

Appendix A

CERTIFICATE OF INCORPORATION
Of
REACH ACADEMY (FOR BOYS AND GIRLS) INC.

ARTICLE I

The name of the corporation is REACH ACADEMY (FOR BOYS AND GIRLS) INC

ARTICLE II

The address of the registered office of the corporation in the State of Delaware is 1016 West 8th street, Wilmington, County of New Castle, Delaware. The name of its registered agent at that address is A. Leslie White.

ARTICLE III

The purposes of the corporation are exclusively charitable within the meaning of section 501c3 of the Internal Revenue Code of 1986 and any subsequent provisions of the law. The Corporation is a nonprofit organization formed for the exclusive charitable purpose of educating children in the State of Delaware.

ARTICLE IV

This Corporation shall be a membership corporation and will have no authority to issue capital stock.

ARTICLE V

The Board of Directors of the corporation shall have the power to adopt, amend or repeal Bylaws of the corporation, but the stockholders may make additional Bylaws and may alter or repeal any Bylaw whether adopted by them or otherwise.

ARTICLE VI

Election of directors need not be by written ballot except and to the extent the Bylaws of the corporation shall so provide.

ARTICLE VII

To the fullest extent permitted by law, no director of the corporation shall be personally liable to the corporation or its stockholders for monetary damages for breach of fiduciary duty as a director.

Without limiting the effect of the preceding sentence, if the Delaware General Corporation Law is hereafter amended to authorize the further elimination or limitation of the liability of a director, then the liability of a director of the corporation shall be eliminated or limited to the fullest extent permitted by the Delaware General Corporation Law, as so amended.

Neither any amendment nor repeal of this Article VII, nor the adoption of any provision of this Certificate of Incorporation inconsistent with this Article VII, shall eliminate, reduce or otherwise adversely affect any limitation on the personal liability of a director of the corporation existing at the time of such amendment, repeal or adoption of such an inconsistent provision.

The business and affairs of this Corporation shall be managed by or under the direction of the board of directors in the manner prescribed by the laws of the Corporation.

ARTICLE VIII

The name and mailing address of the incorporate is as follows:

A. Leslie White

1016 West 8th Street Wilmington De. 19806

The undersigned incorporator hereby acknowledge that: the foregoing certificate is [his/her] act and deed and that the facts stated herein are true.

Dated: December 4, 2006

A handwritten signature in black ink, appearing to read 'A. Leslie White', written in a cursive style.

A. Leslie White Incorporator

State of Delaware - Division of Corporations
DOCUMENT FILING SHEET - Fax# 302.739-3812



Priority 1
(One hr)



Priority 2
(Two Hr)



Priority 3
(Same Day)



Priority 4
(24 Hour)



Priority 7
(Reg. Work)

<p>SUBMITTER'S INFORMATION</p> <p>Company/Firm or Individual's Name: <u>Rexh Agency</u></p> <p>Return Address: <u>1016 W 8th Street</u></p> <p>City, State, Zip: <u>Wilmington, DE 19801</u></p> <p>Attention: <u>A. Leslie White</u></p> <p>Phone: <u>(302) 858-3554</u> Fax: _____</p> <p>E-mail address: <u>DEPARTMENT@COMCAST.NET</u></p> <p>Account Number: _____ (to be used when changing a Depository Acct.)</p>	<p>DO NOT WRITE IN THIS SPACE</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED DEPARTMENT OF STATE DIVISION OF CORPORATIONS DEC 21 AM 11 43</p>
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DOCUMENT FILING REQUEST INFORMATION

Name of Company/Entity: Rexh Academy for Boys and Girls, Inc.

File Number: _____ Resurrection Number: _____

Type of Document: New Company

Check if document is:
 Changing Name: _____ Changing Registered Agent: _____ Changing Stock: _____

OTHER DOCUMENT FILING INFORMATION

of Certified Copies required: _____

Other requests: _____

Check # 537 Total \$ enclosed 148.00

METHOD OF DELIVERY

Messenger Pick up

Express Service & Delivery - Select Express Type

Airtel

Regular Mail

Other: _____

CREDIT CARD INFORMATION Card Type: _____
(Visa, MasterCard or Discover Card Only)

Expiration Date: _____ Sec. Code: _____

COMMENTS/FILING INSTRUCTIONS

Call if delays Not top. (302) 858-3554

- INSTRUCTIONS:**
1. Visit www.state.de.us/corp/forms.htm for complete instructions on how to properly complete this memo.
 2. Fully shade in the required Priority Square using a dark pencil or marker, staying within the square.
 3. Each request must be submitted as a separate item, with its own Filing Sheet as the FIRST PAGE.

Appendix-B

THE BY-LAWS FOR THE REACH ACADEMY FOR BOYS AND GIRLS

ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of this corporation (the “Corporation” or “School”). The members of the Corporation (the “Members”) shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i) Adopting the bylaws of the Corporation;
- ii) Determining the general policies and strategic planning of the Corporation;
- iii) Establishing the annual budget and approving major expenditures;
- iv) Approving projects and approving the overall budget of said projects;
- v) Approving the administrative budget of the Corporation;
- vi) Approving the annual reports of the Corporation;
- vii) Approving the annual financial statements of the Corporation; and
- viii) Approving officers and filling vacancies in said offices as may occur from time to time during the year.

ARTICLE II – MEETINGS OF THE BOARD

Section 1. Compliance with the provisions of the Freedom of Information Act.

The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method, which preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-half of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3. Participation by Conference Telephone.

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 4. Reliance.

A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person’s professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE III – BOARD OF DIRECTORS

Section 1. Number.

The Board shall consist of up to nine members. However, the number of directors constituting the Board may be reduced because of a vacancy or increased upon the approval of additional members as provided in Sections 7 and 5, respectively, of this Article III.

Section 2. Eligibility.

The Reach Board of Directors will have at least one member of the Board that is a parent or legal guardian of students enrolled at the School (“Parent Director”) and one member of the Board shall be a certified teacher at the School (“Teacher Director”). A Parent who ceases to be a parent or legal guardian of a student enrolled at the School may continue in office until the next annual meeting of the Corporation. A Teacher/director shall be deemed to have resigned from the Board of Directors on the date the Teacher/director is no longer employed as a teacher at the School. The first parent and teacher as defined above shall take office on or before the first day, the school is open in its initial year.

Section 3. Voting Rights.

Each director shall have one vote.

Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5. Approval and Term.

The initial directors of the Corporation shall make application to and be selected by the Incorporator pursuant to a written action. Thereafter, prior to the end of the calendar year in which the Reach Academy is open, the Parent Directors shall be approved by the Board such that they are parents or legal guardians of students enrolled in the School and the Teacher Directors shall be approved by the Board such that they are teachers at the School, in accordance with the provisions of Article V. The directors may, in their discretion, approve additional directors pursuant to an affirmative vote of a majority of all Directors then serving, if the limit on the number of directors set forth above in Section 1 of this Article III shall not be exceeded.

Beginning with the election prior to the month in which the Reach Academy is open, one Parent Director, one Teacher Director and one other director shall serve initial terms expiring at the approval of their respective successors at the second annual meeting (1 Year term) of the Members following their approval, one Parent Director, one Teacher Director and one other director shall serve initial terms expiring at the approval of their respective successors at the third annual meeting (2 year term) of the Members following their approval, and the remaining Parent Director and the two remaining directors shall serve initial terms expiring at the approval of their respective successors at the fourth annual meeting (3 year Term) of the Members following their approval. After such initial terms, one-third (1/3) of the Directors of the Board shall serve terms of one year, third (1/3) of the Directors of the Board shall serve terms of two years and third (1/3) of the Directors of the Board shall serve terms of three years to commence at their approval at the annual meeting of the Members. No member may serve more than two consecutive terms; provided, however, that the initial terms of the Parent Directors, Teacher Directors and other directors expiring at the second and third annual meetings of the Members following their approval or the terms of the directors expiring at the approval prior to the end of the calendar year in which the Reach Academy is open, shall not count as a term for purposes of such two-term limit.

Section 6. President of the Board.

The Board shall approve, at its original meeting and at its first annual meeting following the meeting of the Members, a President of the Board (the “President”) who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is approved and qualified or until his or her earlier resignation or removal by act of the Board. The President shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the President, a Vice-President shall preside at meetings of the members of the Board.

Section 7. Vacancies.

The directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 8. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all directors. The Board itself by giving written notice to the President or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE IV – COMMITTEES OF THE BOARD

Section 1. Establishment by Board.

The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 2. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting.

Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE V – MEMBERS

Section 1. Eligibility.

The Members of the Corporation shall be the members of the Board of Directors.

Section 2. Approval of Directors. The Teacher Members shall elect the Teacher Directors. Such directors shall be elected by a plurality of the votes of each class of members present or represented by proxy at the annual meeting of the members. The Board of Directors shall appoint a Nominating Committee, at least one of whom shall be a member of the Board of Directors whose term does not expire at the next annual meeting of the Corporation. The Nominating Committee shall solicit candidates to become Parent Members or Teacher Members of the Board of Directors of the Corporation. A report from the Nominating Committee shall accompany the notice of any special or annual meeting of the Members of the Corporation at which members of the Board of Directors may be approved.

The report of the Nominating Committee shall include the name, address, occupation, employer, educational background and such other information as is consistent with the Board application with respect to all candidates for membership on the Board of Directors.

Section 3. Annual Meeting.

An annual meeting of the Members of the Corporation, for the purpose of approving directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held at such place, on such date, and at such time as shall have been established by the Board.

Section 4. Special Meetings.

Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 5. Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopy, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 6. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of a majority of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 7. Waiver.

The transaction of business at any meeting of the Members of the Corporation, however called, noticed, and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE VI – OFFICERS

Section 1. Officers.

The officers of the Corporation shall consist of the President, a Vice President, a Secretary, a Treasurer, and such assistants, as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the President, Vice President, Treasurer, and Secretary. Any person may hold more than one office.

Section 2. Approval and Term.

The officers of the Corporation shall be approved by, and serve at the pleasure of, the Board for terms to expire at the first meeting of the directors following the next annual meeting of the Members, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is approved and qualified in accordance with these bylaws.

Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 4. President.

The President shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The President shall serve as the principal executive officer of the Corporation. The President shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The President shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice President.

The Vice President shall have such powers and duties as may be prescribed from time to time by the President or by the Board. In the absence or disability of the President, the Vice President shall perform all the duties of the President.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board.

ARTICLE VII – EXECUTION OF INSTRUMENTS

Section 1. Checks, Drafts and Orders for Payment of Money. All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Treasurer, the Secretary or such individuals as designated by the Board.,
Section 2. Contracts. All contracts, conveyances or other instruments, which have been authorized by the Board, shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE VIII – INDEMNIFICATION

Section 1. Right to Indemnification.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 2. Prepayment of Expenses.

The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action, the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusively of Rights.

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 5. Other Indemnification.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article VIII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE IX – CONFLICTS OF INTEREST POLICY

Section 1. Purpose.

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure.

In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships, which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 3. Board Approval.

No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE X – CORPORATE SEAL

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE XI – AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of majority of all of the members of the Board of Directors of the Corporation then serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

ARTICLE XII – GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XIII – FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July of each year.

The above bylaws have had three readings and were accepted on September 30, 2006 by a majority vote of the initial directors listed below. The Secretary has also recorded it in the minutes of that date.

Gina Backus
Valerie Brown
Chris Lucas
Everett A Larkin
Anthony L. White

Appendix- C

Resolution of the Directors of Reach Academy for Girls and Boys, Inc.

WHEREAS, a special meeting of the remaining original founding directors of the Board of Directors of Reach Academy for Boys and Girls was called this 12 day of December 2007.

WHEREAS, the Board has previously accepted the resignations of Gina Backus and Everett A. Larkin, leaving as the remaining the remaining members of the Board: Valerie Brown, Anthony White

WHEREAS, the Board has passed the following resolutions:

1. The By-Laws of Reach Academy for Boys and Girls, Inc. dated September 30, 2006 (as amended herein) are hereby ratified and approved.
2. The following persons are appointed to the Board of Directors:
Edith Mayer, Elijah Richardson
Laura Brown, Cynthia Smith
Charles Brown
*Chris Lucas has also resigned from original board.
3. The number of members that are allowed to sit on the Board is hereby increased from 9 to 11.
4. In order for a quorum of the Board to exist, at least 50% of the Board of Directors must be physically present at the meeting.

Valerie Brown

Anthony White

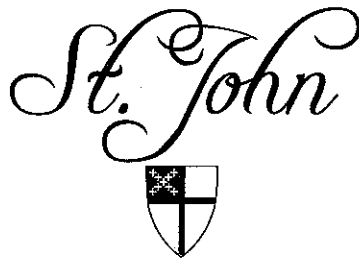
Appendix-E

The curriculum with the Delaware Content Standards is under separate cover.

Appendix- F

Property owner's letter of intent.

The Cathedral Church of



November 15, 2008

This letter of Intent is drafted by the Cathedral Church of Saint John and Cathedral Community Services, Inc., both of Wilmington, Delaware, to lease space to Reach Academy also of Wilmington, Delaware.

Contingent upon Reach Academy receiving its Charter from the Delaware Department of Education the Cathedral Church of Saint John will lease class room, assembly room (Great Hall), office, and kitchen space for three years beginning in May of 2009 for the purpose of operating a Charter School for Girls in grades kindergarten through eight.

Contingent upon Reach Academy receiving its Charter from the Delaware Department of Education Cathedral Community Service, Inc. will lease to Reach Academy its buildings on Market Street and its Debnam House property as well as parking space on its parking lot for twenty years beginning February of 2010.

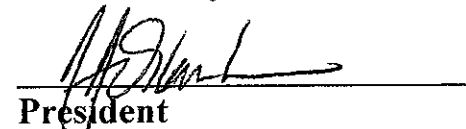
Also, the Cathedral Church of Saint John is committed to providing additional leased space on its property for the expansion of Reach Academy.

The commitment contained in this letter expires at the end of May 2009 if Reach Academy has not received its charter by that time.



Sr. Warden

Cathedral Church of St. John



President

Cathedral Community Services, Inc.

Ten Concord Avenue, Wilmington, DE 19802-4197

(302) 654-6279 • (302) 777-5789
PHONE FAX

www.cathedralsaintjohn.org

Appendix- G

Supporting Research

Supporting Single Gender Classroom Research

Some of the research that supports the advantages of single gender education is presented as follows:

Single-Sex vs. Coed: The Evidence

May 2007

Dr. Leonard Sax, Executive Director of NASSPE, led a two-day workshop at the campus of Stetson University in DeLand, Florida. Researchers at Stetson University have completed a three-year pilot project comparing single-sex classrooms with coed classrooms at Woodward Avenue Elementary School, a nearby neighborhood public school. For example, students in the 4th grade at Woodward were assigned either to single-sex or coed classrooms. All relevant parameters were matched: the class sizes were all the same, the demographics were the same, all teachers had the same training in what works and what doesn't work, etc. On the FCAT (Florida Comprehensive Assessment Test), here were the results:

Percentage of students scoring proficient on the FCAT

Boys in coed classes: 37% scored proficient

Girls in coed classes: 59% scored proficient

Girls in single-sex classes: 75% scored proficient

Boys in single-sex classes: 86% scored proficient.

Remember, these students were all learning the same curriculum in the same school. In addition, this school "mainstreams" students who are learning-disabled, or who have ADHD etc. Many of those boys who scored proficient in the all-boys classes had previously been labeled "ADHD" or "ESE" in coed classes.

Grade schools test single-sex classrooms

The Associated Press updated 3:17 p.m. ET, Thurs., July. 6, 2006

ATLANTA - In the sixth-grade class, the boys are making robots — more than a dozen students stand around workstations and chat as they cut cardboard with scissors, or glance at comic books for inspiration.

Down the hall, a room full of girls is working — quietly and independently — on the same project.

The recent scenes at Atlanta's Martin Luther King, Jr. Middle School may become more common in the coming years as a federal regulations change is expected to make it easier for public schools to experiment with single-gender schools and classrooms.

Supporters argue boys and girls learn differently, and that single-sex education can help both genders perform better. Critics compare it to the "separate but equal" segregation-era classrooms.

At least 223 public schools across the country already offer some single-sex classrooms — up from four in 1998, said Leonard Sax, director of the National Association for Single Sex Public Education.

Sax predicts thousands more schools will join the movement once the Education Department finalizes new Title IX regulations first proposed in March 2004.

Backers of single-sex classes point to research that shows the genders learn in different ways. At elementary school age, they say, girls' vision and thought processes have developed to respond better to color and detail, while boys' brains are more apt at processing motion and direction.

"If you don't understand those differences and you teach boys and girls as if they were the same, the end result is a kindergarten classroom where the boys tell you drawing is for girls and a middle school classroom where girls tell you computers are for boys," said Sax, one of the nation's leading proponents of single-sex education. "If you don't understand gender differences, you end up furthering gender stereotypes."

Sax said that as more same-sex schools crop up, data is beginning to show results. He and other proponents point to an elementary school in Deland, Fla., where fourth graders last year were randomly assigned to either a single-sex classroom or a co-ed one. In Woodward Elementary School's co-ed classrooms, 57 percent of girls and 37 percent of boys passed a state writing test. In the single-sex classes, 75 percent of girls and 86 percent of boys passed.

"There is greater confidence, greater enjoyment, greater interest," said David Chadwell, lead teacher at The Two Academies at Dent, a pair of single-gender middle schools in Columbia, S.C.

Said Atlanta Public Schools Superintendent Beverly Hall: "This is a strategy designed to really turn around what is a failing environment for lots and lots of young people." Hall and others in Atlanta say they like the results they've seen the past three years at Martin Luther King, where more than 400 sixth and seventh-grade students are divided by gender.

Travis Brown, whose boys' math class was building the cardboard robots, said the system lets him gear his lessons specifically for an all-male class.

"It gives me a chance to prepare especially for them," Brown said. "I don't expect them to sit still, so I know I'm going to have to have some hands-on stuff."

Equality among single-sex schools

Current federal rules allow single-sex schools, but only when a district creates a comparable single-sex school for the other gender.

Currently, 32 states have public schools with at least some single-gender classrooms.

Based on educational research, we know that single-sex education offers girls the greatest chance to ignore stereotypes, develop strong self worth, and grow in confidence.

In a co-education classroom, boys take up more than two thirds of a teacher's time. We make no apologies for giving girls our undivided attention.

Our learning environment is tailored to their needs and interests, and without the boys, girls show fewer inhibitions and take more risks.

Girls take on all the leadership roles and are surrounded by strong female role models. Young women graduate from a girls' school not only ready to take their place in the world as a person of equal intellectual stature, but also knowing that they are capable of running the show.

Studies have shown that girls in single gender schools are more likely to have:

- Higher participation in physics and upper levels of maths courses
- High occupational status in terms of acquiring leadership roles
- A stronger sense of capability in math and science courses
- Higher achievement on test scores
- Significant differences in positive attitudes towards science and maths
- A decrease in stereotypical views
- More student-teacher interaction and increased focus on class work
- More engagement during science and maths classes.

Lee & Lockheed, 1990; Stables, 1990; Steinback & Gwitzdala 1995; Watson, Quatman & Edler, 2002; Rowe, 2003)

Research for Girls:

"Girls and boys are as different from the neck up as the neck down", according to psychologist Joann Deak, author of *Girls Will Be Girls: Raising Confident and Courageous Daughters*. Dr. Deak says research has shown that our brains are differentiated along gender lines when it comes to our learning styles. There are exceptions and shades of gray, of course but in general according to Dr. Deak:

- Female brains are predisposed to excel in language, auditory skills, fine motor skills, and attention to detail.
- The female brain is more decentralized, using a variety of parts or locations for a single task
- The female brain is more integrated, allowing both brain hemispheres to work together via a more developed corpus callosum, the bridge between the right and left-brain hemispheres
- In the female brain, thoughts and emotions are much more complex, integrated, and intertwined than in the male brain.

According to the author, Dr Leonard Sax (*Gender Matters*, 2005) a noted physician and PhD, "the single greatest benefit of girls only education is the greater educational opportunity girls enjoy in the all-girls classroom". He contends that, "At every age, girls in girls-only classroom are more likely to explore "non-traditional" subjects such as computer science, math, physics, woodworking, etc". This finding is extraordinarily robust, having been replicated in every age group from kindergarten through college, and in every country where researchers have examined this question, including the United States, the United Kingdom, Australia, New Zealand, Thailand, Jamaica, Iceland, and Kenya.

1. The all girls' classrooms will be more conducive for instructors to give girls the opportunity to exercise their spatial, math, and technology skills at an earlier age. Our plans are to introduce maps, graphs and manipulative and focus on problem solving skills at an earlier age giving girls the opportunity to develop in these areas earlier. In addition, we will put emphasis on the use of the REACH '*Star Chart*'. This we believe will help girls to focus more, and help them to set higher academic goals using the skills they develop in math, science, and technology.
2. Since academic loss for sciences for girls tends to happen after 3rd grade, Reach will provide additional opportunities for girls in math and science. According to Dr. Sax, *Gender Matters*, role-playing exercises work well for girls. Girls thrive on interaction that involves emotional involvement and relevancy. We are planning interactive learning in all content areas and where possible we will bring in experts to interact with the girls that will show them the practicality and relevancy of their studies.
3. Learning environments for girls will be more conducive to the needs of girls. The lighting, furniture, colors and classroom themes will be carefully planned. Instructors will be trained to implement instructional strategies that are more beneficial for female students. Physical Education will be more relevant for girls and include dance and sports that are more popular with females. Girls will also participate in age appropriate self-esteem and confidence building activities that promote academic confidence, career exploration, and excellent communication skills. Some of the academic fears that exhibit in coed classrooms will be eradicated or at a minimum, reduced with same gender classrooms.

The Benefits of Attending a Girls' School:

What the Research Shows

(Reprint of an article in 2008 National Coalition of Girls' Schools)

Girls' school classrooms are places where education is prized, where teachers feel empowered, where girls are excited about being in school.

Dr. Rosemary C. Salomone, writing in the April 2006 edition of Columbia University's *Teachers College Record*, examines the research surrounding single-sex education, ranging from developmental psychology perspectives to studies on the classroom environment and teacher-student interaction:

"Drawing from that research, one of the key arguments supporting single-sex programs is that they create an institutional and classroom climate in which female students can express themselves freely and frequently, and develop higher order thinking skills."

That is exactly the argument put forward here. At girls' schools, we believe that single-sex education is not merely a matter of separating girls and boys. It is about making sure girls take center stage, while drawing upon all that we know about the way they grow and learn. It is not just the classroom. It is the combination of the community, the culture and the climate girls' schools offer that makes all-girl education such a powerful and transformative experience.

Consistent Data

This data is consistent with an earlier study, conducted by Goodman for NCGS in 2000, surveying 4,274 girls' school alumnae from a broad range of graduating classes. Here, again, alumnae were overwhelmingly positive in their responses:

- 91% cited preparation for college and academic challenge as very good or excellent
- 88% would repeat the girls' school experience
- 83% perceived themselves to be better prepared for college than female counterparts from co-ed high schools
- 93% agreed that girls' schools provide greater leadership opportunities than co-ed schools; 80% had held leadership positions since graduating from high school
- 13% intended to major in math or science, significantly more than females and males nationally (2% and 10% respectively)

Many participants in both Goodman studies volunteered commentary in support of their survey answers. For example:

"I had the best time at my school. I made amazing friends and learned from incredibly talented and enthusiastic teachers. I think I am as well-prepared for college and for life afterward as I could possibly be."

"I wanted to be in an environment where I could be "real" and I found that at my school. Girls could be who they were and were accepted for that with no excuses."

"I loved going to an all-girl high school. I owe a lot of my self-confidence, creativity, and sense of responsibility to that school."

Educational researcher **Cornelius Riordan**, Professor of Sociology at Providence College, is the author of *Girls and Boys in School: Together or Separate?* He has spent years examining educational outcomes based on various school settings, and sums up his findings this way:

"Having conducted research on single-sex and co-educational schools for the past two decades, I have concluded that single-sex schools help to improve student achievement. My conclusions are based on high quality national data gathered by the National Center for Education Statistics, as well as on studies conducted around the globe."

Professor Riordan credits a range of factors, including strong role models; reduced sex stereotypes in curriculum and classroom interaction; as well as an abundance of leadership opportunities.

Girls First & Foremost

Dr. Rosemary C. Salomone, the researcher cited earlier, conducted a similar survey of the research for her book *Same, Different, and Equal: Rethinking Single-Sex Schooling*. She writes:

"All-girls settings seem to provide girls a certain comfort level that helps them develop greater self-confidence and broader interests, especially as they approach adolescence. Research has found that single-sex schools and classes promote less-gender-polarized attitudes toward certain subjects - math and science in the case of girls and language arts and foreign languages in the case of boys."

For generations, girls' schools have served students of many abilities, interests, talents, and backgrounds. What unites these schools is a long-standing commitment to learning environments that place girls first. What sets them apart from other educational settings is an in-depth understanding of how girls learn and succeed.

Gender and the Brain

Using powerful new imaging techniques, scientists today are seeing the human brain in a depth and detail never before possible. From the familiar CAT and MRI scans, to Functional Magnetic Resonance Imaging (fMRI) and Positron Emission Tomography (PET), these 'neuroimaging' tools allow researchers to observe not only how our brains are constructed but also - in real time - how we think, how we respond, how we process the information our senses take in. Begin with the very structures that make up the human brain:

A 2005 joint study by the University of California-Irvine (UCI) and the University Of New Mexico (UNM) showed that men's brains have more gray matter, while women's brains have more white matter. Gray matter represents areas where information is processed, while white matter represents the connections between these areas. Think of one large computer, versus a series of smaller computers networked together to work as one. (*NeuroImage, 2005*)

"These findings suggest that human evolution has created two different types of brains designed for equally intelligent behavior," said study co-author **Dr. Richard Haier**, professor of psychology in the UCI Department of Pediatrics, in a UCI statement on the research.

Dr. Rex Jung, UNM neuropsychologist and study co-author, said the research sheds light on why men tend to excel at tasks requiring localized processing, like mathematics, while women tend to excel at integrating and assimilating information from throughout the brain: 'whole-brain' tasks such as language skills.

Real-time neuroimaging can reveal these differences in action in the brains of living subjects. **Dr. Joseph T. Lurito** of the Indiana School of Medicine showed that men use the left side of the brain when listening to someone speaking, while women use both sides to process the same information in a different way. (*Indiana U. School of Medicine, Nov 2000*)

Dr. JoAnn Deak, psychologist and author of *Girls Will Be Girls: Raising Confident and Courageous Daughters*, puts it this way: "Girls and boys are as different from the neck up as the neck down." She says our brains, because they are influenced in their development by hormones, are differentiated along gender lines when it comes to our learning styles.

Dr. Sarah-Jayne Blakemore of the Institute of Cognitive Neuroscience at University College, London, notes that the differences, while apparent from the earliest days of childhood, become especially stark during adolescence. In her book *The Learning Brain: Lessons for Education*, Dr. Blakemore notes that the prefrontal cortex - the region of the brain responsible for decision-making and social interaction - undergoes major changes at the beginning of the teen years.

"Since puberty generally occurs later in boys than in girls, a pattern that is paralleled by frontal lobe development, a gender difference in the development of frontal activity might be expected," she writes in *Brain Development During Puberty: State of the Science*. (*Developmental Science, April 2006*)

However, none of this is to suggest that girls and boys have innate, gender-based differences in their potential to achieve. The difference seems to be in how they access that potential, how they put their skills and talents to work. All children are capable of learning in all subject areas. It is how they are taught that matters.

Dr. Elizabeth Spelke of Harvard University examines math and science skills: "Behavioral and neuroimaging studies of human cognition and cognitive development suggest that our species' talent for mathematical and scientific thinking has a considerable genetic basis. These core systems are equally available to males and females. They provide the biological foundation for a set of cognitive capacities that men and women share." (*American Psychologist, 2005*)

So, is brain structure destiny? Not at all, according to **Dr. Kurt Fischer**, Director of the Mind, Brain & Education Program at Harvard University School of Education.

The reality is far more complex than that." Modern biology shows that an individual's learning environment influences the growth of new patterns of activity in the brain-it even shapes how genes are expressed in brain activity," Dr. Fischer states. "We educators must make sure that research is conducted responsibly and that we are training people to truly understand the connection between brain science and the world of education."

Girls' schools are committed to integrating the latest brain research into the classroom: by engaging girls in what Dr. Deak calls against-the-grain activities they may not be hardwired to choose on their own; matching curriculum to brain development at each stage of a girl's life; and offering collaborative learning settings in all subjects, to name a few examples. In short, we will continue to look to the experts and draw on brain science to "learn more about how girls learn".

Girls' Schools & Their Effect on Career Aspirations

Researcher Cary M. Watson of Stanford University examined the career aspirations of adolescent girls, in relation to academic achievement level, grade, and single-sex school environment. (*Sex Roles: A Journal of Research May 2002*) She wrote, "Girls at all levels of achievement in the single-sex schools received a benefit from the single-sex school environment in terms of heightened career aspirations, an effect unprecedented in any other portion of our study. Clearly, girls in single-sex schools exhibit a belief in their talent and potential that is measurable."

Surveys of girls' school alumnae bear Professor Watson's findings out. A 2005 study conducted for NCGS by the Goodman Research Group, *The Girls' School Experience: A Survey of Young Alumnae of Single-Sex Schools*, revealed that:

- 95% of recent graduates said that having a career and profession was very or extremely important to them
- 78% added that it was very or extremely important that they hold leadership positions in their professional lives as well
- 73% also said that it was very or extremely important that they win recognition for their career successes, community service, and volunteer activities

The vast majority of NCGS girls' school alumnae view having a rewarding career or profession as an integral part of their lives. These young women have learned to set high goals for themselves, and to give it their all in attaining them.

Appendix- H

Sample Form

Appendix-D

(This document has been extracted from the Appoquinimink School District)

REACH ACADEMY FOR GIRLS (Reach Academy)

Student Code of Conduct Student Rights and Responsibilities Grades Kindergarten through Eighth

This document is not all-inclusive nor does it restrict the REACH ACADEMY FOR GIRLS Board to take actions that are appropriate to maintain a safe and orderly educational environment.

The Reach Academy does not discriminate based on race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its educational programs, activities, employment, or student admissions policies or practices.

Inquires regarding compliance with the above can be directed to:

Contact Edith Moyer, Dean of Students, Reach Academy for Girls
PO Box 7916 Talleyville DE 19803. Telephone (302) 777-4645

Reach Academy for Girls School

Board Members

Valerie Baul

Tony Benson

Charlie Brown

Laura Brown

Chris Lucas

Edith Moyer

Cynthia Smith

Anthony White

Reach Academy for Girls School
10 Concord Avenue, Wilmington Delaware, 19802

Acknowledgement: Student Code of Conduct

This Student Code of Conduct is a document designed to provide rules, expectations and consequences for student behavior. We ask that you review the Student Code of Conduct with your child and have a discussion regarding school expectations. In addition, Appendix IV is a copy of the Reach Academy for Girls School's Educational Technology – Acceptable Use Policy. In order for your child to use educational technology, this policy must be reviewed and the parents must sign below.

Please sign below.

This is to confirm that I have received a copy of the Reach Academy for Girls School Student Code of Conduct

Student Name (Please Print)

Student Signature / Date

Parent Signature / Date

This is to confirm that I have received a copy of the Reach Academy for Girl's School Acceptable Use Policy

Student Name (Please Print)

Student Signature / Date

Parent Signature / Date

Chapter 1

INTRODUCTION	10
What is the Student Code of Conduct?	10
When is the Student Code of Conduct in force?	10
How is the Student Code of Conduct administered?	11
Procedures for making disciplinary referrals	11
Possession of items in a locker, motor vehicle, book bag /purse	11
What is a good school environment?	12
Conflict resolution/mediation	12
Who establishes a good school environment?	12
Students.....	12
Parent/Guardian	13
School Personnel	13

Chapter 2

Students Responsibilities and Rights	14
Attendance	14
Unexcused absences	14
Lateness to class	14
Tardiness to school	14
Prearranged absence	15
Bus Privileges	15
Computer Usage	17
Counseling	17
Curriculum	17
Evaluation and Grading Policy	18
Expression	18
Harassment	19
Reporting Unlawful Harassment	20
Married/Pregnant Students	21
Personal Appearance	21
Property	22
Publishing and Distributing Materials	23
Safety	23
Student Government	23
Student Motor Vehicles	24
Student Records	25
Disclosure of Certain Student Information	25
FERPA Rights	26
Rights under PPRA	27

Chapter 3:

Violation of the Student Code of Conduct.....	29
Level I	29
Disruptive Behavior	29
Inappropriate Language	29
Loitering	30
Minor Vandalism.....	30
Possession of Non-School Items	30
Unexcused Tardy	30
Level II	31
Abusive Language	31
Careless or Reckless Behavior	31
Cheating/Plagiarism	32
Class Cut	32
School Cut/Truancy	33
Defiance.....	33
Failure to Serve Detention	34
Forgery	34
Gambling	35
Inappropriate Sexual Behavior	35
Intimidation	35
Leaving School without Authorization	36
Major Vandalism.....	36
Misuse/Abuse of Substances.....	37
Misuse of Cell Phones	37
Misuse of Technology	38
Smoking	39
Stealing/Possession/Transferring of Stolen Goods	39
Trespassing	40
Violation of Medication Policy	40
Level III	41
Bullying	41
Disorderly Conduct	42
Extortion	42
Fighting.....	43
Harassment	44
Inappropriate Sexual Acts.....	44
Offensive Touching – Student on Student	45
Offensive Touching of a Staff Member	46
Reckless Driving	46
Sexual Harassment	47
Terroristic Threatening and/or Behavior	47

Level IV	48
Arson	48
Assault on Student.....	49
Assault on Staff Member	49
Possession, Use, or Impairment of Alcohol, a Drug, a Drug-like Substance, a Look Alike Substance and/or Paraphernalia.....	50
Distribution of Alcohol, a Drug, a Drug-like Substance, a Look Alike Substance and/or Paraphernalia	51
Possession of any Weapon/Explosive Device	52
Rape or Attempted Rape	52
Security Threat	53
Reporting School Crime.....	54

Chapter 4:

Disciplinary Procedure	55
Student Grievance	55
Grievance Procedures	55
Assignment to Alternative Programs.....	56
In-School Suspension.....	56
Suspension from School	56
Unsafe School Choice	57
Student Expulsion Procedures	57
Notification of Expulsion to Division of Motor Vehicles	60
Out of School Conduct	61
Appendix i:	
Glossary.....	61

Appendix ii:

Reach Academy for Girls school policy on possession of firearms	64
--	-----------

Appendix iii:

Reach Academy for Girls Drug And Alcohol Policy	66
--	-----------

Appendix iv:

Reach Academy for Girls Educational technology - Acceptable use Agreement	73
--	-----------

Appendix v:

Reach Academy for Girls Bully Prevention policy	77
--	-----------

CHAPTER I: INTRODUCTION

The mission of the Reach Academy for Girls (the "School") is to provide opportunities and resources in a safe, nurturing, and positive learning environment for all students to acquire and develop the knowledge, understanding, skills and attitudes to be responsible and contributing members in a rapidly changing and complex global society.

Schools must therefore, be free from disruptions, which interfere with teaching and learning activities. Students, parents/guardians, and school staff must assume a responsible role in creating a positive environment and promoting behavior that encourages learning and the development of individual potential. Students, parents/guardians, and staff are encouraged to become familiar with the entire contents of this document.

WHAT IS THE STUDENT CODE OF CONDUCT?

The Student Code of Conduct is an official declaration of the Reach Academy for Girls School and the school's board which:

- Specifies the responsibilities and rights of students
 - Defines attendance responsibilities
 - Defines conduct that disrupts a positive environment
 - Standardizes procedures for disciplinary action
 - Defines grievance procedures
 - Incorporates excerpts from State and Federal laws and regulations
- Provisions in the Student Code of Conduct apply to all students in Grades K- 8 Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. Students have a greater responsibility for their actions as they increase in age.

A copy of the Student Code of Conduct is given to each student on school entry. Orientation to the Student Code of Conduct is held in each school at the beginning of the school year.

WHEN IS THE STUDENT CODE OF CONDUCT IN FORCE?

The Student Code of Conduct is in force:

- On school property prior to during, and following regular school hours when school is in session or when school activities are in operation.
- While students are on the school bus or in a district vehicle for any reason.
- When a student's conduct to and from school and/or at the bus stop has a harmful effect on the other students, the community or on the orderly educational process.
- At all school events and other activities where school administrators have jurisdiction over students.
- Off campus, the school has the authority to suspend or expel students for activities occurring off of school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action. That portion of the Student Code of Conduct which protects school buildings and grounds is always in force.

The Student Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed may be subject to the authority of the principal or designee. Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the principal. This may include recommendation for expulsion. Any student who hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Student Code of Conduct may be subject to the same disciplinary action as the individual who committed the violation.

HOW IS THE STUDENT CODE OF CONDUCT ADMINISTERED?

Procedures for making disciplinary referrals:

All teachers are expected to use reasonable behavior management techniques in the classroom prior to referring a student to a building administrator for disciplinary action. An administrator or designee administers the Student Code of Conduct when a student has been referred because of misbehavior. Identifying the specific Student Code of Conduct violation and corresponding disciplinary action is the responsibility of the administrator or designee.

Possession of items in a locker, motor vehicle, or book bag/purse:

Lockers. The school presumes a student possesses, and is responsible for, all items found in the student's locker and regularly check the contents of your locker. If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in your locker. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others.

Motor Vehicles. The school presumes a student possesses, and is therefore responsible for, all items in the student's motor vehicle ("car"). This presumption applies to any car you drive to school without regard to who owns the car. Before you bring a car to school, or a school activity, carefully inspect the car. If you fail to lock your car, or permit others access to your car, you remain responsible for items found in your car.

Book bag/purse. The school presumes a student possesses, and is therefore responsible for, all items found in the student's book bag, purse, or similar bag or container used to carry books or personal property (referred to as "book bag"). regularly check the contents of your book bag. If you fail to secure your book bag, or provide others access to your book bag, you remain responsible for items found in your book bag.

WHAT IS A GOOD SCHOOL ENVIRONMENT?

A good school environment is best described as:

- SAFE, POSITIVE and SUPPORTIVE
- Providing a range of educational opportunities
- Making improvement of student behavior the primary goal of disciplinary action
- Protecting students from behavior which threatens their health, safety, or welfare, or which interferes with learning
- Being free of drugs, weapons, and illegal harassment

It is also the presence of a friendly, yet business-like atmosphere in which students and school personnel work cooperatively toward recognized and acceptable goals. A good school environment is free from distractions, friction, and disturbances.

CONFLICT RESOLUTION/MEDIATION

It is the philosophy of the School is that students and staff should be proactive in their approach to behavior management. Therefore, conflict resolution and mediation strategies should be employed in a proactive manner to assist students and staff in addressing conflict and discipline issues.

WHO ESTABLISHES A GOOD SCHOOL ENVIRONMENT?

The Student Code of Conduct recognizes the need for a working, cooperative relationship among students, parents/guardians, and school personnel. This relationship is most productive when:

Students

- Attend all classes daily and on time
- Are prepared for class assignments and activities
- Come to class with appropriate working materials
- Respect all persons and property
- Refrain from using profanity, abusive language, or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are encouraged to be healthy, clean, and neat
- Are responsible for their own work and behavior
- Abide by the rules and regulations set forth by the school and individual classroom teacher
- Seek changes in an orderly and approved manner

Parents/Guardians

- Keep in contact with the school concerning their child's progress and conduct
- Maintain up-to-date home, work, and emergency numbers at the school
- Ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school
- Provide their child with resources needed to complete class work and homework
- Assist their child in being healthy, neat, and clean
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community
- Discuss report cards and work assignments with their child
- Attend Parent/Teacher conferences
- Seek changes in an orderly and approved manner

School Personnel

- Are in regular attendance and on time
- Are prepared to perform their duties with appropriate working materials
- Respect all persons and property
- Dialogue with parents, students, and other employees in a manner that reflects professionalism and caring
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are healthy, clean, and neat
- Abide by the rules and regulations set forth by the school and the Board
- Seek changes in an orderly and approved manner
- Maintain an atmosphere that encourages good behavior and active learning
- Plan a flexible curriculum to meet the needs of all students
- Develop good working relationships among staff and with students
- Encourage the school staff, parents, and students to use the services of community agencies
- Utilize good guidance procedures and practices
- Encourage parents to maintain regular communication with the school
- Provide opportunities for parent participation in affairs of the school
- Encourage and maintain the involvement of students in the operation of the school, i.e., student government
- Involve the community in order to improve the quality of life within the school.

CHAPTER II: STUDENT RESPONSIBILITIES AND RIGHTS

Within every school, the principal has the responsibility and authority for maintaining an orderly educational process. The School guarantees students' rights as allowed by state and federal laws, regulations, and the rules and regulations of the School Board.

ATTENDANCE

Attendance is compulsory for those between the ages of 5 and 16. The School shall comply with all attendance laws and regulations of the state. Students must attend school each day it is in session. The following conditions only will result in an excused absence:

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services.
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Approved college visits during the junior or senior year
- Authorized school-sponsored activities
- A pre-approved family vacation beyond the student's control

Absences for any other reason shall be considered unexcused. Students who are absent for three days or more without a legal excuse shall be considered truant. A referral shall be made to the attendance officer who shall take appropriate action.

Unexcused Absence: An unexcused absence from school or class is an absence:

1. Which is for a reason not listed as excused or
2. About which the parent/guardian has no knowledge or
3. For which the parental note of explanation was not provided on the student's first or second day of return to school following the absence

Lateness to class: At the beginning of each term, the teacher shall define guidelines regarding lateness to class. When, in the judgment of the teacher, lateness becomes excessive, the student will be reported to an appropriate staff member for administrative action. Lateness to class may have a detrimental effect on student learning.

Tardiness to school: All students are expected to be punctual to school. Students who arrive at their first class assignment after the start of school are tardy. A student who is late to school should present a written explanation for the tardiness on the first or second day following the tardiness. Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home. Students who do not attend at least half of the class periods on a given day will be marked absent for that day. Students who are absent for more than fifteen (15) minutes of a class may be considered absent from the class unless excused by proper authority.

Prearranged Absence: A prearranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the principal. The absence should be prearranged by writing the principal, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least two (2) weeks prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the principal may then define the absence as excused. Prearranged absences will not be approved during the DSTP, PSAT, AP exams, midterm exams, and final exams. Students who must leave the building due to an emergency or some other reason which did not permit a prearranged absence must receive approval from the principal or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required parental note of explanation upon his/her return to school.

BUS PRIVILEGES

The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. Violation of these rules may result in the suspension of bus-riding privileges. Students must follow bus safety regulations as follows:

1. Students must obey the driver promptly and be courteous to him/her and to other students. The driver is in full charge of the bus and students and has the authority of a classroom teacher.
2. Students must be at the bus stop at least ten (10) minutes before the scheduled time; the bus has to run on schedule and cannot wait for those who are late.
3. Students should never stand in, or play on, the roadway while waiting for the bus.
4. Before boarding the bus, students must keep a safe distance from it while it is in motion.
5. Students must not get on or off the bus while it is in motion.
6. Students must enter the bus without crowding or disturbing others and occupy their seat immediately.
7. Students must keep out of the driver's seat.
8. In crossing the street at any time, students should look both to the right and to the left, and then walk across.
9. Students are permitted to talk quietly on the bus and classroom conduct is to be observed while on the bus.
10. Students must not call out to passers-by. They should not open the bus window without permission from the driver or extend head or arms out of the window.
11. Students should not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
12. Students should help to keep the bus clean, sanitary and orderly. They must not damage or abuse the equipment.
13. Students must sit facing the front of the bus.
14. Students are not permitted to smoke while on the bus.
15. Students must not use profanity while on the bus.
16. Students must not throw articles of any kind out of or around the bus.
17. Students are not to eat or drink while on the bus.
18. Students are not permitted to harass, intimidate or fight on the bus.
19. Other forms of misconduct that will not be tolerated are acts such as, but not limited to, indecent exposure, obscene gestures, or spitting.
20. Students must remain in their seat and keep aisle clear.
21. Students must stay seated until the bus comes to a complete stop.
22. Students are not permitted to tamper with emergency doors, controls, or windows.
23. In approaching the bus or a bus stop along the highway, students should walk on the left side of the road facing traffic. Students should be sure that the road is clear of all traffic or that all traffic has stopped before crossing. Upon leaving the bus, students should immediately walk around the front of the bus and stop before crossing. Students should make sure that the road is either clear of all traffic or that all traffic has come to a complete stop before crossing.
24. Large items such as band instruments, shop projects, sports equipment and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle, exits, and driver's vision shall not be blocked.

25. Due to food allergies, only lunches or snacks will be allowed on the bus. All food items must be kept in lunch box, bag, closed container or backpack.

26. All students must ride the bus they are assigned to. If there is an emergency that requires a student to ride another bus, a note signed by the parent and building principal will be given to the bus driver before they will be allowed to board the bus.

27. Parents/guardians are not allowed to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.

COMPUTER USAGE

Students must adhere to the School's Educational Technology Acceptable Use Agreement, which incorporates the State policy, before they may make use of school technology, including Internet access. (See appendix IV)

COUNSELING

Philosophical Basis

Personal needs or concerns can seriously threaten and interfere with the educational development of students. The school has the responsibility to provide counseling services for students and to inform students of services provided by other agencies.

Responsibilities

Students have the responsibility:

1. To identify and/or report personal or school related problems, concerns or issues to appropriate staff, counselors/advisors
2. To use counseling services for their educational and personal development, where appropriate
3. To schedule appointments in advance unless the problems or concerns are of an emergency nature (Parents/guardians and students have the responsibility of providing information that may be useful in making intelligent educational decisions.)
4. To use counselors'/advisors' services for personal or school related problems, concerns or issues

Rights

Students have the right:

1. To be accurately informed as to the nature, kind, or type of guidance services available in their school and community
2. To receive/be referred to appropriate counseling for personal and educational problems within a reasonable amount of time
3. To have access to counselors/advisors on the staff

CURRICULUM

Philosophical Basis

Highly qualified professionals collaborate to produce curricula that are consistent with established standards and best practices in a given subject area. Textbooks are selected based on the extent to which they support an established curriculum.

Rights

Students have the right:

1. To have access to clear and precise course descriptions
2. To participate in courses and programs appropriate to their individual needs at all grade levels

EVALUATION AND GRADING POLICY

Philosophical Basis

A grade is a measure of student achievement relative to school curricular goals and objectives. Grades serve to inform students, parents, teachers and administrators of the degree in which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. It shall be the responsibility of the superintendent to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students.

Responsibilities

Students have the responsibility:

1. To ask for an explanation of a grading system which they do not understand
2. To attain standards of academic performance according to their ability
3. To share all notices of unsatisfactory progress with their parents/guardians and to make every effort to improve their performance
4. To conduct themselves in a manner which fosters a good learning environment
5. To present assignments when due

Rights

Students have the right:

1. To receive a written copy of the school's standardized record keeping system at the beginning of each course
2. To receive an academic grade that is based on the school's standardized record keeping system and reflects the student's academic achievement
3. To request and receive written notification of unsatisfactory progress at any time during the marking period
4. To have grades used positively and not as a disciplinary tool
5. To be given appropriate notice of assignment due dates

EXPRESSION

Philosophical Basis

Students have the right to express themselves through direct and symbolic means as long as such expression does not mock, demean, or ridicule other persons and groups; interfere with school activities or disrupt the educational process; or contain obscene, vulgar, inflammatory statements or is in any way detrimental to the welfare of other students.

Responsibilities

Students have the responsibility:

1. To act in a quiet, dignified manner during patriotic activities. Students also have the right to be excused from any patriotic act that is against their religious beliefs or deeply held personal convictions.
2. To inform the school in writing of activities/policies which are in conflict with their religious beliefs and request alternative accommodations.

Rights

Students have the right:

1. To respectfully express their own opinions on issues
2. To assemble peaceably on school property at a time and place designated by the principal (This right will be denied if it endangers the health or safety of others, damages property, or disrupts the activities of others.)

HARASSMENT

Philosophical Basis

The School's intent is to foster human dignity and mutual respect in our schools. Harassment of any type contradicts that ideal. In addition, harassment can be a form of unlawful discrimination. No school student shall be subject to any type of harassment/bullying whether by fellow students or staff members. It is the policy of the Board and School to oppose and prohibit, without qualification, unlawful harassment of any school employee or student based on race, color, religion (creed), national origin, sex, disability, or any other unlawful basis. Under this policy, all employees and students share responsibility for ensuring that the schools are free from all forms of prohibited harassment, including, but not limited to, sexual harassment. The School shall act to investigate all complaints of harassment, and to discipline, or take other appropriate action, against any member of the school community who is found to have violated this policy.

As used herein, unlawful harassment means verbal or physical conduct at a location, place, or time where this Student Code of Conduct is in force, based on a person's race, color, religion (creed), national origin, sex, disability, or any other basis prohibited by State or Federal law, and which substantially interferes with a student's educational performance or creates an intimidating, hostile, or offensive educational environment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submission to that conduct is made, either explicitly or implicitly, a term or condition of a student's education.
- B. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.
- C. The conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile, or offensive educational environment.

REPORTING UNLAWFUL HARASSMENT

Any member of the school community who believes that unlawful harassment of a student has occurred, or is occurring, may make a complaint of unlawful harassment. Allegations of unlawful harassment are not subject to the Grievance procedures outline, *infra*. Instead, all allegations of unlawful harassment should be reported immediately to the principal, or, if the principal is the subject of the complaint of unlawful harassment, or the reporting person is otherwise uncomfortable communicating the complaint of unlawful harassment to the principal, for any reason, then to one of the designated harassment complaint officials.

The principal will be the school's designated harassment complaint official if one of the harassment complaint officials is the person identified in the complaint of unlawful harassment, or if the reporting person is otherwise uncomfortable, for any reason, with reporting the unlawful harassment to the designated harassment complaint officials, or is otherwise not satisfied after bringing the matter to the attention of one or more of these individuals and or the principal, then the reporting person may bypass these individuals and instead report the matter promptly to the president of the REACH ACADEMY school board. The School will investigate allegations of unlawful harassment in as prompt and confidential a manner as possible under the circumstances, and will take appropriate corrective and/or disciplinary action where warranted. Any employee or student who is found, because of such investigation, to have engaged in harassment in violation of this policy, will be subject to appropriate disciplinary action, up to and including termination of employment of an employee or expulsion of a student. Furthermore, retaliation in any form against a person making a complaint of unlawful harassment under this policy, or who conducts, or cooperates in, the investigation of any such complaint, is strictly prohibited, and will itself be cause for appropriate disciplinary action. Any questions regarding this policy should be addressed to one or more of the designated harassment complaint officials.

Responsibilities

Students have the responsibility:

1. Where the harasser is a student
 - a. to communicate directly to the person that their behavior is unacceptable and they want him/her to stop;
 - b. to inform and seek the advise of a teacher, counselor, or school administrator; and
 - c. to report the information to the principal if the situation is not resolved, or if the person informed pursuant to (b), *supra*, fails to take action to investigate and/or stop the alleged harassment or bullying.
2. Where the harasser is an employee or adult
 - a. to immediately inform the principal of the objectionable behavior and/or actions of the employee or adult, as well as the person's identity; or
 - b. if principal is the person identified in the complaint, or if the student and/ or the student's parent are uncomfortable communicating the complaint to the principal, for any reason, then to one, or more, of the designated harassment complaint officials.

Rights

Students have the right:

1. To learn in an environment free from bullying and/or unlawful harassment.
2. To as prompt and confidential an investigation as possible under the circumstances.
3. To appropriate corrective action where warranted.

MARRIED/PREGNANT STUDENTS

Philosophical Basis

The right to an education shall not be abrogated for a particular student because of marriage or pregnancy. If a different school placement is found to be necessary for a pregnant or married student, the educational program shall be equivalent to that of the regular school.

Responsibilities

Students have the responsibility:

1. To attend school regularly or to take advantage of special programs designed to meet their needs even though they are married, expectant parents, or parents (Students who are pregnant should seek professional medical advice regarding school attendance.)
2. To be referred to a marriage, pregnancy, or parenthood agency for counseling if they request it

Rights

Students have the right:

1. To remain in the regular school program or to attend a special program designed to meet their educational needs
2. To request counseling for marriage, pregnancy, or parenthood

PERSONAL APPEARANCE

Philosophical Basis

Students have the right to determine their own appearance and style of dress as long as it does not jeopardize the health and safety of themselves or others, does not interfere with the teaching-learning process, or does not create classroom disorder. Specific dress standards may be required in classes such as shop, laboratories, or physical education for health and safety reasons.

Responsibilities

Students have the responsibility:

1. To follow guidelines for dressing and grooming in a manner which shows cleanliness, promotes safety, and demonstrates respect for themselves and others

Rights

Students have the right:

1. To dress and groom as they choose as long as they do not disrupt the educational process or endanger the health and safety of themselves or others as outlined in established school guidelines

PROPERTY

Philosophical Basis

Students have the right to privacy in their person and property. When school authorities have reasonable suspicion to believe that a student possesses an illegal item or an item determined to threaten safety and security, the school administration may search a student and his/her property. Items deemed to disrupt or interfere with the educational process may be temporarily removed from student possession. Student lockers, desks, cubbies, etc. are the property of the school and may be searched at any time. The school shall not be responsible for lost or stolen personal property that is brought to school without permission of school officials. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.

Responsibilities

Students have the responsibility:

1. To refrain from possessing or concealing any substance or objects which are prohibited or which may disrupt the educational process and/or school sponsored activities/events
2. To monitor and control access to their lockers, motor vehicles, purses, book bags, or similar containers and to check regularly their contents

Rights

Students have the right:

1. To privacy in their personal possessions unless the principal or designee has reasonable suspicion to believe that prohibited substances/objects are possessed or being concealed by the student

PUBLISHING AND DISTRIBUTING MATERIALS

Philosophical Basis

One of the important roles of the school is to provide effective ways in which students may express themselves on a wide range of subjects. Official school publications such as newspapers should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

Responsibilities

Students have the responsibility:

1. For designating the person(s) who wrote and published the material; adhering to acceptable standards of journalism including literary value, material before and after regular school hours; distributing during regular school hours only with administrative permission; displaying materials on bulletin boards provided for student use; accepting any legal consequences for student expression and publication; and to confirm that the information published is factual.

Rights

Students have the right:

1. to publish and distribute materials as long as such action does not endanger the health and safety of others, threaten to disrupt the educational process, reflect a libelous nature, indicate a commercial purpose, or contain obscene or inflammatory statements.

SAFETY

Philosophical Basis

All students who attend the school have the right to attend school in a safe and orderly environment where they are encouraged to learn.

Responsibilities

Students have the responsibility:

1. To show respect for other people's ideas, values, and heritage
2. To resolve conflicts in an appropriate manner
3. To notify school personnel if they have knowledge of any weapon(s) on school property

Rights

Students have the right:

1. To learn in an environment free from the threat or act of psychological or physical violence

STUDENT GOVERNMENT

Philosophical Basis

Students have the right to participate effectively in the decision-making processes necessary for developing responsible and productive citizens. They have the right to organize and conduct student council or government association activities which contribute toward the understanding and functioning of the objectives of the school.

- The organization, operation, and scope of student government shall be defined in a written constitution developed through effective student participation and approved at least once every three years by a majority of the students.
- Student government shall function in accordance with its constitution and by-laws.
- The school administration shall ensure that all students have the right to vote and hold office.
- Students shall have the right to select officers and representatives from within the student body in accordance with the constitution.
- Provisions concerning the qualifications of candidates should be as broad as possible, however, grade and disciplinary standards may disqualify some.
- The decisions of the student government shall not be influenced by faculty and may not be arbitrarily vetoed by the school administration.

- The student government organization shall be responsive to the needs and interests of all students and shall conduct open meetings to ensure maximum involvement of students.
- Students shall have the right to recommend to the administration a faculty advisor selected by the members.
- Faculty advisors shall assist the students in ensuring that student government operates independently within the framework of its constitution and the school's philosophy.

STUDENT MOTOR VEHICLE

Philosophical Basis

Since the school provides free transportation to all students, students do not have the right to drive personal vehicles to school. This privilege is granted by school administration.

Responsibilities

Students have the responsibility:

1. To operate their motor vehicles in a safe and prudent manner at all times while driving on school property
2. To refrain from carrying or concealing any substance or objects in a motor vehicle which may disrupt the educational process or which are forbidden by the Student Code of Conduct or State law

Rights

Students have the right:

1. To privacy of the contents of their motor vehicles unless the principal or designee has reasonable suspicion to believe that the student is concealing a prohibited substance or objects and other items that may be disruptive to the educational process

STUDENT RECORDS

Philosophical Basis

Student records are records that directly relate to a student, and are maintained by the School or its employees. Student records do not include records kept in the sole possession of an employee, used only as personal memory aide, and not shared with any other person except a substitute. Care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate. Student Code of Conduct violations and disciplinary actions will normally be recorded and maintained annually. Expulsions will be recorded on the student's cumulative record folder.

Responsibilities

Students have the responsibility:

1. To give school personnel ample notice that they want to inspect and review their records (Eligible students and parents/guardians have the responsibility to meet their financial obligations for school fees or fines. Transcripts and records may not be released until all student financial obligations are met.)
2. To release information to those individuals or agencies who are working in a positive manner for the benefit of the student (The permission to release information, where required, must be in writing.)

Rights

Students have the right:

1. To release, inspect, review, and challenge the information contained in their school records within the School guidelines and legal age requirements (School personnel shall provide assistance to students and parents/guardians to help them understand information in student records. This access may not be denied because of failure to pay fines or fees.)
2. To sign for a release of information contained in their records to authorized agencies (The student must be fourteen years of age or older to sign this release.)
3. To be protected from the release of personally identifiable information to unauthorized persons

DISCLOSURE OF CERTAIN STUDENT INFORMATION

The School may disclose certain information, known as directory information, in its discretion without consent. Parents/guardians, or students eighteen years of age or over, may refuse to permit the release of any or all directory information. If a parent/guardian or emancipated student does not want directory information released, he or she must send written notice annually to the Principal of the School at the address listed in the front of this Student Code of Conduct. Such notice must be received within 30 days of student receipt of this Student Code of Conduct. The following student information is directory information: name, address, telephone number, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended by the student, and photographs of students in school or school activities provided the photographs do not reveal information concerning academic placement.

FERPA RIGHTS

The Family Education Rights and Privacy Act (FERPA) affords parents/ guardians, and students over 18 years of age, the following rights:

Inspection and Review

Parents/guardians may submit to the school principal a written request identifying records they wish to inspect. The principal will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records

Parents/guardians may ask the School to amend a record they believe is inaccurate by submitting to the principal a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the Board will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

1. Such records may be disclosed to school officials with legitimate education interests. School officials include School employees; the Board members; a person or company retained by the School to perform a special task (for example, an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.
2. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Complaint

Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA by submitting a complaint to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

RIGHTS UNDER PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents/ guardians, students who are 18, and emancipated minors the following rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

Protected information surveys

The School is required to obtain consent permitting a child to participate in certain school activities, or parents/guardians may elect to opt out of such activities. These activities, known as protected information surveys, include a student survey, analysis, or evaluation concerning one or more of the following:

1. Political affiliations or beliefs of the student or student's parent/guardian
2. Mental or psychological problems of the student or student's family
3. Sexual behavior or attitudes
4. Illegal, anti-social, self-incrimination, or demeaning behavior
5. Critical appraisals of others 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 parents/guardian
8. Income, other than as required by law to determine program eligibility

Notice and Opportunity to Opt Out

The School will notify parents of the dates of the following activities and provide an opportunity to opt a student out of participating in such activities:

1. Any protected information survey, regardless of funding source
2. Any non-emergency invasive physical examination 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 screenings, or any physical examination or screening permitted or required under State law
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing, to sell or otherwise distribute the information to others

Inspection

Parents/guardians may, upon request, inspect the following:

- Protected information surveys of students
- Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
- Instructional materials used as part of the educational curriculum

Complaint

If parents/guardians believe their rights have been violated, they may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SE
Washington, DC 20202-4605

**CHAPTER III:
VIOLATIONS OF THE STUDENT CODE OF CONDUCT**

While on the school bus, drivers will have the same authority as teachers.

LEVEL I

Disruptive Behavior: Language, gestures or actions that produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity.

Grades K – 5: Level I Offense

First offense

REQUIRED:

- o Teacher reprimand
- o Teacher/student conference

Subsequent Offenses

REQUIRED:

- o Detention or Suspension (1 – 3 days)
- o Parent/guardian notification
- o Referral to Discipline Committee or Instructional Support Team

OPTIONAL:

- o Functional assessment and/or behavior support plan

Grades 6 – 12: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand/or detention
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Detention or Suspension (1 – 3 days)
- o Parent/guardian notification
- o Referral to Discipline Committee or Instructional Support Team

OPTIONAL:

- o Functional assessment and/or behavior plan/contract

Inappropriate Language: any profane language or derogatory, disrespectful comments.

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification

OPTIONAL:

- o Parent/teacher strategy

Grades 6 – 8: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification
- o Teacher/student conference

subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification

OPTIONAL:

- o Parent/teacher strategy

Loitering: a student's unauthorized presence in any school area.

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand

Subsequent Offenses

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification
- o Referral to counselor

Grades 6 – 8: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Teacher/student conference

OPTIONAL:

- o Detention

Subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification

Minor vandalism: intentionally or recklessly damages tangible property that belongs to another person. No cost of repair incurred.

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification

OPTIONAL:

- o Parent conference

Grades 6 – 8: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification

OPTIONAL:

- o Parent conference

Possession of non-school items): any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not a weapon).

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Item to be confiscated
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Parent/guardian notification
- o Item to be confiscated and may be returned to parent/guardian

OPTIONAL:

- o Detention

Grades 6 – 8: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Item to be confiscated
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Parent/guardian notification
- o Item to be confiscated and may be returned to parent/guardian

OPTIONAL:

- o Detention

Unexcused tardy: three (3) unexcused tardy to school or to a class without authorization or approved reason.

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher/Office reprimand

Subsequent Offenses

REQUIRED:

- o Parent/guardian notification
- o Parent/Teacher strategy

OPTIONAL:

- o Teacher/Office detention
- o Referral to school support staff or Instructional Support Team

Grades 6 – 8: Level I Offense

First Offense

REQUIRED:

- o Detention and/or suspension (1 to 3 days)
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Suspension (2 to 5 days)
- o Parent/guardian notification
- o Referral to School Discipline Committee or Instructional Support Team

OPTIONAL:

- o Behavior plan/contract

Abusive Language (s0301): Written or spoken language or gestures that are considered offensive, obscene, or vulgar.

Grades K – 5: Level II Offense

First Offense

REQUIRED:

- o Reprimand and/or detention
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Parent/guardian conference
- o Detention and/or suspension (1 to 3 days)

Grades 6 – 8: Level II Offense

First Offense

REQUIRED:

- o Suspension (1 to 3 days)
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Suspension (2 to 5 days)
- o Parent/guardian conference

OPTIONAL:

- o Behavior plan/contract

LEVEL II

Careless or reckless Behavior (s0101 or s0102): unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.

Grades K – 5: Level II Offense

First Offense

REQUIRED:

- o Detention and/or suspension (1 day)
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Detention and/or suspension (1 to 3 days)
- o Parent/guardian notification

OPTIONAL:

- o Behavior support plan

Grades 6 – 8: Level II Offense

First Offense

REQUIRED:

- o Detention and/or suspension (1 to 3 days)
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Detention and/or suspension (2 to 5 days)
 - o Parent/guardian notification
- OPTIONAL:
- o Behavior plan /contract

Class Cut (s0041): all students are expected to arrive at their classes on time and to remain there until the teacher dismisses class. a student is considered to have cut a class any time the student is present in school but does not attend class. any unexcused absence for more than fifteen (15) minutes of a class may be considered a cut.

Grades K – 5: Level II Offense

First Offense

REQUIRED:

- o Reprimand and/or detention
- o Parent/guardian notification

Subsequent Offenses

REQUIRED:

- o Detention and/or suspension (1 to 2 days)
- o Parent/guardian notification
- o Parent/guardian conference
- o Referral to School Discipline Committee or Instructional Support Team

OPTIONAL:

- o Behavior support plan

Grades 6 – 8: Level II Offense

First Offense

REQUIRED:

- o Detention and/or suspension (1 to 3 days)
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Suspension (2 to 5 days)
- o Parent/guardian notification
- o Referral to School Discipline Committee
or Instructional Support Team

OPTIONAL:

- o Behavior plan/contract

Cheating/plagiarism: fraudulent deception in preparing, or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as one's own, or (4) presenting quotations, words or ideas without proper references or credit (plagiarism). Repeated offenses will be considered defiance and treated as such.

Grades K – 5: Level I Offense

First Offense

REQUIRED:

- o Teacher reprimand/or detention
- o Parent/guardian notification
- o Grade penalty – to be determined by teacher

Subsequent Offenses

REQUIRED:

- o Detention
- o Parent/guardian notification and conference
- o Grade penalty – to be determined by teacher

OPTIONAL:

- o Referral to administration

Grades 6 – 8: Level II Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Grade penalty – to be determined by teacher
- o Parent/guardian notification
- o Detention and/or suspension (1 to 3 days)

Subsequent Offenses

REQUIRED:

- o Suspension (1 to 5 days)
- o Parent/guardian notification and conference
- o Grade penalty – to be determined by teacher

School Cut/truancy: any unexcused absence from school). Repeated offenses may result in legal action.

Grades K – 5: Level II Offense

first Offense

REQUIRED:

- o Reprimand and/or detention
- o Parent/guardian notification

subsequent Offenses

REQUIRED:

- o Detention and/or suspension (1 to 2 days)
- o Parent/guardian notification
- o Parent/guardian conference

OPTIONAL:

- o Referral to School Discipline Committee or Instructional Support Team
- o Behavior support plan

Grades 6 – 8: Level II Offense

first Offense

REQUIRED:

- o Detention and/or suspension (1 to 3 days)
- o Parent/guardian notification

OPTIONAL:

- o Referral to School Discipline Committee or Instructional Support Team
- o Behavior plan/contract

subsequent Offenses

REQUIRED:

- o Suspension (2 to 5 days)
- o Parent/guardian conference required before returning to school

OPTIONAL:

- o Referral to School Discipline Committee or Instructional Support Team
- o Behavior plan/contract

Defiance: verbal or nonverbal refusal to comply with established procedures and/or reasonable requests from school personnel, including refusal to identify oneself.

Grades K – 5: Level II Offense

First Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification
- o Parent/guardian conference
- o Detention and/or suspension (1 to 3 days)

Subsequent Offenses

REQUIRED:

- o Detention or suspension (1 to 5 days)
- o Parent/guardian conference

Grades 6 – 8: Level II Offense

first Offense

REQUIRED:

- o Teacher reprimand
- o Parent/guardian notification
- o Detention and/or suspension (1 to 3 days)

Subsequent Offenses

REQUIRED:

- o Suspension (1 to 5 days)
- o Parent/guardian conference

Grades 6 – 8: Level II Offense

First Offense

REQUIRED:

- o Reprimand
- o Parent/guardian notification

OPTIONAL:

- o Detention and/or Suspension (1 to 3 days)

Subsequent Offenses

REQUIRED:

- o Suspension (3 to 5 days)
- o Parent/guardian notification
- o Parent/guardian conference before returning to school
- o Referral to School Discipline Committee or Instructional Support Team

Failure to serve Detention : Detentions are required time obligations to be served with the teacher assigning the detention. Administrative detentions are assigned by a building administrator and are to be served in an administrative detention room. the student is obligated to serve unless properly excused by the person who assigned the detention.

Grades K – 5: Level II Offense

First Offense

REQUIRED:

- o Reprimand
- o Parent/guardian notification
- o Reassign detention

Subsequent Offenses

REQUIRED:

- o Reprimand
- o Parent/guardian notification
- o Parent/guardian conference

OPTIONAL:

- o Referral to Discipline Committee or Instructional Support Team

Grades 6 – 8: Level II Offense

First Offense

REQUIRED: