

Jackson Preparatory & Early College



**College Preparatory
Parent and Student Handbook
2017-2018**

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Message from the Principal

It is very exciting to welcome you to the College Preparatory school of Jackson Preparatory & Early College! Our College Preparatory is designed for students who are entering in 6th-8th grade, committed to working hard, and are focused on developing college readiness skills towards a successful experience at our Early College level. The College Preparatory prepares students for a successful experience by fostering self-advocacy and 21st century fluencies through competency based learning. We also focus on educating students as individuals to ensure that each student is able to meet their full potential!

College Prep's faculty is committed to providing students with an innovative approach to education using individualized curriculum, engaging instruction, and technology based strategies. Students in the College Prep will each have an academic coach, who will guide them towards college readiness, within their Focus Group courses. Providing students with a safe environment to develop a growth mindset is a priority for our students.

We look forward to being a part of a successful future for each of our Falcons!

Laura Van Wormer

College Preparatory Principal

Jackson Preparatory & Early College

Jackson Preparatory & Early College is authorized by Jackson College.

Board of Governors

Dr. Robert Rando, *Chairman*
Mr. Jonathan Williams, *Vice Chairman*
Dr. David Halsey, *Secretary*
Mrs. Zoe Wilcox, *Treasurer*
Mr. Steven Hogwood, *Trustee*
Dr. Rebecca Woods, *Trustee*

Board meetings are open to the public and meeting dates and times are posted at the front office.

College Preparatory Administrative Staff

Laura Van Wormer, *Principal*
Serafin Llerena, *Dean of Students/ Athletic Director*

College Preparatory Faculty

Melissa Comstock, *CP Year 1 Education*
Heather Hillman, *CP Year 1 Education*
Andrea Ortell, *Band/Choir*
Donna Lloyd, *Mathematics*
Johnathan Schaeffer, *Social Studies*
Melissa Shaw, *Physical Education*
Sarah Shirk, *Art*

Calendar

Date	Students	Day of the Week	Event
September 4	NO SCHOOL	Monday	Labor Day Holiday
September 5		Tuesday	Student's First Day
September 8		Friday	Back to School Bash
September 11-15		Mon-Fri	CP NWEA Testing
September		Friday	Back to School College Prep Fun Night
October 4		Wednesday	Count Day
October 10		Tuesday	Picture Day

October 16-20		Mon-Fri	Spirit Week
October 25-26		Wed-Thurs	Mid-Term Evaluation
October 28-29		Sat.-Sun.	Spooktacular Lock-In
October 27	CP NO SCHOOL	Friday	NO SCHOOL
October 30	NO SCHOOL	Monday	NO SCHOOL
November 1		Wednesday	Picture Retakes
November 9		Thursday	CP Fall Formal
November 10	NO STUDENTS	Friday	Teacher Workdays/Professional Development
November 10		Friday	Parent Teacher Conferences
November 16		Thursday	All-Skate Event- Tentative
November 17		Friday	Turkey Bowl Fundraiser
November 22-24	NO SCHOOL	Wed-Fri	Thanksgiving Holiday
December 7		Thursday	Christmas Concert
December 15		Friday	Winter Wonderland CP Fun Night
December 20-21		Wed-Thurs	Final Evaluations
December 22 - January 8	NO SCHOOL		Christmas Holiday Break
January 5		Friday	Term 1 Progress Reports Sent
January 15	NO STUDENTS	Monday	Teacher Workdays/Professional Development
January 15		Monday	Parent Teacher Conferences
January 8			School Resumes - Term 2 Begins
January 23		Tuesday	Tentative Ice Skating Event
February 14		Wednesday	Count Day
February 16		Friday	CP Winter Semi-Formal Dance
February 19-23		Mon-Fri	NWEA Testing
February 28 - March 1		Wed-Thurs	Mid-Term Evaluation
March 1-31			CP Reading Month
March 2	NO STUDENTS	Friday	Teacher Workdays/Professional Development
March 5	CP NO SCHOOL	Monday	NO SCHOOL
March 5-9		Mon-Fri	Reading Month Spirit Week
March 12-16	EC NO SCHOOL	Mon-Fri	EC Spring Break
March 16	CP NO SCHOOL	Friday	NO SCHOOL
March 21		Wednesday	Winter Open House for New Families
March 23	NO STUDENTS	Friday	Parent Teacher Conferences
March 19-23	CP Year 1	Mon-Fri	CP Year 1 Camp Week
April 2-6	CP NO SCHOOL	Mon-Fri	CP Spring Break
April 10-11	CP Year 3	Tues-Wed	CP Year 3 PSAT Testing
April 12-13, 16-17	College Prep Only	Thurs-Fri, Mon-Tue	M- STEP Assessments

April 19		Thursday	All Skate Event
May 1			National Decision Day
May 3-4	College Prep Only	Thurs-Fri	Career Expo
May 8-9	College Prep Only	Wed-Thurs	CP Final Evaluations
May 7-11	Early College Only	Mon-Fri	End of Term Break
May 11		Friday	Term 2 Progress Reports Sent
May 14		Monday	School Resumes - Term 3 Begins
May 14-16	College Prep Only	Mon-Wed	M-STEP Assessments
May 18		Friday	CP Fun Night
May 25	NO STUDENTS	Friday	Teacher Workdays/Professional Development
May 28	NO SCHOOL	Monday	Memorial Day Holiday
June 14		Thursday	Pops on the Lawn Concert
June 15		Friday	Intersession
June 18-22		Mon-Fri	NWEA Testing
June 23-24		Sat-Sun	CP Summer Lock-In
June 29	College Prep Only	Friday	Intersession
July 2	NO STUDENTS	Monday	Teacher Workdays/Professional Development
July 3-6	NO SCHOOL	Tues-Fri	Fourth of July Holiday
July 13		Friday	Parent Teacher Conferences
July 20	College Prep Only	Friday	Intersession
July 27		Friday	Intersession / End of Year Picnic
August 1-2	College Prep Only	Wed-Thurs	Final Evaluations
August 3, 6-10	College Prep Only	Fri, Mon-Fri	Intersession
August 8-10	Early College Only	Wed-Fri	Final Evaluations
August 17		Friday	Term 3 Progress Reports Sent
September 9		Saturday	3rd Annual Golf Outing

Testing Dates

- **September 11-15: NWEA Testing**
- **October 25-26: Term 1 Mid-Terms**
- **December 20-21: Term 1 Finals**
- **February 12-23: NWEA Testing**
- **February 28-March 1: Term 2 Mid-Terms**
- **April 10-11: CP Year 3 PSAT Testing**
- **April 12-13, 16-17: CP Year 3 M-STEP Testing**
- **May 8-9: Term 2 Finals**
- **May 14-16: CP Year 1 & 2 M-STEP Testing**
- **June 18-22: NWEA Testing**
- **June 28-29: Term 3 Mid-Terms**

- July 18-19: Term 3 Finals

Intersession Dates

- Friday, June 15
- Friday, June 22
- Friday, June 29
- Friday, July 13
- Friday, July 20
- Monday-Friday, July 23-27

I. Core Elements of the College Preparatory

Vision

The College Preparatory is an engaging culture of learning where all students are expected to develop self-advocacy, a growth mindset, and relevant skills to contribute in a modern society.

Mission

The College Preparatory is committed to the development of college readiness through competency based learning, and by empowering students to take ownership of their education through reflective practices, relevant education, and engaging experiences.

Core Beliefs

- We believe that Student ownership of learning is essential
- We believe that learning should be active, blended with technology, and relevant
- We believe the students should make real world connections with their learning
- We believe that students need to develop a growth mindset in a safe and supportive learning environment

Academic Effort & Engagement

- JPEC is a competency based program that focuses on assessing students' progress in achieving skills. JPEC is also a public school academy and is a program for all students. Falcons are expected to put forth effort in all of their academic courses working toward mastery. Students who choose not to put forth effort may be required to attend seminar courses and/or additional intervention. JPEC's program is about progress and student development instead of a single grade. Hard work and effort are rewarded!
- JPEC also values Falcon engagement. Students are expected to become involved in student life, whether that is through one of our many student clubs or organizations, or through our athletics program, Falcons are expected to be engaged.

Mindsets & Student Responsibility

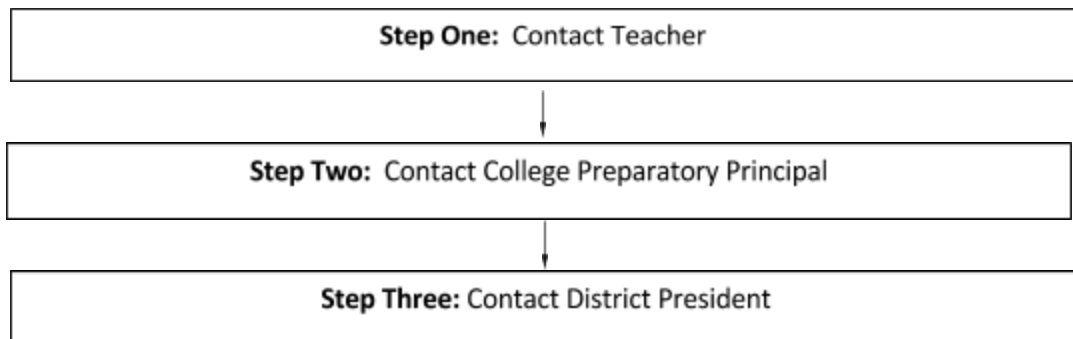
- Falcons are expected to develop specific academic, character, and behavioral mindsets ranging from developing analytical and reflective practices to building inquiry and curiosity character traits, and becoming a gatherer of new ideas and experiences. JPEC’s goal of supporting all students’ success focuses on a whole student approach.
- JPEC staff, faculty, and administration expect Falcons to develop responsibility and self-management. We focus on shifting the responsibility of students’ academic programming and course management over to each student through guidance and support. Our faculty and administration work with students through guidance and academic conferences to support with this shift of responsibility. We believe that this truly prepares Falcons for the transition into dual enrollment and for life after JPEC.

Intersession

Intersession is a unique aspect of the JPEC structure, in which students are able to receive additional academic intervention. If students are academically proficient, they are given the additional opportunity for academic enrichment. Intersession will only occur during Term 3 of the academic year, on Fridays and the week following Term 3 finals.

Steps of Communication

Jackson Preparatory & Early College encourages open communication about your student. If you have a concern about your child’s education, your first contact should be directly with the teacher to try to resolve the issue. If you feel you have made an appropriate contact with the teacher and have been unsuccessful in reaching an acceptable solution, you may contact the school Principal.



II. School Information

College Prep School Hours & Daily Schedule

The building will open at 7:30am every morning to accommodate any students/parents for early drop off. The main office will close at 5:00pm every day. Our school day runs from 9:00am to 4:30pm.

<u>Time</u>	<u>Course Blocks</u>
9:00-9:53	Block 1
9:56-10:49	Block 2
10:52-11:22	Focus Group
11:25-12:18	Block 3
12:20-12:50	Lunch
12:50-1:43	Block 4
1:46-2:39	Block 5
2:42-3:35	Block 6
3:35-4:25	Flex Block

- *Early Release Wednesdays: Every Wednesday, we will have an early dismissal at 3:30 PM to allow for professional development and team meetings*

Transportation

JPEC students may take advantage of the JTA bus system which offers daily, convenient runs to campus from the downtown Jackson transfer station at the student rate. A schedule may be found at http://www.jccmi.edu/info/bus_schedule.htm. Beyond the JTA bus, transportation must be provided by families. If transportation is a concern for you, we encourage you to consider joining a carpool group with other families. Please let our front office know so we may put you in contact with our Parent Advisory Board (PAB).

Pick-Up/Drop-Off Zones

Student drop-off and pick-up is located at the JPEC main entrance on the East Wing of Justin Whiting Hall. Please observe posted speed limits for the safety of students, guests, and employees. There are two marked traffic lanes, the right lane closest to the building is for standing and the left lane is for passing. Please observe the pedestrian crosswalk right-of-way in front of the main doors of Justin Whiting Hall.

Access to JPEC

JPEC's main office will remain locked during school hours. All students, parents, and guests must enter and exit JPEC through the East Wing Main Entrance (main office). During drop-off and pick-up times, a JPEC employee will monitor the entrance/exit. Students, parents, and guests who wish to enter outside of drop-off and pick-up times must be buzzed in by and checked-in at the JPEC front office.

JPEC operates as a closed campus. After arriving at school, students may not leave until the end of the school day unless signed out by a parent or guardian. If the student is involved in dual enrollment and taking college courses, they may leave campus if they have no further JPEC classes scheduled. We recommend that dual enrolled students sign out before leaving campus, so in the event of an emergency all JPEC students are accounted for.

Emergency Closings & Severe Weather Alerts

If 75% of surrounding schools close, if the Jackson Career Center closes, or Jackson College Main Campus closes, JPEC will close. If the Career Center closes for purposes other than weather, JPEC will remain open. To learn of a delayed start or school closings due to inclement weather or any other emergency, please listen for an announcement on the local radio or TV station and check the school's website. You will also receive a communication from Alert Solution, please make sure the correct information is saved into your PowerSchool account.

If JPEC is closed yet Jackson College remains open and a student is dual enrolled in Jackson College courses, the student is expected to attend his/her College classes. Students are expected to communicate appropriately with their professors regarding their attendance.

NOTE: We understand that some families are traveling a great distance and weather patterns are not consistent from county to county. We expect that families will make travel decisions based on safety, using proper judgment.

Emergency/safety Drills

JPEC complies with all tornado, fire, and lock-down safety laws and will conduct regular drills.

Severe Thunderstorm Watch or Warning

If school is already in session when the watch or warning is issued, the school will stay open. The staff will take safety precautions and will contact parents in the event of an emergency.

Tornado Watch

Students remain in school, and staff will take safety precautions.

III. Academics

Curriculum

Guiding Philosophy

We believe that every student can excel and achieve success when afforded support, opportunities and challenges. JPEC's curricular program combines integrative and adaptive educational methodologies, encouraging student exploration and individuality.

JPEC Curricular Elements

Integrative Studies – Students identify authentic connections between content areas, applying their learning in innovative ways. Methodology allows for and encourages students to explore their passions and questions through relevant and real-world experiential learning.

Academic Coaches

To facilitate the learning process, each student will be matched with an academic coach, which will be the student's Focus Group teacher. The student and his/her coach will work together to design a personal education plan and set both short and long term goals.

Digital Portfolio

Each student will design a digital portfolio to demonstrate their learning progression. Teachers will

communicate with students and provide regular feedback on student portfolios. Parents will have access to their child's portfolio to track progress and growth.

Capstone Project

In each year of College Prep, students will work on an integrated Capstone Project. This project will consist of students utilizing their acquired skills, from each core academic subject, to apply to a real world topic. Students will complete multiple tasks for the Capstone Project, in collaborative groups, for a formal Capstone Presentation, at the end of each year.

Student Journals

Each student will create a reflective journal which will be a space for collaborative dialogue with their academic coach. This journal will be housed in the student's JPEC web-based Learning Management System.

Competency Based Learning

Summative performance based assessments such as simulations and case studies will be used to assess students' application of learning and mastery of competencies and course skills. Students will be given regular and direct feedback from teachers through their digital portfolios and general assignments.

Learning Materials

In lieu of textbooks, students will be provided with a digital device for their use during the school day. Students and families will pay a responsibility fee that allows them to take the devices home with each day.

Before devices are distributed, students will be required to read and sign an acceptable use policy (AUP) and Internet Agreement.

Special Education

JPEC will assume primary responsibility for the administration and delivery of special education programs and services to students with disabilities. JPEC is committed to the provision of a continuum of special education programs and services to disabled students in cooperation with the Jackson Intermediate School District. Placement options shall follow a continuum of services model to ensure that each disabled person is provided a free and appropriate public education in the least restrictive environment. To that end, every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments, such as resource rooms, self-contained categorical classrooms or settings outside JPEC will be considered only after consideration has been given by the individual education plan (IEP) as to the feasibility of placement in the regular classroom. (JPEC Board Policy 2460).

Credit from Outside Organizations

Credit through extension and internet courses may be accepted to satisfy graduation requirements providing the course has been approved by the College Prep Principal in advance of the student's enrollment in said course. Credit is earned through the satisfactory completion of courses offered by an institution accredited through North Central Association or one of the other regional accrediting associations that include the New England, Middle States, Southern, Northwest, and

Western Associations.

Credit recovery will be granted based on the number of instructional hours. Additionally, students who wish to “test out” of courses, receiving the credit without taking the course, will be required to demonstrate mastery of course competencies at (3.5+) for each course.

Graduation Requirements (Core Content Classes)

Academic and College Preparatory Requirement

General Studies Requirements

English | 3 Units | 12 Credits

- Literature Unit (6 Credits)
 - *ENG 060: Fundamentals of Lit I*
 - *ENG 061: Fundamentals of Lit II*
 - *ENG 062: Fundamentals of Lit III*
 - *ENG 070: Reading Strategies*
 - *ENG 071: Mythology & Fantasy Literature*
 - *ENG 081: Historical & Classical Literature*
- Composition Unit (5 Credits)
 - *ENG 063: Fundamentals of Comp I*
 - *ENG 064: Fundamentals of Comp II*
 - *ENG 065: Fundamentals of Comp III*
 - *ENG 072: Composition 1*
 - *ENG 080: Composition 2*
- Communications Unit (1 Credit)
 - *COM 080: Communications*

Social Studies | 3 Units | 9 Credits

- Western Studies Unit (3 Credits)
 - *GEO 060: World Geography*
 - *HIS 060: Western Hemisphere Studies I*
 - *HIS 061: Western Hemisphere Studies II*
- Eastern Studies Unit (3 Credits)
 - *GEO 070: Advanced Geography Studies*
 - *HIS 070: Eastern Hemisphere Studies I*
 - *HIS 071: Eastern Hemisphere Studies II*
- Early US History Unit (3 Credits)
 - *HIS 080: Revolutionary Era*
 - *HIS 081: Growing Nation*
 - *HIS 082: The Civil War Era*

Math | 3 Units | 10 Credits

- Mathematics (3 credits)
 - *MAT 060: Number Sense*
 - *MAT 061: Fraction Interaction*
 - *MAT 062: Data Analysis*
- Intro to Geometry and Algebra (3 credits)

- *MAT 070: Intro to Geometry*
- *MAT 071: Mathematical Modeling*
- *MAT 072: Intro to Algebraic Thinking*
- Algebra I (4 Credits)
 - *MAT 080: Alg. I Structures*
 - *MAT 081: Alg. I Functions*
 - *MAT 082: Alg. I Modeling*
 - *MAT 083: Alg I: Stats*

Science | 3 Units | 9 Credits

- Physical Science (3 Credits)
 - *PHY 060: Foundations of Physics*
 - *PHY 061: Interactions of Matter*
 - *CEM 062: Foundations of Chemistry*
- Earth and Space Science (3 Credits)
 - *GEL 070: Earth's Place in the Universe*
 - *GEL 071: Earth's Systems*
 - *GEL 072: Earth and Human Activities*
- Life Science (3 Credits)
 - *BIO 080: Molecules to Organisms*
 - *BIO 081: Inheritance and Variance of Traits*
 - *BIO 082: Ecological Interactions*

Elective Requirements | 4 Units | 9 Credits

- Phys. Ed/Health Unit (3 Credits)
 - *HPF 060: Physical Education*
 - *HPF 061: Health Education*
 - AND**
 - (1) Term Offered HPF Elective
- Fine and Performing Arts Unit (2 Credits)
 - *ART 060: Intro to Art*
 - *ART 070: Art II*
 - *ART 080: Art III*
 - *ART 061: Art Appreciation*
 - *MUS 060: Beginning Band*
 - *MUS 070: Concert Band*
 - *MUS 080: Symphonic Band*
- World Cultures Unit (2 Credits)
 - *ANT 060: Cultural Diversity I*
 - *ANT 061: Cultural Diversity II*
- Term Offered General Studies Elective (1 Credit)

Focus Group | 1 Unit | 9 credits

- SEM 080: Focus Group - 6 credits
- CAP 080: Capstone - 3 credits

Total Units - 17 | Total Credits: 58 credits | General Studies - 40 credits; Electives: 18 credits

The EDP process begins at the the first level of College Prep, when students investigate and consider various occupations and "pathways" (academic courses) that will enable them to achieve their goals. EDPs are designed to be revisited on a set schedule throughout the Early College years. Career exploration should be multifaceted, involving schools, the community, businesses, organizations, guest speakers, etc. In an all-encompassing effort to assist and guide students in developing a greater understanding of the workforce of the 21st Century, it is important that all students are aware of the training and/or education necessary to make knowledgeable choices.

Standardized Test Information

Standardized Tests for College Prep Students

- NWEA (College Prep Years 1-3)
- M-STEP (College Prep Years 1-3)
- PSAT (College Prep Year 3)

NWEA (NORTHWEST EVALUATION ASSOCIATION) Assessment Information

MAP Growth is a computer adaptive test created by NWEA that kids take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. Computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions. As the student responds to questions, the test responds to the student, adjusting up or down in difficulty.

M-STEP (MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS) Assessment Information

The Michigan Student Test of Educational Progress (M-STEP) is given online to students in grades 3-8 and measures current student knowledge of Michigan's high academic standards in English language arts (ELA), mathematics, science, and social studies. The M-STEP assessments uses computer adaptive testing for English language arts (ELA) and mathematics assessments, which provides a more individualized test experience for students and more precise measurements of student learning.

PSAT/NMSQT (PRELIMINARY SCHOLASTIC ASSESSMENT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST) Assessment Information

As preparation for college entrance exams, College Prep students will take the PSAT. It is published by the same company that publishes the SAT (Scholastic Aptitude Test), sometimes referred to as the "College Board.")

Reasons for taking the PSAT/NMSQT are as follows:

1. It gives students a chance to learn what the SAT is like and may increase confidence when that test is taken during the senior year.
2. It provides an opportunity to predict SAT scores from PSAT/NMSQT scores.
3. It allows students to compare scores with those of applicants with hundreds of colleges.
4. It permits students to estimate the chance of being admitted to and succeeding at his/her chosen college.

5. It makes it possible for a student's name to be sent (with consent) to colleges that are looking for particular ranges of students.
6. It allows students an opportunity to compare their scores with those of other students in the same grade nationwide.
7. It enters the student into competition for scholarships awarded through the National Merit Scholarship Program or the National Achievement Scholarship Program for Outstanding African Americans

IV. Student Rights & Responsibilities

Code of Conduct

First and foremost, JPEC students will be accountable to the Falcon Code, and adhere to the expectations and values set within the JPEC community. As such, all relationships will be founded in mutual respect. Conduct shall not cause a problem for the community or any individual within the community. If a student's conduct does negatively disrupt the community or an individual within the community, the student will be expected to resolve it through restorative practices. Additionally, if a student is unable to, or chooses not to, find a resolution, an appropriate accountability measure will be decided for him/her. Each situation and the person, or people, involved will be evaluated independently. Students are responsible citizens within the JPEC community and accountable for their choices and conduct, and accountable to the consequences and/or impact these choices/actions have:

Student Discipline

JPEC Board acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of the students. The best discipline is self-imposed and students should learn to assume responsibility for their own behavior and the consequences of their actions. As such, we adhere to the Falcon Code:

Be RESPECTFUL:

- Of Yourself
- Of Others
- And the Environment

BE RESPONSIBLE:

- Ready to learn
- On Task
- Accountable for yourself

BE SAFE

- Take responsible risks
- Use empathy and understanding
- Be thoughtful of outcomes

The Principal of the College Prep will promulgate administrative guidelines for student conduct which carry out the purposes of this policy and are not arbitrary but bear a reasonable relationship to the need to maintain a safe school environment conducive to learning; does not discriminate among students; does not demean students; and does not violate any individual rights constitutionally guaranteed to students. The Principal shall seek restorative justice practices for

behavioral consequences. In addition, the Principal shall designate sanctions, excluding corporal punishment for the infractions of rules which shall relate in kind and degree to the infraction; help the student learn to take responsibility for his/her actions; be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Teachers and other employees of JPEC having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situation and in all places where such students are within the jurisdiction of JPEC. When such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Falcon Culture of Accountability

Becoming a member of JPEC means that you are committed to being a Falcon and representing yourself as such. We hold Falcons accountable to specific expectations that influence our school culture.

A STUDENT HAS THE RESPONSIBILITY:

- 1. To respect the rights and viewpoints of other students.**
- 2. To attend school regularly and arrive to classes on time.**
- 3. To care for school property and the property of others.**
- 4. To work cooperatively with all members of the educational family to assure an environment conducive to learning and following school rules.**
- 5. To appropriately respond to adult directives.**

Anti-Harassment ;9;

In accordance with JPEC Board Policy 5517, all students, administrators, teachers, staff and other school personnel share the responsibility for avoiding, discouraging and reporting any form of harassment or bullying.

Harassment is defined as any threatening, insulting or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or Academy employee that:

- Places a student or JPEC employee in reasonable fear of harm to his/her person or damage to his/her property
- Has the effect of substantially interfering with a student's educational performance, opportunities or benefits, or an employee's work performance; or
- Has the effect of substantially disrupting the orderly operation of JPEC

Bullying is defined as any unwanted and repeated written, verbal or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile or offensive educational work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- Threats
- Intimidation
- Stalking
- Cyberstalking
- Cyberbullying

- Physical violence
- Sexual, religious or racial harassment
- Public humiliation
- Destruction of property

Any student who believes that he/she has been subjected to unlawful harassment may seek resolution and should alert a JPEC faculty member as soon as possible, and/or submit an anonymous incident report through the school's website. He/She may seek resolution of his/her complaint through established informal or formal procedures.p

Alcohol & Tobacco Free

JPEC and JC are tobacco free facilities as well as alcohol free. Smoking and tobacco use are prohibited anywhere on school property, in all indoor facilities, and in the presence of students.

In accordance with JPEC Board Policy 5530, the use, manufacture, possession, distribution or dispensation of alcoholic liquor or the illegal use, manufacture, possession, distribution or dispensation of drugs or drug paraphernalia is strictly prohibited on school property, on school provided transportation, or at school-sponsored events. JPEC will maintain a drug-free environment at all times.

Students found in possession of alcohol or illegal drugs or drug paraphernalia, or found to be under the influence of such substances, will be subject to disciplinary measures. (See also: Behavior Rubric)

Student Property

Students will be responsible for maintaining their personal possessions and may utilize designated areas to store property if needed. JPEC is not responsible for items stored in designated areas. All valuables should remain with the student during the day. Students will have access to the locker room in the Jackson College Fieldhouse before and after physical education activities and are required to bring a lock to secure their personal items.

Dress Code

College Prep students will follow a set uniform dress code. If a student comes to school out of uniform, the main office has extra clothing to allow the student to use. If the student refuses the clothing, a call will be made home for the student to be picked up or to be brought clothes.

Uniform Policy

	Style	Colors
Uniform Tops	<ul style="list-style-type: none">• Collared shirts or turtlenecks are required uniform attire.• Crew neck, V-neck, fleeces (without hoods), or cardigan style sweaters may be worn over collared or turtleneck shirts. (Logos on tops must be a quarter size or smaller)	<ul style="list-style-type: none">• White• Black• Maroon• Gray• Navy Blue
Uniform Bottoms	<ul style="list-style-type: none">• Non-denim pleated or plain slacks, shorts, or skirts. (<i>Skirts and shorts must at the tip of student's middle finger</i>)	<ul style="list-style-type: none">• White• Black• Maroon• Gray• Khaki• Navy Blue
Shoes/ Socks	All styles and colors of shoes and socks are acceptable. <i>*Socks that are exposed (worn with shorts/skirts/dresses) and above the ankle, must be white, black, maroon, or gray</i>	
Accessories	All colors (patterns allowed) of necklaces, bracelets, rings, headbands, watches, belts, or scarves are acceptable. <i>*Chain wallets, accessories with spikes, hats, and bandanas are prohibited accessories.</i>	

<p style="text-align: center;">Other Information</p>	<p><u>Dresses:</u> Plain maroon, khaki, black, or grey dresses are acceptable, collars or turtlenecks are not required with dresses, however, must have sleeves or have straps that are at least three fingers wide. (<i>Dresses must be at the tip of student's middle finger</i>)</p> <p><u>JPEC School Spirit Wear:</u> Students are allowed to wear all styles and colors of purchased JPEC spirit wear in place of uniform, with the exception of spirit wear sweatpants, shorts & hats. Spirit wear tops must be worn with required uniform bottoms.</p> <p><u>College Prep Students in Early College Courses:</u> Students who are enrolled both College Prep and Early College classes will still have to follow uniform policy, unless student is enrolled in 2 or more Early College classes, that are of different core content subject matter.</p>
<p style="text-align: center;">Casual Friday Dress Code</p>	<p><u>Guidelines:</u></p> <ul style="list-style-type: none"> • All students are allowed to wear casual dress every Friday. • If school is not in session, on a Friday, students will still have to wear uniforms on last day of the week that school is in session. • Students not following the Casual Dress Code Guidelines will be asked to change into appropriate clothing. <p><u>General Guidelines of Decorum Include:</u></p> <ul style="list-style-type: none"> • No midriffs showing; no low-cut tops; • Shorts/skirts/skortis must reach tip of student's middle finger; • No undergarments showing; • No profanity or obscenities on clothing; • No see-through clothing; • Hats are not to be worn in the building, except when appropriate for approved school spirit days or upon entering and exiting the building as needed during colder seasons. • Buttons, studs, headscarves, bracelets, necklaces, earrings, patches, pins, or accessories that are considered offensive and/or disruptive (sexually suggestive, profane, obscene, tobacco or alcohol advertisements, etc.) are not permitted.

Notes:

Students will be asked to wear special clothing for unique outdoor activities as well as for special curricular and co-curricular activities. Notice of such exceptions will be communicated in a timely fashion so students/families have appropriate information about the student's attire.

Students are expected to follow the guidelines of decency and proper respect for others. Student attire must be appropriate for the time of year and the activities in which the student will be participating. General rules of decorum include no midriffs showing; no low-cut tops; no short shorts/skirts/skortis; no undergarments showing; no profanity or obscenities on clothing; no see through clothing; and general modesty (e.g. buttoned tops). Hats are not to be worn in the building, except when appropriate for approved school spirit days or upon entering and exiting the building as needed during colder seasons.

Clothing is to be clean and in good condition. Buttons, studs, headscarves, bracelets, necklaces, earrings, patches, pins, or accessories that are considered offensive and/or disruptive (sexually suggestive, profane, obscene, tobacco or alcohol advertisements, etc.) are not permitted.

Main Office

The office is available for student business before and after school only. During the school day students will need a pass to be admitted to the office. Acceptable reasons for office use during the school day will be the following: illness, injury, or disciplinary reasons.

Electronic Devices

Student may not use electronic devices other than their JPEC electronic devices during class. Students also cannot use headphones in the classroom unless specially instructed by the teacher. Use of cell phones are only permitted before school, during lunch time, and after school.

Identification Cards

Picture identification cards will be provided to all JPEC students. Preparatory school students (6th-8th grade) are required to carry their ID. College Preparatory Students will keep this same ID until the end of the 8th Grade. Early college students (9th-13th year) are required to carry their ID. Early College students will keep this same ID until graduation. Students are required to produce their ID card upon request of any JPEC staff member. The first ID card and one replacement card will be provided free of charge. Additional replacement cards will be provided for a \$5.00 fee.

Food & Drink

Students will be given the opportunity to eat and/or drink during specified times. Students should refrain from eating and drinking (except water) during all other class times.

Attendance

To enter JPEC after class has started or be taken from school early, the student will need to be signed in by a parent/guardian at our main office.

Jackson Preparatory & Early College will follow the rules below. If a student has twenty (20) or more absences, regardless if they are excused, unexcused, or for disciplinary, each school year they will be deemed truant and will then follow our truancy procedure. Unexcused tardies will be monitored. Once a student has three (3) unexcused tardies, we will follow our attendance procedure (See Disciplinary Policy).

Chronically Absent: means that the student is absent for 10% or more of the enrolled school days in a school year no matter if the absences are excused, unexcused, or for disciplinary reasons

Disciplinary Absence: absences that result from school or district disciplinary action and are neither unexcused nor excused absences.

Excused Absence:

- Student illness/injury with doctor's note
- Medical appointments
- Religious holidays
- Extreme family emergencies
- Lice (3 days)
- Funeral/death in the family
- Mandated court appearances (documented)
- Placement by Juvenile Court in detention, shelter care, foster care or residential placement
- Educational opportunities approved by school officials
- Homelessness

Unexcused Absence:

- Staying home to baby-sit
- Overslept
- Travel
- Needed at home
- Weather (If JPEC remains open)
- Missed bus
- Child is not immunized
- Sickness (not documented)
- Chronic lice (over 5 days)
- Willful truancy (skipping)

Truant: a child who has ten (10) or more unexcused absences per school year. Once deemed truant, a child shall be monitored throughout the school year until improved attendance is consistent.

Tardy/Late Absences: a student who enters a classroom after the scheduled class time is considered tardy, unless excused. Tardy students not only miss learning time, but also interrupt the learning of others. Students must have office pass to re-enter class.

Fundraising-- soliciting funds from and by students

Many worthwhile community and student activities which require the raising of funds by the sale of merchandise and tickets or perhaps direct request for money. Because of the need to safeguard students educational program, the district limits fundraisers to those that have been approved by the President of JPEC. Students will not be allowed to solicit money for personal interest or personal projects.

If a fundraising project is conducted to sponsor a specific purchase, activity, or trip, the purchase or trip must be approved prior to initiation of the fundraising effort. This applies to school related groups and organizations.

Student groups:

The President must approve all fundraising events in advance. Requests must be on an approved application form and submitted to the Principal at least one month prior to the proposed activity.

School-sponsored groups may sell or solicit in a school building only during non-instructional time. There will be no selling or soliciting outside the school except as part of a booth at a fair, shopping center, or other locations where potential "customers" are coming to the sellers. School sponsored organizations may not have more than one money-raising event in a year that involves going into the community. cards, letters, or other identifying literature shall be provided to all students authorized for sales in the general community.

Specifics:

Fundraising projects carried on for special trips or special projects shall not be started until approval of the trip or project is granted. Trips covered by this policy shall include out-of-state and overnight trips as well as trips to foreign countries.

Any sale of commercial products or the solicitation of funds in a door-to-door campaign and/or through contracts with the businesses shall require approval of the President before any oral commitment, written agreement, or contract is made or any advance publicity or group promotional activity is undertaken. Once approved, however, before sales begin or solicitations are made, contract agreements must be signed by the appropriate administration.

Fundraising projects shall be compatible with the school's purpose, goals and general community expectations, but shall not unduly conflict with local business enterprises.

Adult Groups:

School related organizations, which are primarily adult, and raise funds used primarily for the improvement of the educational program, must submit a written request through the appropriate administration. This request should be submitted one month in advance and identify the nature of the activity. Fundraising activities should not commence until approval has been granted. The purpose is not to unduly limit the activities of these groups, but rather to:

- Be assured that students are not being "used" or their educational program interrupted.
- Assist with coordination of activities so similar activities are not in conflict with each other.
- Be assured of the appropriateness of the activity and that all fundraising activities with local and/or state regulations. Since some courts have ruled that the board is liable for fundraising activities of such groups, funds raised are to benefit the school or its organizations.

Focus Group

Each student is assigned a Focus Group that will remain the same throughout College Prep years. Focus Group teachers will act as students' Academic Coach throughout their enrollment in the College Prep. Academic Coaches will work with students on academic planning, such as, interventions, course selections, and career pathways. Academic Coaches can be contacted for individual student academic progress.

Search and Seizure:

To maintain order and discipline in the schools and to protect the safety and welfare of all students and school personnel, school authorities may search students and may seize any illegal, unauthorized or contraband materials discovered in the search.

Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. School authorities for any reason,

may conduct periodic general inspections of school property at any time, without notice, without student consent and without a search warrant.

A student's person and/or personal affects (e.g. purse, book back, athletic bag) may be searched whenever a school official has a reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, such findings may be turned over to proper legal authorities for ultimate disposition. A student's failure to permit searches and seizures, as provided in the procedure, will be considered grounds for suspension or expulsion.

Student Anonymous Incident Report:

There are times when students are aware of activities that would not be in the best interest of JPEC. It may be difficult for those students to tell an adult or an administrator about these activities for fear of reprisal or rejection from classmates.

In order to address that fear, we offer the JPEC Anonymous incident report. This hotline is part of our overall JPEC website, but can be accessed separately. Students may access the page, write their concern, and then send it directly to the Dean of Students, Provost, and President. NO one will know who sent the item unless the student signs it. Administration will then check out the concern to determine its validity and to identify the appropriate response. Hotline address: <http://www.jacksonpec.org/anonymous-incident-report/>

Unfinished business

Unfinished business, debts to the school, should be taken care of prior to the close of each term. The following term's schedules, diplomas, or records may be withheld until all fees are paid.

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, NHA personnel and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school or NHA has outsourced services or functions and which have a legitimate educational interest (e.g.,

attorneys, auditors, medical consultants, special and supplemental education providers, therapists)

3. Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school.
4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
5. Appropriate parties in connection with financial aid to a student
6. Organizations conducting studies for, or on behalf of, the school or NHA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
7. Accrediting organizations to carry out accrediting functions
8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
9. Appropriate parties in a health or safety emergency

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

V. Parent Engagement

Parents will be provided with and asked to sign a Statement of Support that outlines JPEC's expectations of parents.

Communication

Parent Engagement is vital to student achievement and personal success. According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create an encouraging and learning environment, set high, but reasonable expectations, and become involved in their student's education.

A strong partnership between school and home is critical to the individual success of each student. Jackson Preparatory & Early College has established a culture which encourages and supports ongoing and meaningful parent involvement.

Communications are sent weekly from administration, and other communications will be sent out for events, student progress, changes to information, and other special information. To ensure that your student has the best learning environment possible, we want to hear from you! Communication is vital and necessary to set your student up for success, please communicate any information to us regarding absences, changes in information, questions on grades/projects, or any other matter.

Volunteer opportunities are always available. Please let the front office know if you would like to volunteer for a school event, or in our front office!

Attendance

Regular attendance is critical in the development and learning of all students. Research shows students with chronic absenteeism have lower grades and are more likely to drop out than students with better attendance. Truancy is not only detrimental to student success, but is also detrimental to our community as truancy is one of the most powerful predictors of delinquent and criminal activity.

To see the definitions of our attendance policy, please see the Attendance section of Student Rights & Responsibilities.

Dress Code

Dressing for success is vital for students to follow to advance into their career path of choice. College Preparatory (grades 6-8) follow a uniform policy. Please set your student up for success by sending them to school within our dress code rules. If the student is out of dress code the front office has dress code items that can be worn for the day, or the parents will be asked to pick up the student or drop off clothes to them.

Visitor Policy

Entrances to the East Wing of Justin Whiting Hall will be locked at all times. Visitors will need to be buzzed in to gain entry and must then check in at the front office and pick up a visitor's badge. If a student is getting picked up by someone other than the parent/guardian or are not on the emergency contact list for the child, we ask that a note is sent with the child to school and also to call the front office to inform them.

Parent Advisory Board (PAB)

Jackson Preparatory & Early Colleges Parent Advisory Board consists of 10 school community members – parents, grandparents, guardians, etc. This Board functions as an advisory council meeting with JPEC administration and supporting with school and program development, school committee work, and overall parent engagement. The expectation of a PAB member is that they are willing and able to commit time, resources, and energy in support of JPEC over the course of a term/academic year. Parents, grandparents, guardians, etc., that are interested in serving on the PAB should contact the main office for further information.

VI. Policies & Procedures

Enrollment Policy

Currently enrolled families must complete an *Intent to Return Form* each Spring to ensure a seat is saved for the student(s) for the following year. Preference will be given to currently-enrolled students and siblings of enrolled students.

When maximum enrollment for a grade has been reached, applicants will be placed on a waiting list and admitted on the basis of a lottery system.

JPEC is a Public School Academy and has open enrollment, however, is authorized to deny admission to any student who has a record of behavior that administrators believe would constitute a threat to the safety and wellbeing of fellow students and staff.

Nondiscrimination and Access to Equal Educational Opportunity Policy

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, JPEC does not discriminate on the basis of race, color, national origin, sex, disability, age (except as authorized by law), religion, military status or ancestry in its educational programs.

Student Illness/Injury

All injuries and illnesses must be reported to a JPEC staff member or teacher and an *Incident Report Form* must be filed.

If a student is feeling ill, he/she may request permission to go to the office, where a staff member will contact his or her parent/guardian or emergency contact. Students will only be released to individuals listed on the student's emergency contact form.

Before any non-prescribed medication may be administered, JPEC requires the prior written consent of the parent. JPEC will provide only routine first aid.

Immunizations

JPEC will request an immunization record from each student that has been signed by a physician OR an authorized waiver signed by the Health Department. If immunizations are not on file by the first day of attendance, the student cannot attend class. A full schedule of required childhood immunizations can be found at the Michigan Department of Education website.

Use of Prescription Medications

In accordance with JPEC Board Policy, neither the Board of Directors nor JPEC administration/faculty shall be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program. Before any prescribed medication or treatment may be administered to any student during school hours, JPEC will require the written prescription from the child's physician and the written authorization of the parent.

- Medication will be administered in the main office by a JPEC faculty member in the presence of another adult.
- Only medication in its original container (labeled with the date, dosage, and student's name) will be administered.
- All medication will be kept in a locked storage case in the JPEC office.
- A log for all prescribed medication will be maintained. The log will note the person administering the medication, the date and time of day.

Students may possess and use an inhaler for relief of asthma, provided that the following conditions are met:

- JPEC possesses written approval from the student's physician and the student's parent/guardian
- JPEC possesses a copy of the student's emergency care plan

Note: Parent MUST furnish an emergency care plan for all students who may require an emergency medication (those with asthma, diabetes, food allergies, etc.) Only trained staff members may administer medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician.

Use of Non-Prescription Medication

A JPEC staff member may administer non-prescription medication (antibiotic ointment, antacids, etc.) only if the student has a signed *Permission to Administer Non-Prescription Medicine* form on file. The form will be presented to parents at orientation and is available upon request. Students are also allowed to bring their own non-prescription medication, along with a signed permission slip, to be administered by the administrative staff.

Student Records

Student records (including student demographic information, academic records and behavioral records) will be requested from each student's previous school upon enrollment to JPEC. Student records, after being received at JPEC, will be kept in a secure filing system in the administrative office, and may only be accessible to the Administrative Assistants and head administration.

Use of Jackson College Facilities

Jackson College should be regarded by students as a separate entity when unaccompanied by a JPEC faculty member or teacher. With the exception of those enrolled in college courses, students MAY NOT venture unaccompanied into Jackson College buildings other than Whiting Hall before or after JPEC school hours. Failure to comply will result in parent notification and disciplinary action.

Field Trips & Special Activities

Students will have the opportunity to participate in off-campus field trips. Parents/guardians will be required to sign an authorization form prior to each off-campus activity if they wish their student to participate. When students travel from the school, they are expected to represent JPEC in a respectable manner and are subject to the same rules, regulations, and appropriateness observed at school. Misbehavior or disregard of school policies can result in denial of field trip privileges.

Meal Services

Students must bring a sack lunch.

Vending machines with fresh and healthy snack options are located in the East Wing of Justin Whiting Hall.

Food and drink is allowed in the classroom with teacher permission. Snacks may be eaten during passing-time, brain breaks, and before/after the school day. Students are encouraged to bring a water bottle, which can be sealed, to keep in class. Glass water bottles are not permitted.

Lost & Found

The lost and found is located inside the main office. Unclaimed items are donated to charity at the end of each term.

Personal Items

JPEC will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. JPEC is not responsible for any items lost or damaged.

Early Dismissal (Student Pick Up)

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian or a person whose signature is on file in the school office or the parent/guardian comes to the school office to request the release in person. No student will be released to a person other than a custodial parent(s)/guardian without written permission signed by the custodial parent(s) or guardian. Any person that arrives to pick up a student may be requested to show picture identification.

VII. Discipline Policy

Jackson Preparatory & Early College believes that zero-tolerance policies and absolute punishment-based disciplinary procedures do not improve school safety, learning, or behavior, as recognized by the National Association of School Psychologists. As such, Jackson Preparatory & Early College focuses on *positive discipline strategies* and *restorative justice practices* in order to utilize behavioral issues and concerns as learning opportunities.

Jackson Preparatory & Early College utilizes the Falcon Code to drive disciplinary actions:

1. Be respectful
2. Be responsible
3. Be safe

When students are not following the Falcon Code within a classroom, except in extreme circumstances, early intervention will occur via a reflection process initiated by the classroom instructor. This might include the following:

- Instructor asking a student to step out of the classroom and fill out a reflection form, quietly asking them to complete a reflection form at their workstation, or simply an outside-the-door conversation with the teacher to discuss what occurred, how it affected the learning environment, and how to successfully move forward. The goal of this procedure is to ensure that learning continues.
- If the behavioral concern is extreme or continues after the reflection process, the student will be referred to the office of the Dean of Students who will work with the student to come up with a plan for further classroom success, as well as how to resolve any issue that may have occurred between the student, teacher, and peers. A restorative circle among community members may be required at this stage.
- In cases of extreme misconduct, such as physical violence, the Dean of Students may make a recommendation to the Principal for a student meeting, parent meeting, restorative circle and/or further consequences, such as suspension. Any student placed on suspension may only return to school after a parent meeting with the Dean of Students and Principal. Returning students must complete a Positive Behavior Intervention Plan with the Dean of Students that identifies choices that led to the student behavioral issue, the supports put in place to help that student, quantifiable goals, and how that plan will be monitored. Positive Behavior Intervention Plans create individualized plans for student success. The student and Dean will both sign and oversee that plan, in an effort to keep students in school and progressing in their learning, rather than out of the learning environment.

Repeat offenses and suspensions are communicated to the President, and decisions made regarding severe consequences are made by the administrative team, rather than one individual. In cases of extended suspensions or expulsions, disciplinary action and decisions will take place via the Jackson Preparatory & Early College Board of Governors.

Attendance Procedure

Once a pattern of absences/tardies is seen, JPEC will follow the procedure below.

Absences:

- If three (3) consecutive unexcused absences or three (3) non-consecutive unexcused absences within a 45-day period or three (3) absences of any kind in September are seen: parents will be contacted via call and email to express concern and restate our attendance policy.
- Ten (10) absences (excused, unexcused, or disciplinary): A formal letter will be sent home (also by email) indicating there is an attendance problem. Parent(s)/guardian(s) will be asked to have a meeting with the President to explore the reason behind the absences and set a student contract.
- Ten (10) unexcused absences or fifteen (15) absences (excused, unexcused, or disciplinary): Student is considered truant after ten (10) unexcused absences. Second letter will be sent home along with other forms of communication (call and email) to schedule a meeting with the President and a truancy officer will be notified.

Tardy:

- Three (3) unexcused tardies: A meeting will be set up between student and administration.
- Five (5) unexcused tardies: A letter will be sent to parent/guardian to inform them of our Attendance Policy.
- Seven (7) unexcused tardies: Student will serve morning or lunch program to make up time.

VIII. Agreement

Statement of Support

Parent Engagement is vital to student achievement and personal success.

According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

- Create a home environment that encourages learning
- Communicate high, yet reasonable, expectations for their children's achievement and future careers
- Become involved in their children's education at school and in the community

A strong partnership between school and home is critical to the individual success of each student.

Jackson Preparatory & Early College has established a culture which encourages and supports ongoing and meaningful parent involvement. Examples of this include:

- A handbook distributed to all families
- Student/Parent Orientation designed to prepare families for a successful school year
- A website with detailed information specific to parents
- Frequent communication to parents via email, social media, and electronic publications
- Parent/teacher/student conferences to monitor progress and celebrate successes.
- Continuous feedback on your student's progress with access to PowerSchool and their electronic portfolio
- Opportunities to watch your child present during Capstones
- Information Sessions regarding assessments, curriculum design, instructional methods, JPEC philosophy, and other topics requested
- Opportunities to assist with program development such as job shadowing and/or internship host site coordination
- Volunteer opportunities with school activities before, during, and after school, class field trips, and other activities that support student learning, growth, and development
- Opportunities to participate in your child's academic planning meetings
- Opportunities to provide satisfaction feedback
- A responsive school board

Opportunities to participate with the Parent Advisory Board

Jackson Preparatory & Early College holds high expectations for its students, faculty, administration, as well as parents. We believe we are on our way to becoming one of the truly remarkable schools in our nation. The following program components are necessary to build the kind of learning environment of which everyone can be proud. Jackson Preparatory & Early College parents/legal guardians agree:

(Please initial each statement)

_____ to support and promote mission, vision, and guiding principles as set forth by the JPEC Board of Governors and Administration.

_____ to work collaboratively with JPEC faculty and administration to establish and encourage a culture of growth and academic excellence.

_____ to support the school's efforts to promote a safe and healthy environment for all students, free from violence and inappropriate behavior.

_____ to attend in person at least two (2) of the three (3) parent/teacher/student conferences held during the school year; the third may be in person or via conference call.

_____ to attend a minimum of one (1) Information Session or Coffee & Conversation during the school year.

_____ to obtain and maintain the necessary school uniform and/or dress code.

_____ to send your child to school on time (9:00 A.M.) everyday unless legitimately ill.

_____ to encourage and support on-time class attendance and students' preparation for learning.

I/We agree to support _____ by following the

Student Name

Jackson Preparatory & Early College program expectations as outlined in the above parental/guardian contract and have fully read JPEC's Student/Parent Handbook and will be held to the information it contains.

Parent/Legal Guardian Signature

Parent/Legal Guardian Signature

Parent/Legal Guardian Print

Parent/Legal Guardian Print

Date

Date

JPEC Administration agrees to maintain a culture which encourages and supports ongoing and meaningful dialogue with parents.

Shane A. Malmquist
President