook and be sure to save it.

The handbook is important because:

- It explains many of the policies and procedures.
- The Code of Conduct explains how students are expected to behave toward their teachers and their classmates as well as what happens when students do not meet these expectations.
- It describes the many ways families can support their child's learning at school and at home.
- It describes the rights of students and their families, for example:
 - the right to be treated equally regardless of race or disability,
 - the right to privacy regarding student records, and
 - it also advises parents and student about what to do if they think their rights have been violated.
- It gives helpful information on many topics including attendance, health services, and much more. It has helpful tools such as the Directory of Accel Academy, a checklist for solving problems, educational resources for students and families and the school year calendar.

All our policies and procedures have only one goal, which is to help every student to achieve high academic standards in a safe, respectful, and positive learning environment. Together, we can achieve that goal.

Sincerely,

Mrs. Joy Gould

Network Principal (Grades 6-12)

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Accel Academy
3725 Airport Blvd. Suite 161.
Mobile, AL. 36608

Accel Academy Mission Statement

The mission of Accel Academy is to connect students' gifts and passions through personalized learning pathways to build students' academic skills, professional mindsets and social and emotional well-being, so they are prepared for college and careers.

Accel Academy Vision Statement

Accel Day and Evening Academy will re-engage and inspire youth to unlock their academic potential to graduate high school as a lifelong learner, ready for college, careers, and civic life.

What Is a Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing teaching methods and philosophies. A charter school operates according to the terms of a charter, or contract, that has been approved by a local and state board of education. The charter school may request waivers from certain provisions of Alabama state law and any state or local rule, regulation, policy, or procedure relating to schools in the school district. In exchange for this flexibility, the charter school is bound by contract to be held accountable for meeting the performance-based objectives specified in the charter.

High School Weekly Schedule

Monday - Thursday 7:30 a - 3:30 p

Monday	Tuesday	Wednesday	Thursday
	1st Block 7:30a -8:50a Intervention 8:55a - 9:45a 3rd Block 9:50a - 11:10a 4th Block 11:15a - 1:00p 1st Lunch Wave 11:15a - 11:40a 2nd Lunch Wave 11:55a - 12:20p 3rd Lunch Wave 12:35p- 1:00p 5th Block 1:05p - 2:25p Advisory 2:30p - 3:30p		

Preparatory Weekly Schedule

Monday - Thursday 7:20 a - 3:20 p

Monday	Tuesday	Wednesday	Thursday
	Homeroom 7:20a -7:30a 1st Period 7:30a - 8:20a 2nd Period 8:25a - 9:15 a 3rd Period 9:20a - 10:10a 4th Period 10:15a - 11:05a 5th Period 11:10a - 12:40p 1st Lunch Wave 11:10a - 11:35a 2nd Lunch Wave 11:40a - 12:05p 3rd Lunch Wave 12:15p- 12:40p 6th Period 12:45p - 1:25p 7th Period 1:40p - 2:30p Power Hour 2:35p - 3:20p		



Admissions and Enrollment

A copy of Accel Academy Admission and Enrollment Policy is included as Attachment A at the end of the Handbook.

Change of Address

If a student's residence or contact information changes during the school year, the parent or guardian is required to notify the school. The parent or guardian should complete a change of address form, accompanied by new proof of residency documentation. This information must be submitted within fourteen (14) days of any move or change of address. This form should be returned to the Main Office.

Custody

Parents are encouraged to provide the school a copy of all court order(s) regarding the custody of the child. Accel Academy personnel may request custody documentation should a question arise. Student enrollment forms, as well as other official documents of the school should be signed by the natural parent or guardian with whom the child resides. The school will give to non-custodial parents, upon request, all information required under the Family Educational Rights and Privacy Act (FERPA) and the laws of Alabama, unless there is a valid court order directing the school not to divulge such information. If such an order exists, a copy must be presented to the principal. Updated custody agreement forms should be always on file with Accel Academy. Restricted pick-up of any parent or guardian will only be adhered to with evidence of court ordered documents or a current custody agreement stating pick-up or visitation are restricted.

Grade Placement

If acceptable documentation for determining grade placement is not presented at the time students are enrolled, students will be temporarily assigned to a grade until determination as to final grade placement can be made.

Verification of Residency

A school system employee or designee may visit the address given by any parent/guardian to verify residency. The property address given must be the actual location where the student and parent/guardian live full time. Schools may request a parent/guardian provide proof of residency if: (1) mail is returned from the student's address of record; (2) a student's attendance record indicates a pattern of absences, tardies; or (3) other circumstances are presented that place the school on notice that the address of record is invalid/inaccurate for the student.

Withdrawal from School

At the time of withdrawal, students must return all resources, such as devices, library books, and other school-owned items. Any such items not returned, for which the student is responsible, must be paid before any records can be released. The school may withhold grade reports, diplomas, and/or certificates of progress until all school-owned items have been returned in good order and/or restitution is made for damaged school-owned materials.

When students transfer or withdraw from school, parent(s)/guardian(s) are required to come the school and sign the necessary forms. A 48-hour period is necessary to process all withdrawal paperwork. Students' grades and transcripts will not be released until all accounts are cleared. In situations where a custodial parent enrolls a child in school, that same parent should be the person who withdraws the child from school. However, the custodial parents who enrolled the child in school may give certified written permission to the school to allow a non-custodial parent to complete withdrawal procedures. Accel Academy may withdraw a student without parent/guardian permission as required and permitted by the Alabama State Board of Education Rules.

Fees

Registration Fee (technology, e-software, lab fee, e-books, first aid, postage, etc.) \$175.00 for and individual scholar, \$150.00 if multiple scholars are enrolled by the same legal guardian.

Senior Fees \$150.00

**Note: Fees are subject to change. Any student experiencing significant financial hardship should discuss options with the school. All fees should be paid by October 1st.*

Extracurricular Activity Fees – Students will be afforded the opportunity to participate in grade level appropriate extracurricular clubs, sports and organizations provided requirements for membership are met. Clubs, sports and organizations will publicize membership requirements during appropriate member enrollment periods.

Additional Fee Information – Club fees may change due to pricing in travel, state/national registration, and supplies (i.e., t-shirt prices change according to size).

Students who have a financial obligation to the school may not register for the next school year until fees are paid or payment arrangements are discussed with school administration.

Graduating seniors may not participate in commencement unless all fees are paid or cleared. Parents/guardians should contact the school's main office during 2nd semester prior to graduation to ensure all fees are cleared or arrangements have been made.

Fee for Damaged Textbooks and instructional periods – Parents/guardians are responsible for textbooks and other instructional materials (including technology) issued to their children and are held liable for any loss, abuse, or damage in excess of that which would result from normal use.



Attendance Policy

Accel Academy maintains attendance regulations that follow guidelines of the Alabama Department of Education attendance policy. Students are expected to be in school except in cases of illness or emergency (see list of Excused Absences and Tardies below). Only when attendance is regular and punctual can students fully capitalize on the many opportunities for successful learning that this school offers. The school and its families must work together to ensure the regular attendance of all students. While the school recognizes the value of family trips, it is strongly recommended that such trips correspond with the generous vacations already built into the school calendar to avoid the loss of valuable class time. Students are responsible for any work missed due to an absence, whether excused or unexcused. Parents are required to notify the school of a child's absence as soon as possible and preferably before the start of the day on which the student will be absent. If the school has not been notified about an absence in a timely manner, the school will attempt to contact the family by phone to inform them about the student's absence. Parents can also verify their child's attendance via PowerSchool.

**NOTE: Students who arrive at school after 11:00 a.m. will be counted as absent for the day.*

Absence Policy

Please refer to the information below regarding the school's absence policy:

1. After two (2) unexcused absences the teacher/ school will contact the parent by phone, email or in person and remind them of the school's attendance policy. The teacher/school will document the contact with the parent.

2. After three (3) unexcused absences the school's attendance clerk will send a first (1st) notice to the parent reminding them of the school's attendance policy and intervene to support if necessary. A second (2nd) notice will be sent after five (5) unexcused absences.

****Notices will be mailed to the address listed in the school's records.***

3. If the student accumulates more than five (5) unexcused absences a referral will be made to the school administrator. The administrator will contact the parent and a mandatory early truancy prevention conference will take place (parent, student and administrator).

4. If the student continues to accumulate absences, a meeting will be scheduled with an Accel Academy administrator and the social worker to establish an early truancy prevention contract. After 7 days, a referral to truancy court will be made.

Absences and Excuses

Proper documentation must be provided. Students are not permitted to be absent from school without a valid excuse. Absences will be designated as excused or unexcused. Excused absences will be permitted for the following reasons:

- Court subpoena
- Religious holidays with prior Superintendent approval
- Absences approved by the Superintendent.
- School Sponsored Educational Opportunity (Field Trip)
- Quarantine/Homebound Illness

Documentation supporting an excused absence must be submitted within three (3) school days of the absence or the absence will be deemed to be unexcused. Special and extenuating circumstances will be considered and reviewed by the administrative team. Excessive unexcused absences may result in a loss of academic credit or referral of the matter to juvenile or other appropriate legal authorities for investigation.

Absence Documentation Requirement

Parent's Notes

All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver the note to the 1st block/Period/HR teacher when they return

to school. Failure to submit such notes within three (3) days after returning to school will result in an unexcused absence being recorded.

Doctor's Notes

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Chronic Illness documents only excuse days in which the student visits a doctor and must be accompanied by a doctor's note that covers each missed school day.

Excused/Unexcused Absences

When verified by the parent or guardian, excusable absences will be recorded in the student's permanent record as an "excused absence". The school does not excuse absences for assisting at home, babysitting, family vacations, shopping or for other reasons deemed capricious by the school authorities. In addition, teachers are not responsible for providing private instruction for work missed through absences for the aforementioned reasons. Such absences must always be reported to the school and will be recorded on the child's permanent record as "unexcused absences". Continued or chronic absence/ tardiness for illegal reasons may result in referral to the Student Support Team (SST), or the Alabama Department of Human Resources (DHR), and excessive illegal absence/ tardiness may result in the retention of a student at grade level and referral to the juvenile authorities.

Students who have an excused absence shall have the opportunity to make-up work. It is the responsibility of the parent and student to contact the teacher(s) involved to determine make-up assignments and establish mutually agreeable terms for daily work and test make-up. Students will be granted the amount of time they were absent to make up work. Major project or quarter exams missed during suspensions will be made up within the same number of days as the length of the suspension.

If a student is marked with an unexcused absence for the school day, the student will not be allowed to participate or attend extracurricular activities scheduled for the same day that the student is absent.

Tardiness Policy

All students must arrive at school and be in the assigned classroom by 7:20 a.m. Students are considered tardy when entering the classroom after the 7:20 a.m. bell

rings. Ten tardies is equal to one unexcused absence. Repeated failure to comply with this policy could result in retention or the student losing the privilege of attending Accel Academy.

Tardiness Procedures

Students who arrive after the 7:20 a.m. bell rings must sign in using the attendance management system (Raptor). *Only proof of medical and dental appointments will be considered for excused tardiness.* Please thoroughly examine the school's tardy policy below:

1. After three (3) unexcused tardies the teacher/school will contact the parent by phone, email and/or in-person and remind them of the school's attendance policy. The teacher/school will document the contact with the parent.
2. After five (5) unexcused tardies the school will send a first notice to the parent reminding them of the school's attendance policy and intervene to support if necessary. After ten (10) unexcused absences a second notice will be sent.
3. If the student accumulates more than ten (10) unexcused tardies a referral will be made to the school social worker. At 10+ tardies parent(s)/guardian(s) and/or the student are required to attend a mandatory meeting regarding attendance.
4. A committee will develop progressive intervention plan with parents/guardians to prevent additional tardies, which can include monitoring, counseling, mentoring, as well as additional family support services.
5. A due process model will be implemented to address continued and repeated tardiness. Continued and repeated tardiness will jeopardize the student's continued enrollment at Accel Academy.

**Notices will be mailed to the address listed in PowerSchool/School Mint.*

Truancy

Parents or guardians are required to ensure that students under their care, custody or control attend school regularly. Habitual or excessive absence from school may require school officials to refer the matter to juvenile authorities or to initiate truancy proceedings. [Reference: Ala. Code §16-28-1, et seq. (1975); Ala. Admin. Code 290-3-1-.02]. The Compulsory Attendance Law requires all minor students to attend school on a regular basis.

When a child is absent, parents, guardians, or other persons who have control of a child enrolled in Accel Academy should report reasons for absences in compliance with

Policy and Regulation Alabama law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A -20-2-690.1 (b). Any child that is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences been considered truant.

The law states the following: “Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine or not less than \$25.00 and no greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense.”

- Accel Academy will notify parents/guardians when a student has accumulated ten (10) unexcused absences. The family will be referred to Family Court for further actions.

Procedures for signing in tardy:

Preparatory School

1. Students will enter through the middle school lobby.
2. Use the self-service computer kiosk to find your name

(Instructions below)

3. Check in using the appropriate excuse.
4. Collect tardy pass and report to class.

High School

1. Students will enter through the high school cafeteria.
2. Use the self-service kiosk to find your name (Instructions below)

3. Check in using the appropriate excuse.
4. Collect tardy pass and report to class.

Raptor Sign in Instructions

Student Sign-in:

1. To use the student features, start by clicking the **student's** button from the main menu.
2. Find the student in the system by typing in the first few letters of the **students first or last name**.
3. Click **Find**. The student information will populate the database fields.
4. Choose the reason for the check-in by clicking the drop-down **Reason** menu.
5. Indicate whether the tardy is **excused** or **unexcused** by clicking the **Excused Reason** drop down menu.
6. Click **Submit** to enter the information only or click **Submit & Print** to print a tardy pass.

Student Check -Out

1. To sign out Students, click the **Sign Out Student** button from the current screen, or click **Sign-Out Student** from the Main Student Menu.
2. If the parent/guardian is a first-time visitor, his or her government issued **ID MUST BE** scanned.
3. If the parent/guardian is already in the system, **verify his or her identity**, ensure they are on the student's pick-up list, then type in the first few letters of their first or last name using the **Quick Find** field, and click **Find**.
4. If the list appears, choose the **Visitor** from the list. Otherwise, the Visitor information will automatically populate the **Parent/Guardian** fields.
5. Next, in the **Student Information** section, find the student in the system by typing in the first few letters of the students first or last name in the **Quick Find** field.
6. Click **Find** and check your student out.



GENERAL INFORMATION

After School Tutoring

Accel Academy has developed a diverse, engaging, and safe enrichment program (Partners in After school Learning Support) for students in 6th through 12th grade. P.A.L.S. is offered Monday Thursday from 3:30p-4:30p.

Birthday and Other Celebrations

Accel Academy's emphasis on Health and Wellness necessitates a strict policy on outside foods that are brought into the school. Beyond the normal concerns around food allergies, the 2023-24 school year still boasts concerns around COVID which precludes not only visitors, but also outside items being brought into the school. Lastly, and most importantly, research shows that students benefit from well well-balanced nutrition and as such, Accel Academy does not allow outside foods, snacks, or treats to be brought into the classrooms.

Clubs, Organizations and Extracurricular Activities

While our COVID protocols during the 2023-24 school year have dramatically limited nearly all extracurricular activities, it is our intention to offer the most complete school experience possible for our students and their families. As we begin to more fully develop these programs, we will use the guidelines below.

Students may be offered an opportunity to participate in extracurricular activities and organizations. An extra-curricular activity is defined as an organized school function that requires after school practice and performance. Examples are athletics, band, clubs, drama and chorus. The Superintendent will identify school functions that meet these criteria and ensure that sponsors, students, and parents are so informed. Extracurricular activities must meet the following criteria:

- The organization or activity must be approved by the Superintendent and must have an assigned faculty supervisor/sponsor.
- The organization or activity must promote or serve the intellectual, cultural, personal, or physical development of the student in a manner that is consistent with the purposes of public education, the Board's legal mandate, mission statement, policies, and regulations, and with applicable requirements of state and federal law.
- Extra-curricular activities subject to this policy may establish additional requirements; o The sponsor of an extracurricular activity will be responsible for providing the Superintendent or designee with a list of participants and the governing rules and by-laws.

The organization or activity must operate under and subject to general supervision of school officials.

Communication

Communication is key to our community's success. Accel Academy utilizes a number of communication outlets for general announcements including, but not, limited to email, robocalls, backpack mail, and our private Facebook group and other social media outlets. However, the most essential communication is between teachers and their students' families. Families should expect regular communication from their child's teachers. They will rely on phone calls, emails, and direct messages through our learning platforms as the main means of communication.

Contacting Staff Members

Communication between faculty and parents/guardians is critical for students' success:

1. Parents/guardians should expect faculty to respond to phone calls and emails within two business days (48 business hours).
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within the next ten (10) business days. The parent/guardian should report to the office at the time of the agreed appointment and the main office staff will provide a visitor's pass and notify the staff member.
3. Please always check in at the main office and refrain from going directly to classrooms or offices before the main office has contacted the staff member.
4. Under no circumstances should a parent go directly to a classroom or instructional area without prior consent from the main office.

Dress Code

While attending school, all students must be in uniform daily. Uniforms must be neat and clean. Students should also practice good hygiene. If a child is out of uniform, parents will be contacted and required to bring the necessary items before students are admitted to class. Coats, jackets and other over-garments, which are not part of the school uniform, must be stored in an assigned location. For safety concerns, students are not allowed to wear coats and jackets during the school day. Accel Academy uniform policy is as follows:

Students will be expected to adhere to the uniform policy below. Failure to adhere to the uniform policy will result in disciplinary action.

Pants

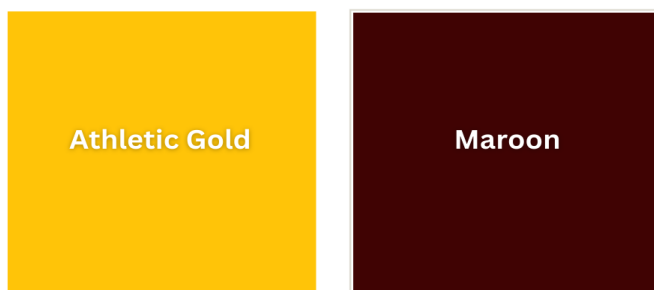
- Traditional, solid tan colored khaki (with belt loops)
- No more than one size larger than the waist
- Worn at the waist.
- Plain khaki skort or Plaid 54 skort. Sports cannot be worn more than 2" above the knee. (Skirts are NOT allowed.) *Sports can be purchased at Zoghby's on Old Shell Road.*

Not Allowed/ Not Approved

- Low rise, bagging/sagging or dragging.
- Cuffs in pants leg
- Jeans, cargo/carpenter pants, leggings or sweatpants of any kind

Shirt Styles

Shirt Colors



- Polo-style solid shirt or long sleeve shirt in maroon color- **9th grade.**
- Solid White Oxford or polo style solid shirt in colors white or gold. - **10th - 12th grade.**
- Undershirts, if worn, must be solid white.
- Shirt should fit appropriately and not be more than one size larger than the body size.
- **Shirts MUST be tucked in at all times.**

Not Allowed/ Not Approved

- Cap Sleeve and sleeveless polo shirts any kind.
- Logos, designs, pictures (unless associated with ACCEL).
- Bare waists, midriffs, bare backs, and/or low necklines.
- Outside School Paraphernalia.

ACCEL T-Shirts are permitted Monday- Thursday. Shirts must be purchased or given to students from ACCEL (clubs/ sports/ organizations). T-Shirts will be available for purchase in the school store.

PREPARATORY UNIFORM

PLEASE AHERE TO UNIFORM POLICY

Outerwear/ Jackets must be Solid Black, Grey, or Maroon
Hoodies are NOT permitted other than official school issued hoodies.

Grey Polo Shirt
(Accel Logo is optional)

Khaki Pants
(must be worn with a belt)

Skort in plaid 54
(skirts NOT allowed)

Shoes must be Black, Grey or White.
Shoes must completely cover the toes and heel.

The graphic displays the uniform components: a grey polo shirt with an optional logo, khaki pants, a plaid skort, a maroon long-sleeved shirt with a logo, and three shoe options (white sneakers, black loafers, and grey sneakers). It also includes color swatches for maroon, grey, and black, and a black belt. The background is yellow with the ACCEL logo in the top left corner.

Early Dismissal

Requests to be dismissed before the end of the school day must be limited to emergencies or medical appointments which otherwise could not be addressed during after school hours. Parents should not check out students out of convenience. For example, checking student(s) out for the purpose of avoiding carpool traffic. Students who need to leave early should bring a note from their parents on the morning of the day of the early dismissal. Parents have to check their child out from the front desk using standard checkout procedures. Frequency of early dismissals will be monitored. Early dismissal ends at 2:50 p.m. Students will not be released after 2:50 p.m.

Emergency Procedures

Accel Academy has developed a comprehensive safety plan that will be practiced throughout the school year. Emergency procedures are posted throughout all school buildings. Students and faculty will participate in training and drills of emergency procedures annually. During emergencies where evacuation of the building is necessary, all visitors are required to participate in drills as well.

Field Trips

Field experiences are a major part of the curriculum and are heavily encouraged. Parents will receive notices of field trips in advance and will be required to sign a field trip permission form. At times a small contribution may be requested to help defray transportation or facility cost. No student will be penalized in any manner or denied the opportunity to go on the field trip that is part of the regular academic program for failure to contribute. Under no circumstance will a student be allowed to leave the school grounds without a permission slip signed by a parent/ guardian. Students and parents are expected to adhere to all deadlines related to returning permission slips. Emails or verbal authorizations from parents are not allowed.

Field trips are a privilege. A student can be excluded from participation in field trips as a consequence for inappropriate behavior on the school grounds or based on inappropriate behavior displayed on previous field trips. Expectations on field trips are the same as those we have on campus. Students who cannot meet expectations and follow school conduct rules on a field trip are subject to the same disciplinary action as would apply if they were on school property. Failure to meet expectations on a field trip may result in the revocation of a students' privilege of participating in future field trips and/or other school activities.

Homework

Homework is an extension of the school day. Students are expected to meet the deadlines given by their teachers. The school-wide homework focus is on building fluency in both reading and mathematics, as well as to review concepts that have been previously taught. Students should read appropriate texts and practice mathematics facts outside of the school day. Teachers may provide additional practice and reinforcement via on-line platforms, resources and Google Classroom.

Late Pick-Up

The school day ends at 3:20 p.m., but carpool is extended until 3:30 p.m. Students are expected to be picked up on time. After 3:30 p.m., pick-up is considered late, and students will be required to attend P.A.L.S. After three (3) late pick-ups, the parent(s)/guardian(s) will be contacted by our social worker or another representative from the Student Support Team to discuss possible solutions to the pattern of late pick-ups and/or to assist in the removal of any challenges to meeting this expectation.

Please note that the school will make every effort to contact you should your child not be picked up by 5:30 p.m. If the student is not picked up by 5:30 p.m. we will refer the matter to the local authorities to ensure the child's safety until which time that they can be safely retrieved.

Lost and Found

To the best of our ability, Accel Academy's faculty will make every effort to return all lost items to their rightful owners. To support us in that effort, please label all clothing and other items, such as lunch boxes, with your students last name and first initial. The items in lost and found are culled on a regular basis. All items labeled with a student's name are returned to that student. At the end of each semester families will have the opportunity to identify lost items that have not been labeled. All unclaimed items will be donated to families in need through Accel Academy's clothes closet.

Meals

Breakfast and lunch will be served to all students daily. The following guidelines will be used for parents or guardians who need to drop off their child's lunch during the school day:

- Only parent(s) or guardian(s) may drop off lunch for a student.
- Please bring the lunch to the front office.
- Please make sure the student's name is on the bag or container.

Media

The media may choose to cover events of interest at Accel Academy's campuses throughout the year. If for any reason a parent or guardian does not wish his/her child's image to be in print or video media, you must submit a media release form. Media release forms at the main office.

Money and Other Valuables

Students should not bring money, property, or other valuables to school, especially electronics. Money for school sanctioned events or activities, such as field trips, should be sent in a sealed envelope labeled with the student's name. If money is required for other reasons, students and parents will be notified. The school will not assume the responsibility for any lost or stolen items.

While it is the responsibility of the student to secure and maintain the safety and control of any and all valuables, the administration of Accel Academy and its entire staff will also hold students accountable for any deliberate theft or misuse of another students' property. Students are not allowed to sell or solicit funds of any kind without the consent of an administrator. Students are not permitted to give items on campus without consent from an administrator. This includes candy, sodas, or any other materials.

Off-Campus Events

During the 2023-24 school year, Accel Academy is hopeful that our students will have the opportunity to enjoy experiences beyond our campus. As more and more destinations begin to open, we will take the opportunity to engage our students in firsthand experiences. Families will receive specific information related to field trips as those opportunities become available. As we plan these experiences, Accel Academy will adhere to the guidelines below.

Student participation in and travel to off-campus events, concerts, functions, and activities, and the use of school buses or other transportation for such purposes may be authorized under and subject to the following terms and conditions:

- The destination is an activity, event, or function that services a bona fide educational or related extracurricular purpose, or is an athletic event or function sponsored or sanctioned by the school or the school system and the state athletic association.
- Adequate information regarding the trip (e.g., destination, duration, purpose, educational purpose, mode of transportation, nature and extent of student participation) has been provided to the Superintendent.
- Adequate arrangements are made for supervision and other risk management considerations (e.g., parental permission, medical treatment authorization, special insurance requirements); o Properly certified and qualified drivers have been selected and arrangements for the costs of the trip (e.g., salary, fuels, maintenance, lodging) have been made.

The Superintendent is authorized to develop additional specific requirements for participation in and travel to and from official events and activities that are consistent with the terms of this policy.

Parent-Teacher Conferences

Parents and guardians are encouraged to utilize regularly scheduled parent-teacher conference days to address student issues. If you submit a request for a conference beyond the regularly scheduled conference days, please allow 48 hours for a response and ten (10) days for a teacher to schedule your conference.

Report Cards

At the end of each grading period, a thorough report of student progress is presented in a report card that includes:

- The overall quality of performance according to the standards of each discipline.
- The level of the student work (above, below, or on grade level).
- A brief description of any standards where a student is notably strong or weak.

Restrooms

Students should use the restroom between classes, before and after lunch, returning from Enrichment and Wellness classes, or as directed by a teacher. Students who need to use the restroom during class times must obtain permission from their teacher along with a hall pass.

Responsible Technology Use

At Accel Academy, we use technology to enhance our mission to teach the skills, knowledge, and behaviors students will need to succeed in the global society. We expect students to embrace the following principles so they may become responsible, digital citizens. These technologies may include, but are not limited to, school-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, interactive whiteboards, etc.). All students are expected to adhere to the terms outlined in the school's *Technology Use Agreement* and practice digital citizenship.

1. Accel Academy technology is intended for educational purposes only.
2. All activity over the network or while using Accel Academy technologies will be monitored.
3. Access to on-line content via the school network will be filtered in accordance with our policies and federal regulations, including the Children's Internet Protection Act (CIPA).
4. Users are expected to follow the same rules for good behavior and respectful conduct on-line as off-line.
5. Misuse of school resources will result in disciplinary action.
6. Accel Academy makes every effort to ensure users' safety and security on-line but will not be held accountable for any harm or damages that result from use of school technologies.
7. Users of the school network or other technologies are expected to immediately alert school personnel of any concerns for safety or security (duty to inform).
8. Any electronic device that is being used inappropriately will be confiscated and students will receive a consequence, including loss of technology privileges.
9. Students/parents will be held responsible for damaged technology.

School Closings and Delayed Openings

In the event of inclement weather, the Accel Academy will follow the advice of the Mobile County EMA as well as forecasts from local, regional, and national sources. The decision to close the main campuses will be based solely on the safety of our students and faculty. When possible, instruction will occur remotely (synchronous and/or asynchronous) during day(s). All school closings will be communicated through the phone system and via email notifications.

Please note all decisions relative to this issue are made with the safety and well-being of all students foremost in our minds. However, you may feel that conditions in your area are not sufficiently safe to send your child to school on the day in question. Therefore, on days of questionable weather conditions when school is in session, parents/guardians are advised to use their discretion as to whether or not to send their children to school on that day (this would be considered an unexcused absence).

School Telephone Use and Student Use of Electronic Devices

Students will only be allowed to use the school telephone for emergencies and only with staff permission and supervision. Students are strongly discouraged from bringing electronic devices to school. If a student is found using an electronic device during the school day (i.e., cell phone, walkie-talkie, smart watch, handheld video games, tablet and other electronic communication devices) the device will be given to an administrator. A parent or guardian will need to retrieve the device from the administrator.

Sexual Harassment Prohibited

Sexual harassment in any form that is directed toward students is prohibited. Persons who violate the policy will be subject to the full range of disciplinary consequences up to and including termination (for employees) and expulsion (for students) as dictated by the nature and severity of the violation and other relevant considerations. If appropriate, the circumstances constituting the violation may be reported to law enforcement agencies or child welfare agencies for further investigation and action.

Definitions

For purposes of this policy, sexual harassment means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by students, school employees, or third parties, when:

- Submission to the conduct is made explicitly or implicitly a term or condition of the student's education, including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education.
- Submission to or rejection of the conduct is used as the basis for decisions affecting the student's academic performance, participation in school-sponsored activities, or any other aspect of the student's education.

- The conduct has the purpose and effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities or creating an intimidating, hostile, or offensive education environment.

The following are examples of conduct that may constitute sexual harassment, depending on the circumstances:

- Verbal harassment or abuse of a sexual nature, including graphic comments, the display of sexually suggestive objects or pictures, and sexual propositions.
- Repeated unwelcome solicitations of sexual activity or sexual contact.
- Unwelcome, inappropriate sexual touching.
- Demands for sexual favors accompanied by implied or overt promises of preferential treatment or threats about the student's educational status.

Sexual Harassment Complaint Procedures Authorized

The Superintendent is authorized and directed to establish, implement and revise more detailed sexual harassment complaint procedures to provide students who believe that they are victims of unlawful sexual harassment with a thorough, discreet, and prompt internal procedure for investigating and resolving sexual harassment complaints. The procedures facilitate the gathering of relevant facts and evidence, permit timely assessment of the merits of the complaint, provide an opportunity for informal resolution of complaint where appropriate, eliminate any harassment that is established by the investigation, and prevent any retaliation based upon the filing of the complaint. These procedures reflect due regard for the legal rights and interests of all persons involved in the complaint, and will be drafted, explained, and implemented to be understandable and accessible to all student population groups and ages.

A student who invokes the harassment complaint procedure will not be required to present the complaint to the accused or suspected harasser for resolution. Students will be permitted to report allegations of suspected harassment to any appropriate Board administrator, teacher, counselor, or employee, and such persons have a duty to promptly refer such allegations to the Superintendent or his/her designee or to take such action as may be required by the procedures established under "Sexual Harassment Complaint Procedures Authorized" (6.11.3) above. In no case will any employee who is the subject of a complaint be permitted to conduct, review, or otherwise exercise decision making responsibility in connection with the processing of the complaint.

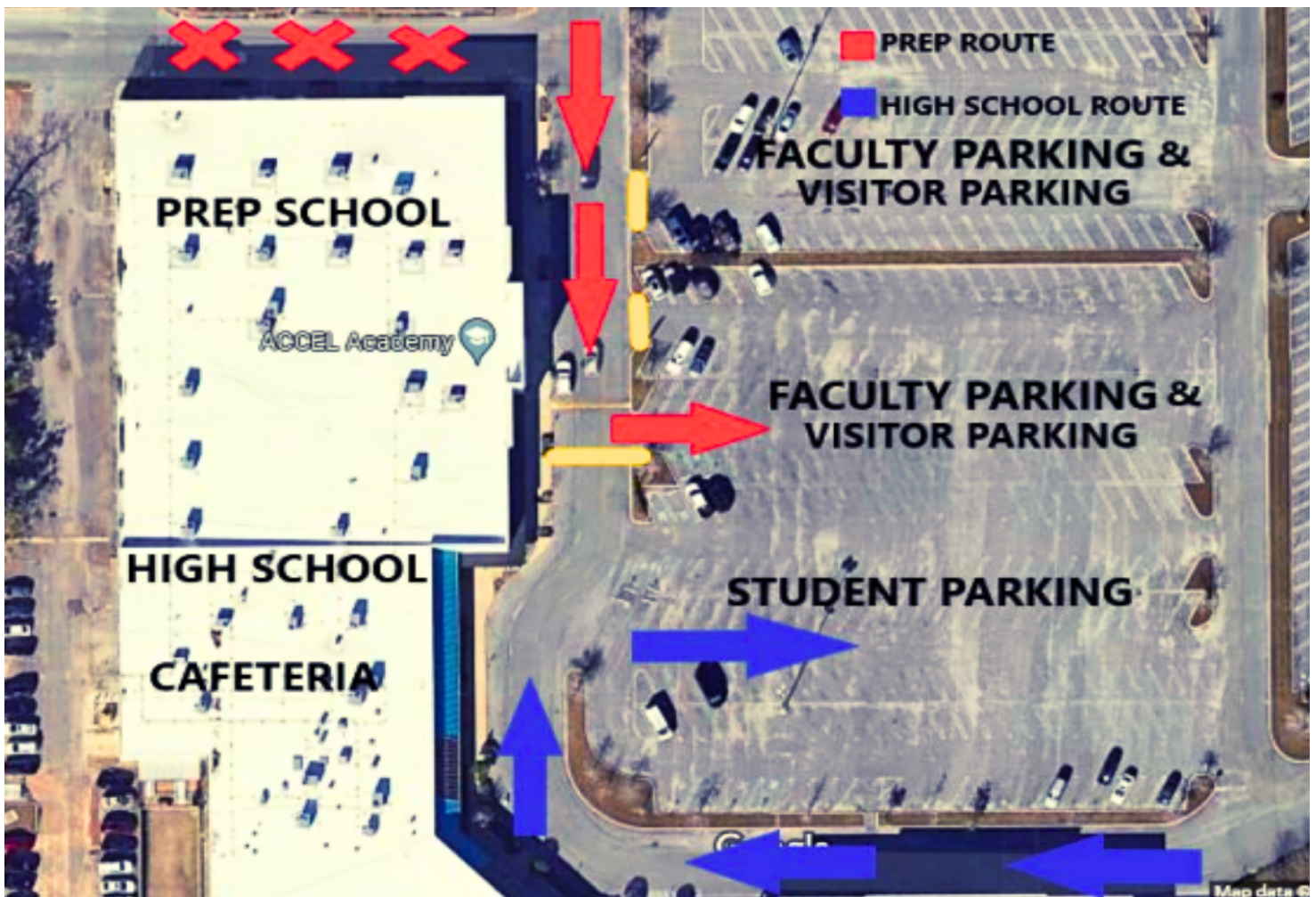
The Superintendent or his/her designee will promulgate and disseminate this policy and the complaint procedures to the schools and will take such other steps and measures as may be reasonably available and expedient for informing the school community of the conduct prohibited by this policy and the recourse available to students who believe that they have been subjected to sexual harassment.

Visitors

All visitors must enter through the front lobby and sign in at the front desk Using the Raptor Visitor System and be issued a visitor's pass. Any visitor who enters any building beyond the front office without a pass or faculty escort will be asked to return to the front office. School staff will provide additional visitor assistance, as needed.

Pick Up and Drop Off

Please follow the arrows on the map below for designated pick up and drop off areas for your scholar(s). Parents having children attending both High School and Prep **MUST** pick his or her scholars up individually and **MUST** utilize **BOTH** car lines. Scholars can only be picked up from the front of the building in which they are enrolled.





School Nurse

Accel Academy believes in supporting the whole child and as part of that commitment we have a Registered Nurses as part of our team. School Nursing is a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. *Adopted by the NASN Board of Directors February 2017.*

Goals of Accel Academy's School Nurse Program

1. Reduce health-related barriers to learning and health related absenteeism thus improving student achievement.
2. Promote the health, safety, and wellness of all students and staff at Accel Academy and Middle Schools
3. Promote a positive, collaborative relationship with students, families, colleagues, and the community.
4. Promote best practices in school health services through professional development, community partnerships and resources.

Services Provided

- Illness, injury assessments and interventions
- Identification, assessment, planning, intervention and evaluation of student health concerns

- Health assessments/participation in Individualized Education Plan Development Screening for health factors impacting student education.
- Activities and education to promote health.
- Health care counseling or guidance to students, their family, and to staff.
- Chronic disease management and education
- Development and Implementation of Individualized Health Care Plans for students with disabilities and/or health conditions that interfere with learning.
- Medication administration and management
- Assessment and interventions for students with acute and/or chronic health needs Crisis team participation
- Guidelines for school district health policies, goals and objectives
- School/community/health care provider liaison
- Immunization verification according to state guideline requirements.

Medications

Students who need to receive medication at school must have their physician complete the Parent/Prescriber Medication Authorization consent form. This form must be brought to your child's school nurse by the parent/adult along with the medication and signed by both the health care provider and the parent. If a prescription medication is needed, the form and the information on the prescription bottle must match. If an over the counter (OTC) medication is needed for the duration of the school year, the same rule must apply. Any medication must be brought in its original, unopened container by the parent/legal guardian or authorized adult representative.

GENERAL INFORMATION

We love seeing your child at school every day, however, there will be times that he/she should stay home due to illness. The following is a brief list of some of those times. Please contact your school nurse if you have any questions.

Fever – temperature of 100 or above. Your student should remain home until fever free for 48 hours without the aid of fever reducing medication.

Vomiting- Your student should NOT attend school if they have vomited within the last 24 hours. If they are sent home from school due to vomiting, they should be free from vomiting for at least 24hours prior to returning to school.

Diarrhea - Your student should remain home if they have had diarrhea within the last 24 hours. If they are sent home from school due to diarrhea, they should be free from diarrhea for at least 24 hours prior to returning to school.

Undiagnosed rash- Your student should not attend school until the rash has been diagnosed and treated. Some rashes may be extremely contagious.

Pink Eye (conjunctivitis) – Pink eye is contagious. Your student should be seen by your doctor and treated with the antibiotic eye drops for 24 hours before returning to school. Lice and/or nits (eggs) – Your student should not return to school until he/she has been treated with a lice shampoo and removed as many nits as possible. You must accompany your student upon his/her return to school. Your student must be checked by the school nurse prior to returning to class.

Student Health Services

The Board may offer limited student health services that are designed to address minor medical issues that may arise during the school day or to assist with special or chronic health problems. In cases of acute or contagious illnesses, parents or guardians may be notified and required to pick up the student. If a parent or guardian is not available, the principal or school nurse may contact the Department of Public Health. School officials are authorized to take reasonable and appropriate steps to provide or arrange for the provision of emergency medical services to students who require immediate medical attention. In case of illness or accidental injury not requiring immediate medical attention, standard first aid procedures may be followed. The principal is authorized to develop and promulgate procedures, rules, and regulations concerning the taking, administration, and handling of medication at school consistent with state law and appropriate health standards.



Academic Interventions Literacy and Learning Labs

Accel Academy utilizes a systematic and comprehensive process to close the achievement gap with students who are performing below grade level in reading and/or mathematics. It is the goal of Accel Academy to provide students with equitable support through the consistent use of differentiated instruction. Through the efforts of our academic support faculty and technological resources, we offer intensive student support, based on consistent data collection, in varying forms. We offer reading and Learning labs, after school tutoring opportunities, assistive technology and a wide array of on-line/ virtual interventions. We believe we can ensure equitable and consistently differentiated instruction that best serves the needs of our learners. Tier two and tier three academic interventions are provided through our Literacy and Math Labs as well as classroom response to intervention in small groups. Accel Academy uses a variety of data sources to determine which students receive interventions. Student's progress is monitored on an ongoing basis. Eligibility for this support is re assessed regularly. An individualized intervention program and timeline of instruction are then developed for each student. Each student's progress is carefully monitored by their instructor (s), and interventions are adjusted according to the student's current needs and progress. Students requiring the most intense level of intervention as determined by data from multiple sources will receive their interventions in the lab setting. The school reserves the right to determine the appropriate intervention delivery model for students. When students consistently meet grade level norms and expectations, they may transition to labs and RTI.

Child Find

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay, in order to

provide free and appropriate special education services. Child Find offers comprehensive special education services to eligible students ages three through 21 years of age. Parents of students who suspect their child may have a disability, should contact the teacher, principal, or the Director of Special Education. All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and are provided other procedural safeguards under federal and state law.

Public school services include screening in areas of suspected disabilities, such as vision, hearing, autism, motor skills, speech, language, and general development. Evaluations in the schools are provided for several areas of suspected disabilities including learning disabilities, speech and language development, orthopedic impairments, vision or hearing problems, intellectual disabilities, emotional behavior disorders, autism spectrum disorders, health impairments, traumatic brain injuries, and significant developmental delay. For more information concerning eligibility criteria and referral procedures, contact the Special Education Lead Teacher.

Equal Educational Opportunities

No student will be unlawfully excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity offered or sponsored by the Board based on race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, or homeless status.

Homeless Children and Youth

The McKinney-Vento Homeless Assistance Act (the Act) ensures educational rights for children and youth experiencing homelessness. The primary goal is educational stability. The Act defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes:

1. Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youth who have primary nighttime residence that is not designated for or ordinarily used as regular sleeping accommodation for human beings.

3. Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
4. Migratory children are considered homeless when they are living in circumstances set forth in items 1, 2 and 3.
5. Unaccompanied youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

Homeless students have certain educational rights and can: enroll without delay in school without proof of residency or permanent address, immunization, school records, or other documents or while documentation is being obtained; choose between the local school where they are living or the school last attended before becoming homeless, when requested by the parent and determined by the schools to be feasible and in the student's best interest; attend school and participate in school programs with children who are not homeless; and receive all the school services available to other students including transportation services, special educational services where applicable, and meals through the schools meals programs. ***To be considered eligible, to enroll, and for more information regarding homeless education services, contact a school counselor.***

Hospital Homebound

Hospital Homebound (HHB) instruction is designed to provide continuity of educational services between the classroom and home or health care facility for students at Accel Academy whose medical needs, either physical or psychiatric, do not allow school attendance for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). For additional information, contact a member of the Student Support Team.

School Counselors

School counselors provide a safe, nurturing environment to foster a trusting relationship with students. Parental permission is not required for students to see the counselors or to participate in classroom guidance activities. In this confidential relationship, students can explore their feelings and experiences in hopes of finding a meaningful, positive solution to their personal issues. In many cases, school counselors work on problem solving, decision-making, and goal setting with the student. School counselors do not

take the place of private therapists and cannot provide long-term therapy for students. Parents, teachers, and students can initiate a referral to the school counselor.

School Health Services

The School Health Services Program provides coordinated school-based nursing service for students. Services provided by school nurses require a referral and parental/guardian consent for individualized screenings (e.g., vision, hearing, dental, scoliosis). Referrals of individuals with health problems or suspected health problems are accepted from parents, school personnel, students and health care providers in the community and must be submitted to the school-based health services professional of the central health office personnel.

School Nutrition Program

Well-nourished students are more likely to perform at their maximum potential and flourish socially and emotionally. Students who are physically active sleep better and are better able to handle the academic and emotional challenges that they encounter during the day.

School Social Workers

School social workers' primary role is that of a liaison/child advocate. The school social worker collaborates and consults with students, parents, school administrators, faculty, and the community in the identification of family and student concerns. Social workers use interventions and services that help children and families who are at risk of educational failure. The social worker addresses issues such as excessive absenteeism and personal and behavior problems that interfere with a students' education. For additional information contact your child's counselor.

Student Support Team (SST)

The SST works with students, their families, and our faculty to assist in overcoming any challenges or obstacles to a full school experience for our stakeholders. The members of the SST develop individual plans for each child's educational and social-emotional development, engage classroom teachers and parents in creating school-wide and individual plans, and connect students and families to partners and service providers. SST is intended to support student achievement, socialization skills, attendance, and parental involvement.



Accel Academy's Code of Conduct comprehensively describes the rules and standards of conduct and discipline that will be maintained and enforced within Accel Academy.

Dear Parents, Guardians, Students, Faculty and Staff of Accel Academy,

We are happy to present Accel Academy's Student Code of Conduct. This code details, not only the rights and responsibilities for all stakeholders, but also the programs and processes (e.g., expectations, Response to Intervention (RTI), Social Emotional Learning (SEL), and Restorative Practices) that we have implemented to establish expectations, support students, and ensure calm, orderly learning environments.

Our Code of Conduct is designed to help all stakeholders -- students, families, faculty, administration, and our governing board -- understand how we can work together to establish equitable learning environments that encourage accountability, responsibility, commitment, and collaboration. We will depend on the code to build and sustain a positive school climate, respond to individual circumstances, encourage pro-social behavior, and address unmet expectations in a restorative manner. We believe that exclusionary discipline should be used sparingly and as a last resort. Accel Academy's Code of Conduct is used as a tool to communicate principles and processes that go beyond traditional approaches to discipline and establish a clear set of expectations necessary to foster a positive school climate.

It is critical that all stakeholders read and review this code to develop a clear understanding of how our programs and processes work in concert to achieve our goals of improving student achievement, creating and sustaining calm, orderly learning environments, and enhancing the partnerships between home and school. Any questions or feedback should be directed to Accel Academy's administrative faculty.

ACCEL'S DISCIPLINE SYSTEM

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

Cell Phone Infraction Procedure

Accel Academy is committed to having a safe school environment that promotes the maximum learning potential of all students. Numerous local and national reports of abuse and disruptions to the learning environment have been caused by using cell phones and Personal Electronic Devices (PEDs). Due to these disruptions and with the support of the Board of Trustees, Accel Day and Evening Academy and Accel Preparatory Academy have implemented a "No Cell Phone/PED" procedure.

There will be 3 levels of infractions:

Level 1: Student possession or visible to a staff member (not in use/turned "off")

Consequences

- 1st Incident: verbal warning.
- 2nd Incident: phone will be confiscated and returned to student at the end of the day.
- 3rd Incident: phone will be confiscated, and a parent must retrieve the phone.

Further incidents may result in ISS or OSS.

Level 2: Typical usage: student talking on the phone, texting, playing games, listening to music, heard by a staff member, etc. (in use/turned "on")

Consequences

- 1st Incident: student will be given a verbal warning.

- 2nd Incident: phone will be confiscated, and student can retrieve phone at the end of the day.
- 3rd Incident: phone will be confiscated, and parent must retrieve phone at the end of the day. Student will also be assigned 1-day of ISS.

Further incidents may result in OSS.

Level 3: Instrument of disorderly conduct: examples
(arranging/videoing fights/confrontations, videoing indecent acts, cheating, etc.)

Consequences

- 1st Incident, ISS, or out-of-school suspension (length to be determined), a parent may be required to pick up the device, or law enforcement may be notified.
- 2nd Incident, out-of-school suspension (length to be determined), a parent may be required to pick up the device, law enforcement may be notified, or the student may be referred to the superintendent for alternative school/expulsion.

Refusal to surrender a cell phone at a teacher's or administrator's request is an act of willful disobedience and could result in an immediate out-of-school suspension.

Living Our ACCEL Values



	Achievement	Care	Collaboration	Empowerment	Lifelong Learning
In the Classroom	<ul style="list-style-type: none"> - Completing assignments with effort - Staying on task/using all time wisely - Knowing your goals and the learning focus of class - Participating in class discussion 	<ul style="list-style-type: none"> - Greeting each other - Encouraging others - Monitoring volume so everyone can focus - Cleaning the space around you - Using respectful language toward adults & peers 	<ul style="list-style-type: none"> - During group work, listen, encourage, and contribute - Reminding others of expectations - Holding each other accountable 	<ul style="list-style-type: none"> - Asking teachers to repeat, clarify, or provide extra help with the lesson - Speaking up for others who need support - Choosing to stay for PALS 	<ul style="list-style-type: none"> - Relating concepts to real-life experiences - Tutoring others who need help - Passing on skills and knowledge to others - Encouraging reading for fun!
In the Restroom	<ul style="list-style-type: none"> - Using the restroom at appropriate times (not during instruction, if possible) 	<ul style="list-style-type: none"> - Picking up trash - Using the restroom quickly so the next person can go - Reporting when clean up or supplies are needed 	<ul style="list-style-type: none"> - Holding the door for others - Assisting custodians & other scholars with cleanliness 	<ul style="list-style-type: none"> - Using breaks when really needed - Asking for hygiene products 	<ul style="list-style-type: none"> - Using manners generally expected in society
In the Hallways	<ul style="list-style-type: none"> - Transitioning from place to place on time, without distractions - Noticing and celebrating good work on display 	<ul style="list-style-type: none"> - Respecting others' personal space - Avoiding marking up/scratching walls - Picking up trash 	<ul style="list-style-type: none"> - Reminding others of expectations - Staying with the class during transitions 	<ul style="list-style-type: none"> - Congratulating scholars whose work is displayed - Focusing on your own goals & growth, ignoring distractions 	<ul style="list-style-type: none"> - Using manners generally expected in society - Moving from place to place quickly to use learning time wisely
In the Cafeteria	<ul style="list-style-type: none"> - Finishing lunch on time, then socializing 	<ul style="list-style-type: none"> - Respecting others' space and food - Saying "thank you" - Cleaning your table 	<ul style="list-style-type: none"> - Helping your tablemates keep the area clean - Waiting your turn in line - Including others in table discussions 	<ul style="list-style-type: none"> - Asking for support from adults on duty - Only taking the food you want & really need 	<ul style="list-style-type: none"> - Using manners generally expected in society - Using time during arrival and lunch to study or read a book
Out in the Community	<ul style="list-style-type: none"> - Achieving goals for yourself - Attending community events in & out of school 	<ul style="list-style-type: none"> - Helping neighbors & family - Picking up trash/recycling 	<ul style="list-style-type: none"> - Volunteering with organizations - Give assistance and support to others 	<ul style="list-style-type: none"> - Sharing social responsibility for your community with others 	<ul style="list-style-type: none"> - Learning about current events or personal interests - Connecting school to life or interests outside of school

Accel Academy Rights and Responsibilities

Mission Statement

The mission of Accel Academy is to connect students' gifts and passions through personalized learning pathways to build students' academic skills, professional mindsets and social and emotional well-being, so they are prepared for college and careers.

Vision Statement

Accel Day and Evening Academy will re-engage and inspire youth to unlock their academic potential to graduate high school as a life-long learner, ready for college, careers, and civic life.

ACCEL

A=Achievement

School-Wide Expectations

C=Collaboration

C=Care

E=Empowerment

L=Life-Long Learning

Students have the right and responsibility to:

- Best practices, restorative processes
- A safe, positive learning environment
- Be heard, to be seen.
- Come to school every day in uniform and stay all day.
- Actively participate and persist.
- Complete work on time with your best effort
- Bring all materials to class (adhere to grade level expectations)
- Demonstrate expectations from ACCEL.
- Take responsibility for their actions.
- Advocate for themselves (Ask for help when you need it)
- Report unsafe behaviors to an adult.
- Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff.
- Treat teachers, staff, other students, themselves and property with respect

- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.
- Attend school daily, be prepared for class and complete assignments to the best of their ability.

Teachers, principals and school staff have the right and responsibility to:

- Acknowledge/Recognize limits of capacities and adhere to scope of job (capacity)
 - Meet child's need(s) with appropriate faculty/staff.
- Observations with timely, substantive feedback
- Collaboration with peers
 - Hold common time sacred; "protected time."
 - Guidelines around prescribed trainings
 - Consider scheduling some trainings after school (occasionally)
- Be free of bodily injury.
- **Consistent** support for Tier II and Tier III behavior and to **request** and receive follow up documentation.
- Calm, orderly learning environment
- Ongoing professional development
 - Choice of relevant trainings, especially in-house
- Implementation of SEL curriculum
 - Subject to observation
- Implementation of Academic curriculum
- Adherence to Action Plan for addressing behavior §
- Be a mandatory reporter (make report, but also keep admin in the know)
- Complete required documentation when behavior occurs.
- Close and consistent communication with families
- Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators.

- Communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand.
- Engage parents when their child is subject to disciplinary action

Parents/Guardians/Families have the right and responsibility to:

- Clear, timely communication between school and home
 - Successful partnership with school to carry out school initiatives (balance home-school connection)
 - Be informed of their child's attendance, performance and behavior concerns.
 - Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff.
 - Assure their child brings to school only those things that are appropriate in a school setting.
 - Participate in decision-making processes affecting school policies and procedures.
 - Make learning a priority.
 - Know and support ACCEL expectations matrix.
 - Support, model, and reinforce social emotional, behavioral, and academic practices.
 - If needed seek support from your child's teacher or Student Support Team
-
- Support any academic interventions with similar procedures at home.
 - Get your students to school on time, in uniform (know and follow attendance policies)
 - Schedule personal appointments outside of school hours, if possible
 - Attend all scheduled parent conferences and meetings.
 - Parent compact - SEL coming from home; communication of external circumstances that could impact the learning day for a student.
 - Reciprocating communication
 - Provide "handle with care" messages to teachers.
 - Parent workshops - mandatory 1 per semester; provide parents with toolbox to support their student with SEL and trauma

Social Emotional Learning (SEL)

Our SEL curriculum serves as the foundation of our discipline program by fostering a warm, welcoming classroom culture where students feel safe and have a strong sense of belonging. As a result, SEL work enables teachers to build authentic relationships with their students. A well-implemented SEL curriculum, practiced to fidelity, helps students develop the skills to recognize and regulate their own emotions. Engaging students in daily SEL instruction enables them to establish healthy identities, achieve personal goals, develop and show empathy for others, and make responsible decisions.

Restorative Practice

Restorative Practice departs from more traditional disciplinary practices in that it seeks to hold students accountable for their actions and repair relationships that are harmed by the actions of others. This practice enables those that cause harm to be accountable for their actions and for everyone involved to share responsibility for repairing the damage. It is an inclusive process that offers timely consequences. Our SEL practice of circling up lends itself nicely to the facilitation of Restorative Practice.

Response to Intervention (RTI)

Also known as Multi-Tiered Systems of Supports (MTSS), RTI is a systematic process that ensures all students receive the support they need for continuous academic growth and to develop essential, prosocial behaviors. Monthly RTI meetings are attended by grade level teachers, academic and behavioral interventionists, members of the student support team, and administrators. The purpose of these meetings is to identify students with specific academic and behavioral needs and assign targeted interventions for these students. The goal of this process is to work closely with students to meet their needs and engage them with grade-level academic and behavioral expectations.

Like the RTI process for academics, the support system for behavior has three tiers or levels. The first tier is focused on our core program which is made up of school wide expectations and our SEL curriculum. Tier one instruction takes place in the classroom and includes all students. This first tier is in place to ensure that each individual student acquires essential social skills and develops behaviors necessary for the next grade level.

The second tier of our RTI process offers additional support and practice for students to develop essential behaviors on grade-level. To support the process, teachers collect data related to individual student behavior. Based on this data, teachers identify students they believe will benefit from tier two interventions. Teachers will inform parents or guardians that their student has been identified for tier two support. These interventions take several forms and may be led by a teacher or by a member of the student support team (SST). They focus on one behavior for a specific amount of time. The goal is to help the student develop the targeted skill and exit tier two support better prepared for the classroom.

Our third tier of behavioral support focuses on intensive, individualized support for students. As with tier two supports, students are identified through the RTI process based on data collected by teachers and other faculty who work with the student. These one-to-one interventions are led by our counselors, social worker, and/or behavior specialist who develop, implement, and monitor individualized plans. Tier three behavioral supports provide frequent remediation based on the behavior and give support for developing pro-social behaviors. Like tier two interventions, tier three interventions focus on a specific behavior and occur for a specific amount of time with the goal of developing skills that will enable the student to return to the classroom and utilizing those enhanced skills to participate in class.

Our intent is to utilize our processes, programs, and practices to help students develop the skills necessary to meet expectations and behave in a manner that supports calm, orderly learning environments. However, there are some behaviors that must be met with more intense consequences. While we believe that exclusionary discipline, such as suspension, should be used sparingly, when student behavior becomes a risk to themselves or others, the administration is left with few choices. Our students' safety is our highest priority. Unlike traditional suspensions, Accel Academy's administration will do all they can to minimize the impacts of exclusionary discipline including, but not limited to, offering remote instruction during time out of class, extending in-person learning opportunities to make up for instruction missed during time out of class, and facilitating and implementing a re-entry plan for the student.

Discipline Procedures

Our highest priority is the safety of our students. To that end Accel Academy has established school wide behavioral expectations (see matrices below for both campuses). Teaching (and reteaching) these specific, school wide expectations reduce undesirable behaviors and provides a calm, orderly learning environment. All faculty and staff are expected to hold students accountable for their behavior. Responses to

unmet expectations should be positive, proactive and implemented with the end goal of supporting the student to learn (relearn) and demonstrate expectations.

Behaviors and Responses

At Accel Academy we view behavior as a form of communication. The guide below is meant to provide clarity and consistency for specific behaviors. It is understood that there will be exceptions to the behaviors listed in the guide. When addressing behavior, faculty lead with empathy and treat each instance of student behavior individually. Faculty also consider developmentally appropriate expectations, student needs, and individual behavior expectations such as IEPs and BIPs.

(See Page 46 for detailed implementations)

<p>LEVEL ONE Behavior that impacts the student (Teacher-managed)</p>	<p>LEVEL TWO Behavior that interferes with learning or safety. (Teacher-managed; please record in Behavior Log)</p>	<p>LEVEL THREE Behavior(s) that are potentially harmful and/or disrupt learning (SST or admin managed; please record in Behavior Log)</p>
<p>Teacher's discretion whether or not to enter incident in the Behavior Log</p> <ul style="list-style-type: none"> Damaging materials or resources, e.g. breaking pencils Out of seat/not sitting in seat properly, crawling on the floor, sitting on desk or tables, leaning in chair Low level or low intensity distractions -- tapping, soft noises/noises to oneself, and talking to oneself Mimicking behaviors Not doing work as instructed or refusing to do work Not following directions Not in line Not taking responsibility for actions (could be a level two if student is lying or blaming actions on others) Playing with items from school or home at desk Sleeping in class Talking out in class, speaking loudly, speaking out of turn/blurting Touching others materials or work Three (3) Level One behaviors in one day should be recorded in the behavior log as a level two behavior. Teacher should communicate with parent/guardian 	<p>Level Two behaviors should be recorded in the Behavior Log regardless of whether or not the student is referred to SST or Admin</p> <ul style="list-style-type: none"> Any three Level One Behaviors in one day (chronic) should be recorded as a Level Two) Argumentative or defiant behavior with faculty or staff, including ancillary and support staff and other adults -- substitute teachers, kitchen staff, bus drivers, volunteers Misbehaving in the bathroom (climbing stalls, looking under stall, wasting paper products, splashing water, making a mess, begin too loud, turning off the lights when people are still in the bathroom Consistently not following directions (not responding to redirection) Out of seat and distracting others (not responding to redirection) Constantly talking and disturbing others (not responding to redirection) Destruction of property Disrespect toward others, including classmates Inappropriate language or gestures Audible, inappropriate noises Inappropriate physical contact (pushing, shoving, slapping or smacking (not in the face, head, or other sensitive areas of the body) Inappropriate use of playground equipment (jumping off, running up the slide) Leaving supervised area (eloping) Lying Play Fighting Spitting on others Tantrums Teasing Throwing things Excessive talking, distracting others, NOT responding to redirection Any three (3) Level Two Behaviors in one day should be recorded in the Behavior Log. 	<p>Level Three behaviors should be recorded in the Behavior Log.</p> <ul style="list-style-type: none"> Any 3 Level Two Behaviors in a day should be recorded as a Level Three Behavior; refer to SST or Admin Actions that cause harm Biting Bullying Intimidating others, credible threat Fighting Inappropriate use of technology Punching Sexual Behaviors Illegal substances (alcohol, nicotine, drugs) Stealing -- repetitive (3 or more) Throwing objects Vandalizing Self-injurious behavior or talk Possession of a weapon <p>Behaviors that exceed those listed above will be addressed by the SST and administration directly.</p>
<p>Level One Response</p>	<p>Level Two Response</p>	<p>Level Three Response</p>
<ol style="list-style-type: none"> Show empathy Assess: Can this student do what's being asked of them during instruction? Maintain flow of instruction Acknowledge other students who are meeting the expectation(s) Redirect: prompt student(s) who are struggling; discreetly provide gentle reminder(s); Reteach expected behavior. Allow student time to respond to request and re-engage. Recognize and reinforce changed behavior If behavior persists with three separate incidents, move to level two. 	<ul style="list-style-type: none"> First incidence of behavior in a semester: follow steps in Level One Response to re-engage student; if behavior persists engage with grade level appropriate intervention Second incidence of behavior in a semester: follow steps in Level One Response; if behavior persists contact parent by phone or email; initiate tier two support via RTI or directly request tier two support(s) from SST Third incidence of behavior in a semester: follow steps in Level One Response; if behavior persists set up conference with parent; refer to SST; record as referral in Behavior Log; initiate a student support plan with SST; consider referring student to an extended learning opportunity If specific behavior persists refer to admin; admin will set up a conference with student, parent/guardian, teacher, and administrator 	<ul style="list-style-type: none"> Level Three Responses include referral to the SST If this situation is a crisis please call the SST and/or the office SST or admin will follow up with teacher to explain response <p>If you are concerned about the safety of the other students:</p> <ul style="list-style-type: none"> Have students evacuate the area Direct students to exit; tell students you are going for a walk Move students to Learning Commons area When possible have paraeducator or another member of team lead students, so the teacher can remain with the student in need; he classroom teacher will determine when it is safe for other students to return.



Corporal Punishment

The Board does not permit the use of corporal punishment however, personnel are not prohibited from using appropriate physical contact, restraint, and/or intervention in response to emergencies or other circumstances reasonably requiring such action.

Data Collection and Review

The primary means of data collection is the behavior log. The behavior log is reviewed daily by the Student Support Team (SST) and the Assistant Principal for Student Affairs. The data collected in the behavior log will be summarized each semester and made available to the community.

Due Process

Due process safeguards must apply in instances where the behavior or rights of others are being evaluated. Students must be treated fairly, with respect, and in consideration of all the circumstances at hand. Students have the right and will be fully informed of behavior that does not meet expectations and given the opportunity to correct themselves and continue with their learning unless that behavior is chronically disruptive and/or endangers the student or others.

Electronic Communication Devices

The display of and/or use of wireless communication devices, e.g., cell phones, or any use of other electronic communications devices used by students for non-instructional purposes is prohibited on any Accel Academy campus. If a student is found to have a device, it will be given to an administrator and a parent or guardian must retrieve the device from the administrator. The Board assumes no responsibility for theft, loss, or

damage to any personal communication device (e.g., cell phone, tablet, laptop, etc.). School officials may read, examine, or inspect the contents of any such device upon reasonable suspicion that the device contains evidence of an actual or suspected violation of the law, of Board policy, of the Code of Conduct, or of other school rules, provided that the nature and extent of such examination shall be reasonably related to the suspected violation. Accel Academy **IS NOT** responsible for lost or stolen electronic devices.

Family Educational Rights and Privacy Act (FERPA)

According to FERPA parents and legal guardians have the following rights:

- inspect and review your child's record.
- seek to amend the record if you believe it to be inaccurate.
- consent (or not) to disclosures of personally identifiable information; and
- file a complaint with the U.S. Department of Education

Either parent has the right to review an education record unless there is evidence of a court order or state law revoking or restricting these rights. Parents may access the education records of eligible students if they claim the student as a dependent for income tax purposes. However, agencies may require verification of the requester's relationship with the child before providing access to records.

The right of parents to access information is limited to their own child or children. If the education record includes information about other students, that information must be removed prior to disclosure so that parents do not have access to any other child's records. (34 CFR § 99.12)

When parents (or eligible students) request to review their records, the education institution must respond within 45 days, even if these records are kept by an outside party acting for the school. During these 45 days, the education institution cannot destroy any of the requested record.

Harassment, Violence, and Threats of Violence Prohibited

No student shall engage in or be subject to harassment, violence, threats of violence, or intimidation by any other student that is based on any of the specific characteristics that

have been identified by the Board in this policy. Students who violate this policy will be subject to disciplinary sanctions.

Definitions

The term “harassment” as used in this policy means a continuous pattern of intentional behavior that takes place on school property or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics set forth in Section 6.23.2(b) below. To constitute harassment, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, or at a school-sponsored function.
- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.
- The term “violence” as used in this policy means the infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
- The term “threat of violence” as used in this policy means an expression of intention to inflict injury or damage that is made by a student and directed to another student.
- The term “intimidation” as used in this policy means a threat or other action that is intended to cause fear or apprehension in a student, especially for the purpose of coercing or deterring the student from participating in or taking advantage of any school program, benefit, activity or opportunity for which the student is or would be eligible.
- The term “student” as used in this policy means a student who is enrolled in the Accel Academy system.

Personal Searches

Students may be searched whenever reasonable suspicion exists that the student possesses prohibited materials, illegal substances, weapons, or other items that are reasonably deemed to present a risk or threat to the safety and welfare of the school community. Student searches must be conducted by a school administrator in the presence of another certified school employee and may include a frisk or “pat down” of the student, a search of personal items and clothing. Personal searches will be conducted with due regard for the age and gender of the student. Searches that require physical contact between the school official and the student, removal of clothing, or examination of the student in a way that would implicate privacy concerns must be conducted and witnessed by officials of the same gender as the student and in a way that preserves the dignity of the student to the extent practicable under the circumstances. Refusal to submit to a search or to cooperate in a search as provided in this policy may be grounds for disciplinary action. A record of the search shall be made, and a copy filed in the principal’s office. Parent(s)/guardian shall be notified, in writing, of all such searches of a student’s person. A copy of said notice shall be retained by the Head of School.

Questioning Students

A student enrolled in the school shall not be questioned by any law enforcement authority on public school property during regular school hours without the knowledge of the school’s Principal or designee. Every reasonable effort shall be made to have a parent or guardian present. In those instances where a parent/guardian cannot be present within a reasonable period, school officials may allow interviews by law enforcement officials to proceed in the absence of the parent or guardian. Any questioning of a student shall be conducted in private, with an official school representative (Head of School or designated representative) present. Other non-school persons shall not interview students at school except for Department of Human Resources (DHR) personnel or parents or guardians.

Searches of School Property

All school system property, facilities, and grounds may be entered, inspected, and searched for any lawful purpose by Board officials or their designees at any time, without prior notice and to the fullest extent permitted by law. The right to enter, inspect, and search includes and extends to (but is not limited to) Board owned or controlled

offices, desks, file cabinets, lockers, computers, files, documents, data, and devices however and wherever kept, stored, or maintained.

Searches of Personal Property

Personal property, including but not limited to vehicles, purses, wallets, gym bags, book bags, cell phones, computers, and other devices may be searched by authorized school officials, including school Principal or their designees, when reasonable suspicion exists that the property contains prohibited materials, illegal substances, weapons, or other items that are reasonably deemed to present a risk or threat to the safety or welfare of the school community.

Seclusion and Restraint

All schools and programs will follow Alabama Rule 290-3-1-.02(1)(f) with respect to the use of physical restraint and seclusion. The Superintendent or his/her designee will develop procedures that will specify the way the schools and all personnel within Accel Academy will execute the requirements of said rule. [Reference: Ala. Code §16-28A-2 (1975)]

Student Suspension (including Students with Disabilities)

In order to maintain order, minimize the risk of potential personal injury, property damage or disruption to the learning environment, the principal or his/her designee may temporarily suspend a student pending a conference with the parent or guardian of the student and a final disciplinary decision. In school and Out-of-school suspension may also be imposed as a disciplinary measure as provided in the Code of Conduct. Out-of-school suspensions will be counted as unexcused absences except in the case of truancy. Make up work may be permitted for such absences unless permitting such work under the circumstances would be impractical or impossible, would serve no purpose, would place school personnel at risk of harm, or would be unreasonable considering the grounds for the suspension. Suspension of students with disabilities will be subject to applicable limitations and requirements imposed by the Individuals with Disabilities Education Act (“IDEA”) and its implementing regulations.

Student Expulsion (including Students with Disabilities)

Students may be expelled from school for behaviors serious enough to warrant such action as provided in Code of Conduct or other disciplinary policies. Students who are

recommended for expulsion may be suspended until such time as the Board meets to consider the recommendation for expulsion. Reasonable notice of the proposed action, the reasons therefore, and an opportunity to be heard will be afforded to the student and the student's parent or guardian prior to a final decision by the Board regarding expulsion. The principal will notify the student or the student's parent or guardian, in writing, of any action taken by the Board. The term of an expulsion may extend to the maximum permitted by law. The Board may impose such reasonable limitations on the student's right to re-enroll in the school system following expiration of expulsion as may be permitted by law. A student who withdraws from school prior to the Board's consideration of a proposed expulsion may not re-enroll in the school system until the Board holds a hearing or other appropriate proceeding regarding the recommended expulsion. Expulsion of students with disabilities will be subject to applicable limitations and requirements imposed by the Individuals with Disabilities Education Act ("IDEA") and its implementing regulations.

Use of Recovered Items

Property, material, substances, information, or records that are obtained, discovered, or recovered as a result of a search may be retained and used for any lawful purpose.



Adhering to the definitions, guidelines and requirements set forth in Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and the Americans with Disabilities Act (“ADA”), the Board prohibits discrimination against students with disabilities referred to in these statutes in any program or activity offered or sponsored by the Board.

Independent Educational Evaluations

The principal and his/her designee are authorized and directed to develop procedures for responding to parental requests for an Independent Educational Evaluation (IEE) in accordance with the provisions of the Individuals with Disabilities Act (IDEA) and the Alabama Administrative Code (AAC). Copies of the procedure for requesting an IEE will be available to parents upon their written request to the office of the ACS Special Education Coordinator.

Section 504 Rights and Procedural Safeguards

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact the Director of Special Education at Accel Academy.

The implementing regulations for Section 504 as set out in the 34 CFR Part 104 provided parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students 34

CFR 104.33 2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers are similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to her needs. 34 CFR 104.34. 4. Your child has a right to the facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.

8. You have the right to ensure that the school system will consider information from a variety of sources appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social and cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations including those prior to any subsequent significant change of placement. 34 CFR 104.35. 11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36 13. You have the right to an impartial hearing with respect to the school's system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation

by an attorney. 34 CFR 104.36. 14. You have the right to receive a copy of this notice and copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing office (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.

16. You have a right to, at any time, file a complaint with the United States Department of Education's Officer for Civil Rights.

504 Procedural Safeguards

1. Overview:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the Accel Academy's action or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the Director of Special Education; however, a grievant's failure to request a hearing in writing does not alleviate Accel Academy's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Director of Special Education. The Director of Special Education will assist the grievant in completing the written Request for Hearing.

2. Hearing Request:

The Request for Hearing must include the following:

- a. The name of the student.
- b. The address of the residence of the student.
- c. The name of the school the student is attending.
- d. The decision that is the subject of hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.

g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Director of Special Education will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Director of Special Education will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation:

Accel Academy may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and Accel Academy must agree to participate. The grievant may terminate the mediation at any time. If the meditation is terminated without an agreement, Accel Academy will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

4. Hearing Procedures:

a. The Director of Special Education will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Director of Special Education of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Director of Special Education in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances of law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34C.F.R. 104.34). One or more Accel Academy's representatives, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

h. The hearing shall be closed to the public.

i. The issues of the hearing will be limited to those raised in the written and oral request for the hearing.

j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.

l. Unless otherwise required by law, the impartial review official shall uphold the action of the school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.

m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

6. Review:

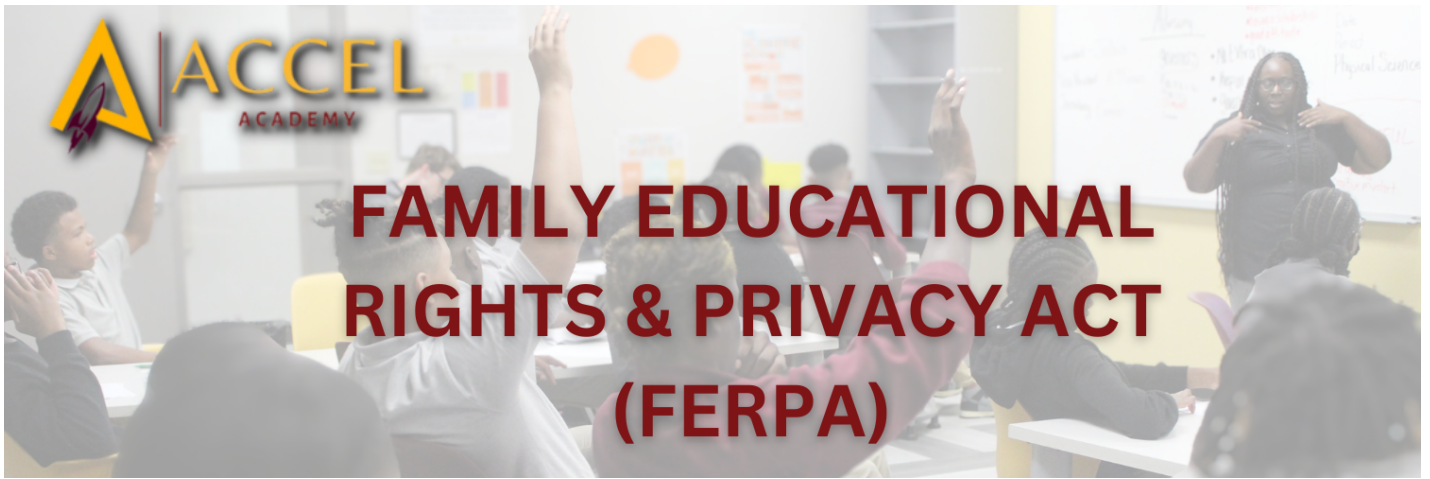
If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

Title IX

In accordance with Title IX (20 U.S.C. §1681, et seq.), the Board strictly prohibits discrimination based on sex or gender in its programs or activities, including sexual harassment, as defined by law and Board policy. Sexual harassment complaints should be filed and reviewed under the Board's student sexual harassment policy. All other complaints under Title IX will be filed and reviewed according to the Board's general complaint and grievance procedures.

Title IX Coordinator

The principal is authorized and directed to designate a Title IX Coordinator, whose duties will include but are not limited to receiving and responding to Title IX inquiries and complaints.



Rights under the Family Educational Rights and Privacy Act (FERPA):

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education record that the parent of an eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a school approved volunteer; a person or company that is under the direct control of the school with respect to the use and maintenance of education records and with whom the school has contracted or who volunteers to perform a service or function for which the school would

otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, the school discloses educational records, without consent, to officials of another school in which a student seeks or intends to enroll.

The school may disclose appropriately designated “directory information” without written consent, unless you have advised the school to the contrary in accordance with school procedures. Disclosures of “directory information” relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school publications such as graduation programs, yearbooks, or school playbills; in school communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges; universities and other post-secondary institutions; scholarships-granting organizations; and other entities as approved by the Superintendent or his/her designee.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information includes student name; student address; student telephone listing; email address; photograph or image; date and place of birth; student grade level; student participation in officially recognized clubs and athletic activities; student weight and height, if the student participates in an athletic activity; dates of attendance at Accel Academy; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

The school records and maintains audio recordings and video or photographic footage and audio recordings of students on school property and at school events in locations including, but not limited to, parking lots, school buses, lunchrooms, classrooms and hallways. Such information is used and maintained for security and other informational purposes, including yearbooks, video, school publications, school websites and school social media such as Twitter, Instagram and Facebook. In many cases, recordings or photographs contain directory or peripheral video or photographic footage of students engaged in day-to-day activities. The school’s designee(s) may crop, edit, or treat the photograph, video, or audio clip.

Peripheral video footage, photographic images, or audio recordings of day-to-day student activities do not include footage of a student or students committing, being involved in, or witnessing a violation of law or school rule, procedure, or policy. The school may also determine that other activities do not qualify as peripheral images, footage, or recordings on a case-by-case basis.

Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the school, no later than September 3, 2023, or written ten calendar days of the student's enrollment.

The school will keep any opt out provided in the student's permanent record folder.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other with whom respondents have close family relationships; 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or 8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of the following:

1. Any other protected information survey, regardless of funding.

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use of the following:

1. Protected information surveys of students and surveys created by a third party; 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

4. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law.

Accel Academy will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing sales, or other distribution purposes. Accel Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Accel Academy will also directly notify, such as through U.S. mail or email, parents of students who are to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Accel Academy will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent

surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office – U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Student Records

Educational records as defined by law or Board policy will be available for examination and review by authorized persons in the manner prescribed and to the extent required by law. Except where the context requires otherwise, the term “educational records” has the meaning given in 20 U.S.C. 1232g(a)(4). Copies of such records may likewise be provided to the extent required and under circumstances specified by applicable law or regulation. The principal is authorized to establish administrative standards and procedures respecting access to such records, including a schedule of reasonable charges for the reproduction thereof. Parents and students will be provided required annual notification regarding educational records through the Pupil Progression Plan and Statement of Responsibilities for School Personnel, Parents and Students or by other appropriate means. [Reference: 20 U.S.C. §1232g(a)(4); 34 C.F.R. §99.3]

Parent’s Right to Know

In compliance with the requirements of Every Student Succeeds Act statute, Accel Academy informs parents that you may request information about the professional qualifications of your student’s teacher(s). The following information may be requested:

- Whether the teacher has met the Alabama Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Alabama qualifications or certification criteria have been waived.

- The college major and any graduate certification degree held by the teacher.
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualifications, please contact the principal of your student's campus.

Child Abuse

Any student (or parent/guardian or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school.

Alabama law requires that school employees and volunteers immediately (or within 24 hours) report any suspected cases of child abuse or neglect. Once a report has been made official representatives of DFCS have the right to come to the school to interview the child without parent notice or permission. To report suspected child abuse, you may contact Accel Academy school social worker, school administrator, staff member, or the Office of Child Protective Services at (251) 450-7018/ (251) 450-7000 where reports are taken 24 hours a day, 7 days a week.

Accel Academy Nondiscrimination

Accel Academy requires compliance with all discrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Boy Scouts of America Equal Access Act of 2001, and the Individuals with Disabilities Education Act (IDEA).

The Accel Academy's Board of Directors believes that all students are entitled to equal educational opportunities regardless of their race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity, or expression, genetic information, ancestry, or any legally protected status. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical expression, genetic information, ancestry, or any legally protected status in any of Accel Academy's education programs, activities, or

practices. Accel Academy's current policy prohibits discrimination based on gender identity and expression. The school values the uniqueness of every student; therefore, whenever a student identifies himself or herself as being transgender, if the family desires to do so, the school will collaborate with the student and family to develop a plan for the student.

The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) to ensure that all students have an equal opportunity to benefit from and participate in all programs and activities of the school system. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. Accel Academy is committed to upholding these laws and takes discriminatory behaviors seriously.

Accel Academy has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying. Allegations of discrimination should be reported immediately to an administrator or counselor at the school.

A student may make a direct report to their school administrator. The school administrator shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within 30 calendar days of the alleged incident. All inquiries and discrimination complaints filed with Accel Academy (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the Office of Human Resources. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate principal, assistant principal, or to the Office of Human Resources.

Students should note that it is unlawful for a student to falsify, misrepresent, omit or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee including during off-school hours.



Admissions and Attendance

Compulsory Attendance and Entrance Age- All persons between the age of six and seventeen years of age are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Head of Schools or is otherwise exempt under state law.

Admission to Schools

Accel Academy is a public charter school. Applications for enrollment are open to all students within Mobile County. Should the number of applications exceed the number of available seats for a specific grade, a random lottery will be held to fill the available seats and offered to those students and their families who will be asked to complete the enrollment process. A waiting list of completed applicants will be maintained so should a student chosen through the lottery chooses to not attend students for that grade on the waiting list will be identified for enrollment.

- Resident Students – Accel Academy students must live within the Mobile County School district and must reside with parents or legal guardians, or with an adult resident of the Mobile serving as the student’s guardian. Power of attorney, under §26-2A-7 of the Code of Alabama, may only be used for a period of one year and accepted only under extreme extenuating circumstances as determined by the principal or his/her designee. Residency on the basis of an appointment or delegation of authority for educational purposes will not be recognized if the guardianship is used for the purpose of evading otherwise applicable residency requirements and will not be recognized for successive school years except on a showing of unusual hardship or other special circumstances warranting an extension.

- The student must reside every day with the parent/guardian or the attorney-in-fact whose power of attorney can be used for only one school year. If the Principal receives one of the following complaints, the attendance supervisor, accompanied by a uniform police officer, will make a home visit:
 - Student does not reside with the parent, guardian or attorney-in-fact.
 - Guardianship documents or power of attorney documents have not been properly executed.
 - Guardian or the attorney-in-fact does not live within the Mobile County School District.

If the attendance supervisor cannot confirm residency and/or guardianship, the principal will notify the guardian or the attorney-in-fact that the student's enrollment will be terminated. The guardian or the attorney-in-fact may appeal this decision by notifying, in writing, the principal. A hearing panel will be convened and consist of the principal or designee, attendance supervisor and school administrator. The guardian or the attorney-in-fact will be informed of the decision of the panel.

If joint custody has been awarded and one of the parents resides within the Mobile County School District, the student will be eligible to attend the Accel Academy if the student is living with that custodian for at least three (3) consecutive days during each school week.

If the parent/guardian or the attorney-in-fact has been found to live outside of the city limits, but has recently established residence within the city limits, complete documentation must be confirmed before the student may enter the Accel Academy. A home visit may be required prior to enrollment to confirm residency.

All homeless, migrant, and immigrant students, children in foster care, and English language learners will have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth and will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, and immigrant students, children in foster care and limited English proficient children and youth shall not be denied or delayed due to any barriers that are specifically prohibited by applicable law.

Homeless Students

Homeless students will be permitted to enroll without regard to residency status and may be entitled to other accommodations under federal law. Homeless students will continue in the school of origin for the duration of homelessness. Students may enroll in any public school that non-homeless students, who live in the attendance area in which the students reside, are eligible to attend.

If the school enrollment decision is contrary to the wishes of the student's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The principal of this school will notify the Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Principal and the Homeless Liaison will expeditiously take steps to resolve the dispute. If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency. [Reference: 42 U.S.C. §1432(a)(3)(E)]

Students Expelled or Suspended from Other School Systems

Any student who is under suspension or expulsion from another school system or a private, parochial, or other school will not be permitted to enroll until the student has satisfied the conditions for readmission set by the expelling or suspending board or authority in addition to generally applicable admission requirements established by the Board.

Required Documentation

Students entering the school system for the first time, regardless of grade level, are not required to submit a birth certificate, but may be requested to submit a birth certificate or another form of acceptable documentation to verify the student's age. A social security number may also be requested, but such request is voluntary and is not a requirement of enrollment.

In addition, students may also be required to submit other registration materials as school officials may reasonably require, including but not limited to a certificate of immunization or an exemption as prescribed by the Department of Health and signed by a private physician or appropriate health department official. The principal may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, limited English proficient or homeless students.

Students in Foster Care

A student in foster care will enroll or remain in the student's school of origin, unless it is determined that remaining in the school of origin is not in the student's best interest.

Placement of Students The school will determine the placement of newly enrolled students in accordance with state law.

Attendance Zone and Class Assignment

- Attendance Zone Assignment – Students residing within the Mobile County School District are eligible for admission to Accel Academy and should the total number of available seats not be filled by students within the Mobile County School District, students from any school district within the State of Alabama may become eligible for admission.
- Children of Accel faculty, staff, and board members shall be eligible for admission to Accel Academy.

Transfers

Transfers to another public or private school will follow the receiving schools' guidelines for documentation and records submission.

Withdrawals

No student of compulsory attendance age will be permitted to withdraw from school except in accordance with state law and any withdrawal procedures that may be developed by the Superintendent. [Reference: Ala. Admin. Code 290-3-1-.02]

Student Fees, Fines, and Charges

Reasonable fees, fines, and charges not prohibited by law may be established by the principal and approved by the Board. All such fees, fines, and charges will be collected and accounted for in accordance with the procedures, rules, and regulations to be developed by the Chief Financial Officer or as provided in the Board finance or local school finance manual(s).