



Graduate all students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement and family life.

Student & Parent Handbook

2017-2018

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Student Contract

___ I understand that I am expected to do **college preparatory level academic work** and this **will require about 2-3 hours of work outside of school each day completing homework and reviewing what I've learned (studying)**.

___ I understand that **to graduate I must earn 21 credits** which include 5 credits of English, 4 credits of Science, 4 credits of Math, 4 credits of Social Studies, 3 credits of Spanish and 1 credit of Fine Arts.

___ I understand that **73% ("C") or higher is passing**. I am **required to attend the after school academic program after school when I am assigned** and that I am encouraged to attend whether or not I am failing a class.

___ I understand the **reassessment policy** that allows me to retake an assessment (e.g., a Unit test) **only if I have completed all of the homework related to the assessment**. I understand that I could earn up to 83% ("B") after reassessing.

___ I understand the **Inter-Session and Summer School policy** that states I must earn the required amount of Respect, Responsibility, and Trust (RRT) points in each class to have the opportunity to take the class again for credit.

___ I understand I must earn at least 3.5 credits in core classes and 1 elective credit freshman year and 3 core class credits and 1 elective credit sophomore and junior year to **be promoted to the next grade** level. If I do not earn enough credits, I will not be promoted. **If I do not pass one or both semesters of a class, I may be required to retake the entire year class.**

___ I understand that I will need to complete **20 hours of community service each year to graduate (a total of 80 hours)**.

___ I understand that **I am required to participate** in the freshmen Bridge Program, **all grade-level on and off campus retreats, workshops and parent conferences**. In addition, I understand that I must attend both Fall and Spring parent/teacher conferences.

___ I have read and understand the **Student Code of Conduct policy and agree to abide by it**. I also understand what the **Community Trust** is and how the **Community Trust Committee** operates as well as my rights and responsibilities if I am scheduled for a hearing. I agree to participate in all restorative justice circles and mediations to ensure my commitment to the Carmen Community

___ I understand that Carmen has a **closed campus**. I must go to the office and check in when arriving late to school and check out when leaving early from school. I also understand that I should **never be in an area of the building that is not supervised** by a Carmen staff person and that I should **obtain permission every time I need to leave the classroom**. I understand that I am **not allowed to stay inside the building after school unless I am attending Office Hours, a club or sport**. If I must wait for a ride, then I will **wait outside the building or in the main office**.

___ I understand what a **valid excused absence** is and that I need my **parent to call school to excuse** me if needed.

___ I understand that I must **reimburse the school** for any expenses due to **loss or damage of school property, for which I am responsible, which includes textbooks**.

___ I have read and I understand the **school dress code** and pledge to follow it. I understand that if my family needs assistance purchasing uniform clothes that I will contact the school immediately. I understand that **if my attire violates the dress code then I may not be allowed to class and will receive demerits and/or detentions**.

PARENT COMPACT

Write your initials next to each item below and then sign and date at the bottom to indicate that you understand and agree.

___ I **agree with the mission and vision of Carmen High School of Science and Technology** and **pledge to support the school in all activities** that support the school's educational goals and objectives..

___ I understand that **to graduate my child must earn 21 credits** which include 5 credits of English, 4 credits of Science, 4 credits of Math, 4 credits of Social Studies, 3 credits of Spanish and 1 credit of Fine Arts.

___ I understand that **73% ("C") or higher is a passing grade for a course**. My child is **required to attend the After School Academic Program (Office Hours) when assigned**. He or she is also encouraged to get permission to attend when not assigned.

___ I understand the **reassessment policy** that allows my child to retake an assessment (e.g., a Unit test) **only if all of the homework related to the assessment is completed**. I understand that my child could earn up to 83% ("B") after reassessing.

___ I understand the **Inter-Session and Summer School policy** that states that to have the opportunity to take the class again for credit, my child must earn the required amount of Respect, Responsibility, and Trust (RRT) points in each class.

___ I understand the **promotion policy** that states my child must earn at least 3.5 core course credits and 1 elective credit freshman year and 3 core course credits and 1 elective credit sophomore and junior year **to be promoted to the next grade level**. I understand **that if my child does not pass one or both semesters of a class, s/he may be required to retake the entire year class**. In addition, **if my child does not earn enough credits, s/he will not be promoted**.

___ I understand that my child will need to complete **20 hours of community service each year to graduate (a total of 80 hours)**.

___ I understand that **my child is required to participate** in the **freshman Bridge Program, all grade-level on and off campus retreats, workshops and parent/teacher conferences**. In addition, I understand that I must attend specific parent/student meetings when invited. Any doctor's appointments or family trips **should not** be scheduled on these days.

___ I have read and understand the **Student Code of Conduct policy and agree to support my child in following it**. I also understand what the **Community Trust** is and how the **Community Trust Committee** operates as well as my rights and responsibilities if my child is scheduled for a hearing.

___ I understand that **any time my child will be late or absent that I must contact the school by 8:00AM and will provide a written excuse** each time. I also understand that **doctor/dentist appointments should be scheduled for school holidays, early release days, or before or after school** and my child will come to school before and after any medical appointments whenever possible.

___ I understand that my child is **not allowed to stay inside the building after school unless he/she is attending the After School Program (Office Hours) or extracurricular activities**. If my child must wait for a ride, **then he/she must wait outside the building or in the main office**.

___ I understand that **I must reimburse the school** for any expenses due to loss or damage of **school property**, including **textbooks**.

___ I have **read and I understand the school dress code, pledge to support it, and help my child follow it**. I understand that if my family needs assistance purchasing school uniform items that I will contact the school immediately. I understand that **if my child's uniform attire violates the dress code then he/she may not be allowed to class until the uniform is corrected and will receive demerits and/or detentions**.

___ I agree to **work with the teachers and staff** in solving academic, attendance, disciplinary and other problems regarding my child.

___ **I have read the student contract and I understand my responsibilities and the responsibilities of my child**.

Purpose of Handbook

The *Student & Parent Handbook* sets out for parents, guardians, and students the values, programs, and policies of our school. The handbook is part of our ongoing efforts to foster a healthy partnership with parents, based upon our mutual interest in the educational and personal development of students while they are enrolled at our school. This handbook describes our partnership in terms of what parents can expect of our school and what our school as an institution expects of parents and students.

Mission

The mission of Carmen Schools of Science and Technology is to graduate critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement, and family life.

Vision

At Carmen Schools of Science and Technology, we envision:

Students Achieving:

- Proficiency in scientific inquiry, creative discovery, and constructive problem-solving; professional-level skills in the use of 21st century technology;
- Admission to colleges that will enable them to become civic leaders, authors, artists, scientists, teachers, doctors, or successful in any other family- and community-sustaining career.

Students and Staff Developing the Following Habits of Mind:

- Communicating clearly and concisely, analyzing problems, solving problems, applying values in decision-making, socially interacting constructively with others, developing a global perspective, being an effective citizen, and engaging in aesthetic pursuits;
- Displaying passion for learning and appreciation for good work; and
- Welcoming new perspectives and challenging ideas.

Students and Staff Developing the Following Habits of the Heart:

- Striving to bridge cultures through learning, work, service, and celebration;
- Contributing to a vital and compassionate community; and
- Respecting the multiple traditions that sustain democracy and build a just society.

Educational Model and Philosophy

Carmen Schools of Science and Technology is a college preparatory school with a liberal arts curriculum, emphasizing student proficiency in science and technology and integrating student work and internship and career apprenticeship experiences. Our school strives to meet all academic standards for students and professional standards for teachers and administrators required and/or promoted by the State of Wisconsin.

We believe that students learn best when they can see the real world applications of their knowledge. Further, we believe that limiting learning to the school classroom prevents youth from fully developing the ability to apply knowledge to new contexts and from pursuing the kinds of personal passions that lead to self-directed, life-long learning. Above all else is our conviction that all teachers, parents, and mentors must have the highest expectations of success for all students, regardless of cognitive ability, culture, race, and/or socioeconomic background.

To ensure student success in post-secondary education, employment, cultural expression, and civic and family life, Carmen Schools of Science and Technology has adopted the most successful educational model we know of that integrates personal development and life skills with academic content learning. This is the Alverno College (Milwaukee, Wisconsin) abilities-based performance model, which articulates eight abilities students must achieve over the course of a liberal arts education. The Eight Abilities include (1) *communication*, (2) *analysis*, (3) *problem solving*, (4) *valuing in decision making*, (5) *social interaction*, (6) *developing a global perspective*, (7) *effective citizenship*, and (8) *aesthetic engagement*. The Alverno model has been adapted by Carmen Schools of Science and Technology to align with expectations that are developmentally appropriate for middle and high school age students.

Our commitment to emphasize science and technology in the curriculum responds to local and national calls for greater numbers of students pursuing college degrees and careers in science and technology fields. Further, it reflects our belief (supported by case study research from the National Academy of Sciences) that students with strong backgrounds in science have exceptional communication, critical thinking, and problem-solving skills that are transferable to non-science careers.

The Alverno Eight Abilities Framework serves as the organizing core of the Carmen Schools of Science and Technology educational model. Students will be expected to demonstrate the Eight Abilities in developmental stages over three years of middle school and/or four years of high school, achieving increasingly challenging outcomes as they pursue higher-level course work. Rubrics used to assess and validate competencies in each of the Eight Abilities have been tested and refined by Alverno faculty for nearly 30 years, and can be adapted to developmental levels appropriate to the adolescent. The Alverno model was designed specifically for teaching the subject areas in a rich liberal arts curriculum (e.g., language arts, mathematics, science, social science, and fine arts). The Eight Abilities are embedded in each subject area, and help link academic content areas. Research shows the Alverno College abilities-based model to be successful in developing critical thinking and moral reasoning skills, along with communication and interpersonal abilities that enhance academic success in higher education, workplace performance, and citizenship.

At Carmen Schools of Science and Technology we want families to recognize and help foster a culture that supports the belief that education is a cooperative endeavor. All members of the school community must model the cultural, professional, and educational standards of the school by *working as effective team members that meet deadlines and accomplish clearly defined goals utilizing all the talents and respecting the individual differences of each member of the school community.*

Core Values

Respect

Each person in the community will demonstrate respect by:

- Practicing appropriate listening and speaking behavior.
- Interacting with people and participating in activities with an open mind.

Responsibility

Each member of the community will demonstrate responsibility by:

- Taking ownership for one's learning and one's actions.
- Being a productive member of our community.

Trust

Each member of the community will demonstrate trust by:

- Practicing integrity.
- Building honorable relationships.

College Readiness Goals

Students by 8th grade will be on track to be promoted to 9th grade and, once in high school, to graduate in four years. Students who enter school and/or remain behind grade level will demonstrate at least 1.5 years of growth in academic achievement as measured by beginning and end of year standardized tests (e.g., MAP or STAR for middle school students and pre-ACT exams for high school students). Students in grade 8 will be on grade level in reading, language and mathematics as measured by standardized tests.

Graduating seniors will have an ACT score that is at or above the Wisconsin statewide average. By graduation all students will be accepted to at least one 4-year college or university and will apply for at least 4 scholarships to support the cost of their post-secondary education.

High School Graduation Policy

Twenty-one (21) academic credits are required to graduate from Carmen High School of Science and Technology with the following distribution:

5 credits English

4 credits	Mathematics
4 credits	Science
4 credits	Social Studies
3 credits	Spanish
1 credit	Fine Arts, Music, or Performing Arts

1 Credit = 120 hours of instruction
0.5Credits = 60 hours of instruction
0.25 Credits = 30 hours of instruction

Additional course credits in core and elective subjects are encouraged. Students who take courses through dual enrollment arrangements with post-secondary educational institutions while attending Carmen Schools of Science and Technology will receive Carmen course credit only if a prior arrangement is made with the post-secondary institution. Students may also take these courses for credit at the post-secondary institution. Transfer credits are approved by the Principal upon receipt of an official school transcript from another high school.

Additional Graduation Requirements:

SMART Goals: Students in high school must develop and document SMART Goal(s) every semester – (financial, personal and/or academic).

Eight Abilities Assessments: Students must demonstrate satisfactory performance on an established number of assessments of the Eight Abilities each school year.

Community Service: All students are expected to perform and reflect upon community service each year (10 hours annually for middle school students and 20 hours annually for high school students).

Transfer Student Policy

The Principal has the authority to accept credits for courses in which an incoming high school transfer student received passing grades and apply them toward Carmen Schools of Science and Technology graduation requirements. Since transfer students did not have the opportunity to receive 30 hours of additional instruction time during inter-session or summer school at their prior schools, the Principal has the discretion to accept credits for courses in which the student received grades of C-, D+, D, or D- as those grades are typically passing grades at other schools.

The Principal also has the authority to waive certain course requirements for transfer students on a case-by-case basis. This policy recognizes that transfer students are not always given the opportunity to take courses in all of the core content areas required by Carmen Schools of Science and Technology but still may be considered college and career ready by graduation.

Grade Promotion Policy

Middle School

Carmen middle school grade reports provide an overview of a student's growth, achievement, knowledge, and content in subject areas. Grades provide a picture of proficiency in core grade-level academic and behavioral standards. A student's possession of subject area knowledge gained through practice guides his or her success in applying the knowledge in performance assessments. Teachers specify the expectations for a passing grade of A, B, or C with a balance of practice, mastery of habits, formative assessments (quizzes or other smaller assessments along the course of a unit), and summative assessments.

In order to be promoted to the next grade level, students must maintain passing grades (i.e., C or 73% or higher) in each course. Throughout the year, our Grade Level Teams and middle school leadership team will review each student's ongoing growth and achievement. All retention decisions will be made by the end of May and communicated to families.

The following criteria will guide the decisions for every student:

- The overall reading growth and academic growth that a student has made during the year. Our goal is 2+ years of reading growth in one year for all students. Specifically, we look at the growth of students who are significantly behind (2 or more years behind) or slightly behind (up to 2 years behind) when discussing promotion.
- If a student is 2 or more years behind grade level in reading and/or math (as determined by Teacher's College Running Records and national percentile rankings on NWEA MAP and STAR tests) in the spring, that student may benefit from repeating the year again.

Retention will be considered if the growth goals have *not* been made *and/or* a student is still significantly behind grade level in reading and math.

High School

Students must earn 3.5 core course credits and 1 elective credit in freshman year, and 3 core course credits and 1 elective course credit in sophomore and junior years to be promoted to the next grade level. For grade promotion purposes, core courses include English, mathematics, science, and/or history/social studies. Elective courses include foreign language, engineering, fine arts, music, theatre arts, healthcare technology and information technology, and/or physical education).

Students who fail one semester of a course must attend Inter-Session or Summer School terms to receive 30 additional hours of instruction in the course and the chance to raise the failing grade to no higher than a "C" Enrollment in the mid-year Inter-Session or Summer School terms is allowed only if the student has earned the required amount of Respect, Responsibility, and Trust (RRT) points in each class.

A student who fails the second semester of a sequenced course such as math or science may be required to repeat the entire year-long course. This decision will be based on the individual circumstances and feasibility of the student re-taking the two courses during summer school.

Grading Policy

Grades for students represent their mastery of knowledge and content in the subject areas and the eight abilities. A student's possession of content knowledge guides his or her success in applying the knowledge in performance assessments. In the course syllabus, teachers specify the expectations for a passing grade of A, B, or C, with a balance of homework, quizzes, tests and more complex performance assessments.

Students who receive grades below 73 percent, or "C," have not mastered the course material, and thus are required to re-do work until mastery is achieved.

Both content- and application-oriented assessments guide teachers in their work with students. If a student does not meet the 73 percent score requirement, he or she is required to attend the after school academic program with his or her teacher and work on the skills that are necessary for success in the course.

High school students also are required to revise their work on the Eight Abilities performance assessments that do not meet the minimum criteria for a passing grade, until the criteria are met.

Grading Scale

Passing grades fall between 73 and 100 percent, and a letter grade of C, B, or A as follows:

97-100 = A+	87-89 = B+	77-79 = C+
93-96 = A	83-86 = B	73-76 = C
90-92 = A-	80-82 = B-	

Failing grades are 72 (C-) and lower, as follows:

70-72 = C-	60-62 = D-
67-69 = D+	59 and below = F
63-66 = D	

Students must receive a passing grade of 73 percent (C) or higher in order to receive credits for a course. Course credits are defined in Carnegie Units: 0.5 credits for every 60 hours of instruction. A student generally will receive 1.0 credit for a full year academic course.

Homework Policy

Students will receive work to do outside of school and are expected to complete all assignments. Students should treat their homework (called "growth work" at some Carmen Schools) just like they would a project in the workplace.. Homework should be turned in on time, fully completed, and of high quality. Students earn RRT points for completing this work and if not, can be excluded from the opportunity to take the Inter-Session or Summer School course to raise a

failing grade to a “C” grade. In general, it is the school’s policy that late homework is not accepted. Students must take responsibility for getting help when they need it and the after school academic support program is designed to provide such assistance. Students are encouraged to seek assistance on assignments from teachers during class, before and after school, or during available study time..

Individual Educational Plans (IEPs) and Special Education

Parents of students should advise the school upon enrollment of any previous IEPs or special education services their child received in the past. If a teacher or parent believes a student should be evaluated for special education services, written parental permission must be obtained before any formal evaluation is undertaken. All initial evaluations are conducted by Milwaukee Public Schools. The purpose of referrals is to determine the most support the school staff can provide for each child in the least restrictive environment. For more information regarding Special Education Services please contact the school office and you will be connected to the school’s Special Education Coordinator.

Academic Probation

Academic probation indicates that a student’s academic performance is less than satisfactory. A middle school student placed on Academic Probation will receive special supports during the school day and be provided access to supplemental tools to improve reading, language and math skills. A high school student placed on Academic Probation must attend the after school program, mid-year inter-session, and/or summer school terms as recommended by the student’s Advisor and the Principal. Students who do not participate in the recommended support programs may not meet the requirements to be promoted to the next grade level.

Student Advisory Program

Advisory exists to cultivate personal relationships in which all advisees will gain the skills to become self-motivated, resilient adults with strong character, social intelligence and equipped to serve the community and build a life of choice and opportunity.

All students at Carmen Schools of Science and Technology are assigned an Advisor. The Advisor will most often be a teacher. The student’s middle school advisor will stay with the student through completion of 8th grade. The student’s high school advisor will likewise stay with the student from 9th grade through to graduation unless determined otherwise by the Principal upon request of the Advisor, student and/or parent. The Advisor will serve as an advocate for the student in many different kinds of circumstances. Examples include advocating for the student’s needs in meetings with other teachers and staff, at parent conferences, in discussions with local universities or community organizations where the student wishes to pursue a particular interest, or in the case of high school, if the student must go before the Community Trust Committee because of a disciplinary violation.

Another key role of the Advisor is to meet formally with the student one-on-one during the established academic advising periods at least once per month. The Advisor will meet more frequently with the student on a less formal basis. Advisors who believe one of their advisees is having academic or other problems at school will contact the student's parents immediately to consider possible remedies. The Advisor also will recommend, as necessary, that a student attend after school programs or tutoring during the school year, or summer school.

The strong advising program at Carmen Schools of Science and Technology is designed to ensure that academic issues are addressed for each student as they emerge and that students have the necessary supports to achieve their academic and personal goals.

School Year Calendar and School Day Schedule

The school calendar is mailed to families during the summer before the school year begins and is also provided at registration. Copies of the annual school calendar and daily class schedules are available in each school office. Carmen schools generally operate from 8 a.m. to 3:45 p.m. daily except Fridays, when students are released approximately two hours early so staff can undertake professional development and planning.

Academic Enrichment

In order to provide consistent and accessible academic enrichment for every student, special enrichment periods are provided four days each week. The philosophy of the enrichment program is that all students need to grow academically and require differentiated opportunities based on their current performance. The focus of enrichment is on the development of reading and math skills. Diagnostic tests are carried out to determine the current achievement levels of students. Students who are above grade level are challenged to go higher, and students below grade level are supported to attain grade level academic performance. Enrichment generally involves blended learning on-line tools with the capability of evaluating the skills each student has mastered and challenging each student to acquire new skills..

After School Academic Program for High School Students

The After School Academic Program, called "Office Hours" at some Carmen high schools, exists to provide additional instructional support to any student who is struggling with skill or content mastery, time management, study skills or organization. Every teacher will provide two days a week (M-Th) after school for students who need to improve their academic growth.

Students who are failing (below 73%) one or more classes in a two-week period will be issued a pass from the classroom teacher (whose class they are failing) during the week. These students will be required to attend the after school program with their classroom teachers up to four days a week depending on which classes they are struggling in.

Attendance

Regular school attendance is expected of all students at Carmen Schools of Science and Technology. Studies indicate that regular school attendance is a key factor in a student's academic achievement, positive social interactions, high self-esteem, and future employment and earning capacity.. It is important for students to be in school and to attend class in order to interact with the teacher and with other students since classroom discussion and work are integral components of a student's education. Youth who attend school regularly are also less likely to become involved in drugs, alcohol, and violence.

Carmen Schools of Science and Technology wants every student to be in class every day. We understand that students may miss school due to illness or unexpected situations. Families should always try to schedule medical appointments before or after school hours or on school holidays whenever possible.

Wisconsin Statutes, chapter 118.15(1)(a) requires that any person (parent, guardian, foster parent or relative placement) having under their control (i.e., has responsibility for) a student who is between the ages of six and eighteen years shall cause the student to attend school regularly (religious holidays exempted) during all scheduled hours, full time until the end of the term, quarter or semester of the school year in which the student becomes eighteen years of age, graduates, or is relieved of school attendance with a legal excuse.

A parent or guardian must notify the school of a student absence by 8:00 A.M. on the day of the absence by sending an e-mail or by calling the school office. Students will be marked truant if the school does not receive notification from the parent within 24 hours of the student's absence. Students who attend a medical appointment during school hours or miss school for medical reasons for more than three days must return to school with a written medical excuse.

Carmen Schools of Science and Technology has a closed campus. Attendance is taken each period, including any advisory or enrichment periods.. No student may leave campus before the end of the school day without prior written or verbal permission from a parent or guardian. Students who leave school during the school day for approved reasons must sign out in the school office and sign in upon returning to school (e.g., a doctor's appointment).

Excused Absences and Unexcused Absences

The reasons listed below are considered excused student absences. All other absences are regarded as trancies:

- personal illness
- funerals
- required legal appearances
- designated religious holidays
- medical or dental appointments – before and after school appointments are encouraged whenever possible
- family emergencies – absences which contribute to the health, or safety of the family

If a student is going to be absent from school, the parent/guardian is expected to call the school office on the day of absence or in advance. A written note, signed by the parent/guardian, is to accompany the student upon his or her return to the school.

Truancy

State law defines truancy as any absence of part or all of one or more days from school when the parent or guardian has not notified the school. A student who has five (5) or more unexcused absences is defined as a habitual truant. [Wis. Stat. § 118.16(1)(a)]

A parent meeting will be scheduled with the Principal or designee for any student identified as habitually truant in an effort to prevent further truancies. The schools will follow applicable state law regarding reporting of habitual truants to the appropriate local authorities.

College Visits

A college visit is an important part in the process of selecting a college or university. College visits are recorded as an excused absence from school. Students should submit a Planned Absence Form before the scheduled college visit absence. From time to time the school will take groups of students on local college visits during school days or on weekends. Also, each year all juniors are expected to participate in a two- or three-day college trip within or outside of Wisconsin.

Inter-Session and Summer School Attendance (High School Only)

A three-week summer school term occurs in late June and the first half of July and a three-week winter inter-session term is held in January. Students take either enrichment courses for credit or courses to increase failing grades to the “C” or passing level. Each session students may take up to three courses and daily attendance is required. Any student who misses more than two classes per course per session will be dropped from the course and may need to retake it at a later time in order to graduate.

In order to earn credit for failed courses during intersession and/or summer school, students must meet at least two of the following requirements:

1. Student has completed all homework and attended all necessary after school program support prior to enrolling in the inter-session or summer session.
2. Teacher recommendation indicates that the student put forth acceptable effort both in class and during in the after school program during the regular semester.
3. Student has no more than 5 days of unexcused absences in a semester.

Students who do not meet at least two of the above requirements will still be required to attend inter-session or summer school but will not have the opportunity to earn credit.

Parent/Student/Advisor Conferences

Students and their Advisors meet regularly to discuss student progress. Parents can expect to have informal conferences by telephone, e-mail, or in person throughout the school year. Parents are always encouraged to contact their student's advisor and teachers. Parents also can access Power School regularly to monitor their child's academic progress in each individual course.

Formal conferences will be held two times per year – once in October and again in March -- to discuss academic achievement and behavioral performance. During these conferences interim grade reports are distributed. Students are expected to attend these conferences with at least one parent or guardian.

Tests and Performances

Students will be required to take all state-mandated standardized tests, pre-and post-placement assessments, classroom-based assessments, and any other form of assessment needed for the evaluation of student achievement or data collection as specified in the Carmen Schools of Science and Technology charter school contract with the Milwaukee Public Schools.

Cultural/Behavioral Expectations

At Carmen Schools, we expect:

- 97% attendance annually
- Fewer than 10 detentions annually
- Middle school students complete 10+ hours of community service each year; High School students complete 20+ hours of Community Service annually
- 100% parent/guardian attendance for Parent-Advisor Conferences

Student Discipline

Safety, order and discipline are fundamental to learning. While students need a challenging curriculum, dedicated teachers and proper instructional materials, they must also have a secure environment in which to learn. It is our policy that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all students. Students receive consequences for certain disciplinary infractions, including but not limited to each of the following activities and behaviors: fighting; disrespect; classroom distractions; possessing, using, or threatening to use weapons; or the unlawful possession, use or distribution of drugs by students on school property or at any school sponsored or supervised activity.

Students will be subject to disciplinary action if they engage in prohibited conduct either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from campus, whether walking, bicycling, or riding a bus or car. Such disciplinary action may include but not be limited to the following measures: suspension from school and all school-sponsored activities and, in very rare circumstances and for the most major infractions,

dismissal. Students may also be disciplined for misconduct committed away from school property and outside school hours if, for example, the conduct is detrimental to the best interests of our school, adversely affects overall school discipline, and/or results in a criminal charge or conviction. We shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

Student Dress Code

We are all judged on how we look. What we wear and how we wear it will determine a large part of how others see us. At Carmen, we believe going to school is our job and that the school building is our office. Our dress code is a strong statement of our professional culture. The dress codes for middle and high school are distributed to families each year over the summer months and again at registration in August. Copies of the student dress code are also included in student planners, which are distributed annually, and available in each school office. Dress code guidelines are reviewed extensively with new students during the Bridge to Middle School or Bridge to High School programs for new students and orientation for returning students each year so each student is fully aware of expectations and has time to practice coming to school in the proper uniform dress before the official first day of school.

- The dress code is in effect when a student enters school property. This includes the outside area while waiting before and after school.
- Students must come to school in full dress code.
- In the winter, students may wear winter boots or other shoes to school and then change into the required uniform dress shoes before school begins.
- Students that have an unfixable dress code violation must call a parent immediately to have proper clothes brought to school. The school will make every effort to provide the student with an acceptable item temporarily if one is available. The student will not be able to attend class until proper attire is identified but will be allowed to do class work with adult supervision.. High school parents may also give permission over the phone to let the student walk home and change. The student may receive other disciplinary consequences for being out of uniform according to the disciplinary guidelines.
- To the extent that it is possible, parents are encouraged to check their child's attire before he or she leaves for school each day.
- Students are advised to keep extra uniform items in their lockers in case of emergencies.

Spirit Wear Days

On Carmen Spirit Wear Days, students may wear a Carmen spirit wear top, such as a t-shirt, hooded sweatshirt, or an athletic jersey with the school logo clearly visible. Students must still wear dress pants, or skirts for young women with spirit wear unless the school announces less formal attire.

Students may wear an undershirt that is one solid color with no words under spirit wear. Students that choose not to wear Spirit Wear on designated spirit wear days must follow the regular dress code. Spirit wear may not be cut up or ripped up.

Casual Attire Days

On some occasions, Carmen allows students to attend school in casual attire. Casual attire must always be appropriate – e.g. no tight pants or shirts for girls, no sagging pants/shorts, inappropriate designs or words, pants with holes or tears, etc.

Casual Attire Days will be earned and announced during the year.

Other Dress Code Expectations

The following items are never allowed during the regular school year or during summer school:

- Facial piercings of any kind (nose, lip, tongue, eyebrow, ear gauges, etc.)
- Ear gauges
- Earrings with hoops greater than two inches in diameter
- Tattoos (i.e., they must be covered up)
- Strapless, tank top or sleeveless tops (all shirts must have sleeves)
- Tops that show bare stomachs
- Tight fitting shirts or pants, or clothes that are too revealing
- Excessive makeup – painted on eyebrows, excessive eye shadow, or blush
- Excessive or unprofessional accessories
- Sweatshirts (not including Carmen spirit wear on designated days) and sweatshirts with hoods up
- Coats of any kind, including fleece jackets
- Saggy pants or shorts

DISCIPLINARY POLICY & PROCEDURES

[Note: The Community Trust approach to discipline was originally adapted from the University School of Milwaukee Upper School Student Handbook, Milwaukee, Wisconsin as published in 2006-2007.]

A. The Community Trust

We define ourselves through respect, responsibility, and trust. We give and receive **RESPECT** by taking care of our school, appreciating ourselves, and interacting with each other and our community with thoughtfulness and compassion. We demonstrate **RESPONSIBILITY** by taking ownership of our education, immediately acting to right our wrongs, and standing up for justice. We will build and maintain **TRUST** by being honest, dependable, and mature.”

The members of the school community accept the Community Trust by agreeing to, in writing, relate to one another and the school with respect, responsibility, and trust. The Community Trust guides how each of us works to accomplish our goals every day. It describes the way we treat each other. It is the basis for the school’s disciplinary policy.

Students will follow the school's Community Trust when they are:

- in or on school property
- at any school activity
- traveling to and from school
- outside of school (when conduct impacts students at school)

B. Minor Violations of the Community Trust

1. Not being prepared for class (no pen/pencil, writing materials, books, etc.)
2. Being late to class, internship/apprenticeship, or any other school activity
3. Violating the dress code
4. Chewing gum
5. Eating food or candy or drinking outside the cafeteria without prior permission. Students may bring bottled water to class in a clear bottle
6. Inappropriate behavior in the classroom, hallways, assembly or any other school activity
7. Being "out of bounds" in areas that are off limits to students and/or being in the school without staff supervision and permission
8. Driving or parking inappropriately or illegally around the school
9. Possession or use of mobile phones or other electronic devices, including laser pointers

C. Major Violations of the Community Trust

The following behaviors will be considered Major Violations of the Community Trust and may result in a meeting before the Community Trust Committee or instead may be handled by the the school Principal. Formal consequences for these violations may include, but are not limited to, administrative transfer, expulsion from Milwaukee Public Schools, and/or referral to the Milwaukee Police Department. Refer to Item 15 for more information on procedure for administrative transfer.

1. Academic Misconduct Plagiarism and Cheating

"Academic Misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization of citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts."

--from the University of Wisconsin-Milwaukee

The school holds academic integrity as one of the most fundamental elements of our school community; therefore, academic misconduct is a serious offense against the community. Teachers are given specific instructions for dealing with academic misconduct, although each case will be treated on a case-by-case basis.

Academic misconduct can occur on any homework assignment, quiz, test, project, or assessment. Students are responsible for understanding the instructions of any test or assignment before they

begin, including whether or not collaboration is allowed or calculators or other instructional aids are permitted.

Students who are unclear about the policies for academic misconduct or are having difficulty keeping up with their workload are encouraged to seek the help of their teachers, advisors, the School Social Worker, the Dean of Students and School Culture, or the Principal.

Plagiarism or cheating are acts using information from unauthorized sources to improve one's chances on an assignment or assessment, to help someone else improve his/her, chances, or to undermine the academic environment. Any student involved in such practices (whether he or she gives or receives information) is subject to the following policy and procedure.

2. Theft/Vandalism

The Community Trust protects school property and the personal property of the students, faculty, and staff from defacement, tampering, and theft. Such activities will be investigated by the school and may be referred to the police. Possession of a stolen object is considered a major violation of the Community Trust.

Tampering or misuse of fire extinguishers, fire alarms, door buzzers, keys, or other emergency or security equipment is strictly prohibited and may result in referral to the police.

3. Attendance Abuses

Please refer to the Attendance Policy section for expectations. The school is a closed campus and students are not permitted to leave the campus without permission. Attendance abuses also include skipping class and other forms of truancy.

4. Possession of Weapons

The transportation or possession of weapons (including tasers or chemical weapons such as pepper spray), fireworks, or explosives is strictly prohibited. Toy weapons of any kind, including water pistols, are forbidden at school and will be confiscated. Lighters and matches are not permitted on campus. Any potentially harmful item will be taken from the student and, only if appropriate, returned to a parent/guardian. Because of the clear danger to each individual in the community, any student who possesses a weapon at school or a school-sponsored event is subject to administrative transfer, an MPS hearing for expulsion, and possible legal prosecution. This is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

5. Physical or Verbal Harassment

The use of physical force in dealing with one's fellow students or a school staff person is inappropriate in every circumstance. Derogatory, abusive, or offensive comments delivered orally, in writing, or electronically, whether in or out of school, have no place at the school, whether they are leveled directly or indirectly, at the school, or at an individual. Please refer to the Harassment Policy section of this handbook.

- a) **Assault**, which is any aggressive behavior exhibited in an attempt to do bodily harm, or to threaten to do bodily harm to others, or to put others in fear of immediate bodily injury, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.
- b) **Battery**, which is unprovoked/unanswered intentional physical contact without consent causing bodily harm, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

6. Lying

Misrepresenting one's self or actions or not being honest, depending on the circumstances, may be considered a major offence.

7. Drugs, Tobacco, and Alcohol Use

Any student who possesses, uses, sells, or distributes illegal drugs, drug paraphernalia, or alcohol at any time while under the authority of the school is subject to the most serious disciplinary action, including suspension, administrative transfer, and expulsion. Possession with intent to distribute illegal drugs, alcohol, or medication is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

8. Sexual Misconduct

Sexual relations are private, intimate matters that have no place in public settings like a school. Beyond recognizing state laws that strictly regulate sexual relations, the school expects its students to refrain from any sexual activity while on school grounds or at any time under school supervision (e.g. field trip, retreats, athletic events, etc.). Displays of affection like sustained kissing are not permitted on school grounds or at school functions. Sexual misconduct may be considered a serious offense.

9. Insubordination

Insubordination, rudeness, and direct disobedience are not permitted. Not following classroom rules, being rude or disrespectful, and refusing to cooperate with instructions from a teacher or any other staff member are forms of insubordination and all are unacceptable and, depending on the circumstances or frequency of such actions may be considered a major offense.

If a student disagrees with a staff member then the student should wait for an appropriate time (i.e., after a class is over) and place to speak respectfully with the staff member about the situation.

10. Chronic Disruption

Continued and consistent disruption of the learning environment or in the classroom or other school activities is a major violation of the Community Trust.

11. Violation of *Technology Use Policy*

12. Not Following Through with Disciplinary Consequences

13. Repeat Minor Violations

Chronic repeat incidents of *Minor Violations of the Community Trust*).

Possible Consequences:

- a) Probation..
- b) An In-School Suspension (ISS) – *a school staff person will supervise the student and school work will be provided.*
- c) An out-of-school suspension (OSS) – *generally one day and not to exceed three days unless pending an administrative transfer or MPS expulsion, in which case would not exceed five days. School work will be provided.*
- d) A hearing by the Community Trust Committee (high school students only).
- e) Administrative transfer – *this consequence only affects the student’s enrollment at a Carmen school .*
- f) Expulsion – *this is a consequence enacted solely by Milwaukee Public Schools and affects a student’s ability to enroll in schools operated by Milwaukee Public Schools. Carmen Schools does not have the authority to expel a student from Milwaukee Public Schools.*
- g) A referral to police for legal prosecution.

Role of Milwaukee Public Schools (MPS)

- a) When a student commits a minimum Level 4 offense that is expellable under the MPS discipline policy then the school will refer the student and his/her parent(s)/guardian(s) to the MPS Office of Family Services.
 - i. The School will work cooperatively with the Office of Family Services, which will request a Central Office (CO) hearing per MPS Administrative Procedure 8.32.
- b) Only the Head of Schools may recommend that a student be administratively transferred from a Carmen school. The Principal makes a recommendation to the Head of Schools and, if approved, the Head of Schools or designee will notify the Office of Contracted Schools Services and the MPS Office of Family Services via email and attach a completed copy of the MPS Charter School Administrative Transfer Form and any appropriate documents supporting the recommendation.
 - i. The School will refer the student and his/her family to the MPS Office of Family Services.

- ii. The School will work cooperatively with the MPS Office of Family Services to assist the student and his/her parent(s)/guardian(s) in finding the next best placement.
- iii. The MPS Office of Family Services will decide whether immediate placement in another MPS school is possible or, when appropriate, call the student and his/her family to a Central Office (CO) hearing for possible expulsion proceedings under Administrative Procedure 8.32.
 1. If an MPS CO hearing is required and the School determines that the student *is* a danger to the School community, then he/she will serve Out-of-School Suspensions until a decision is made by MPS regarding future placement.
 - a. the number of consecutive OSS days will not exceed five days.
 2. If an MPS CO hearing is required and the School determines that the student *is not* a danger to the school community, then he/she will continue to attend classes at the school after the five day suspension and is expected to meet academic and behavior expectations outlined in the Student Contract.

16. Students with Disabilities

Students with disabilities who violate the school's discipline policy will be disciplined in accordance with IDEA and applicable state and federal law.

D. The Community Trust Committee (High School Only)

The Community Trust Committee (CTC) is a group comprised of equal numbers of high school teachers and students that the high school Principal may convene in order to provide recommend solutions to how the Community Trust may be restored after a major disciplinary infraction by a student. Such a hearing would be held after a major violation of the discipline policy occurs or to address school-wide discipline and culture issues. The Principal's determination to consult with the CTC is based on:

- the potential impact of the disciplinary infraction on the safety and quality of the learning environment,
- the student's disciplinary history,
- the presence of a precedent,
- and the guidelines outlined within the school's Disciplinary Policy and Procedures.

The CTC members are nominated on an annual basis by the Dean of Students and School Culture and approved by the Principal.. Confidentiality is critical in this process and all members of the CTC, as well as a parent/guardian of student members, must agree to sign a contract at the beginning of their term as a member. The contract binds the members to hold confidential and private all information shared in a meeting. Similarly, by signing the Parent Contract at the beginning of each year, each student's parent(s)/guardian(s) consent to have relevant information about their child shared – in confidentiality – with the CTC.

The Dean of Students and School Culture coordinates the CTC process and provides guidance to the CTC when appropriate. Upon completing hearings, the CTC provides a formal recommendation of strategies for restoring the Community Trust to the Principal, who then makes a final decision on the case. The Head of Schools may intervene at any stage of the

process and is the final authority on all disciplinary matters. It is important to note that the Committee's role is not to ascertain whether a violation of the Disciplinary Policy and Procedure has occurred, but is instead to analyze information regarding the specific situation in order to advise the Principal on recommended strategies to restore the Community Trust from the viewpoint of the faculty and student body.

Further, it is fundamental to this process that the CTC is not a court and not bound to the same roles of evidence or standards. Students are expected to be honest in disciplinary matters and their own statements may be used against them.

Major discipline cases are difficult for everyone involved, yet the guiding principle of discipline at the school is to balance the learning of the individual student with the values of the community. We must establish a process that works with families and students to reach the best outcome for all involved, yet maintains our commitment to high academic, ethical, and community standards.

Community Trust Committee Procedures:

1. Student Members:

- a. The Community Trust Committee shall include an equal number of students (with equal grade distribution) and staff when it holds a meeting. The minimum required to hold a formal meeting is three students and three staff.¹ Members are asked to commit to serving on the Committee for one full year and may request to serve additional terms. One student and one staff member will be requested to serve a second year on the Committee. Members will receive an orientation and training at least one time per year.
- b. Members will be notified a meeting at least one (1) day in advance.
- c. Members will not discuss the content of the case or evidence with any members of the school community, especially the student appearing before the committee, before or after the case.
- d. Members shall discuss the case only within the confines of the Community Trust Committee meeting.
- e. If a Community Trust Committee member breaks the confidentiality of the Community Trust Committee or violates the Community Trust his/herself, that member will be removed from the Committee for the rest of the school year and may face serious disciplinary action.
- f. Any Community Trust Committee member may remove him/herself for a case by a request to the Dean of Students and School Culture at least one day before the meeting.

2. Faculty Members:

- a. The Community Trust Committee shall include a minimum of three faculty members: one chair and two members, all nominated by the Dean of Students and School Culture and confirmed by the Principal.
- b. The faculty members will consult the precedent book and bring past cases to the Committee proceedings.

¹ This grade level distribution of student members will be fully implemented when the school is operating at capacity. Until then, the distribution will be proportional to grade level enrollments and summarily approved by the Head of School.

- c. Faculty members will be notified in the same way as students and be held to the same confidentiality standards as student members.
3. Students Appearing Before the Committee:
- a. Students called to appear before the committee will be verbally notified at least three days prior to the meeting.
 - b. The Dean of Students and School Culture will make formal notification to the parent(s)/guardian(s) as defined below in Item B(6) and the student is encouraged to inform his or her parent(s)/guardian(s) of the meeting well.
 - c. Students will be strongly encouraged to write a factual statement that is submitted to the Dean of Students who presents it to the Community Trust Committee.
 - d. Students also may write and/or present orally a personal statement to be presented to the CTC during the meeting.
 - e. Students are expected to answer all questions during a case truthfully and completely.
4. Advocate's Role:
- a. An advocate will have an understanding of the CTC's role and processes and attend the meeting to ensure the student called to the meeting receives a fair and impartial meeting and, when appropriate, provide any objective and relevant background on the student.
 - b. Student chooses his or her Advocate, which will be a member of the school staff, be it a faculty or non-faculty staff member.
 - 1. Dean of Students and School Culture works closely with the student to identify an Advocate with whom the student is comfortable.
 - 2. The school Principal may not serve as Advocate.
 - 3. If the student chooses as an Advocate a faculty member currently serving on the CTC, then an alternate faculty member may take his or her place for that meeting.
 - c. In addition to the Dean of Students and School Culture, the Advocate will help facilitate open lines of communication between the school and the student and his or her family.
 - d. While the Advocate cannot comment on the case itself or predict the recommendation of the CTC, he or she answers questions regarding the disciplinary policy and procedure and ensures the student and his or her parent(s)/guardian(s) have ample opportunity to conference with the Dean of Students and School Culture and/or the Principal regarding the student's situation.
5. Parent(s)/Guardian(s)' Role:
- a. Parent(s)/guardian(s) should support the student in the student's relationship with the school.
 - b. The school will make every effort to the notify parent(s)/guardian(s) by phone immediately after a CTC meeting is scheduled for his/her child. The school will also inform the family in writing by sending the Parent Notification Form.
 - 1. Notification of the parent(s)/guardian(s) must occur a minimum of three days prior to a CTC meeting with his or her child.
 - c. Parent(s)/guardian(s) are encouraged to assist the Student in developing a personal statement to be presented during the CTC meeting.
 - d. Parent(s)/guardian(s) are encouraged to attend and participate in the meeting.

- e. Parent(s)/guardian(s) are provided a formal opportunity during the meeting to ask questions or raise potential concerns. The parent(s)/guardian(s) are asked not to speak personally on the student's behalf during the meeting, but are encouraged to conference with the Dean of Students and School Culture immediately following the meeting to have any questions or concerns addressed or to speak personally on behalf of the student.
 - f. Parent(s)/guardian(s) should understand that the CTC does not proceed in the same ways as the legal system in terms of standards, sequence, or philosophy.
 - g. Parent(s)/guardian(s) should not contact any members of the Community Trust Committee.
 - h. Parent(s)/guardian(s) should read the Parent and Student Handbook and any documentation they receive before a meeting to understand the Community Trust Committee procedures and the rule(s) violated by the student that resulted in the CTC hearing.
6. Dean of Students and School Culture's Role:
- a. Receive and investigate violations or alleged violations of the Community Trust, with assistance of other staff, if required, including gathering statements from staff and students involved.
 - b. Notify the Principal that allegations of violations of the Community Trust are being investigated.
 - c. If requested by the Principal, the Dean of Students and School Culture will schedule a meeting of the Community Trust Committee.
 - d. Ensure verbal notification of parent/guardian and student occurs as soon as possible, at least three days prior to the meeting.
 - e. Inform the student's Advisor and the members of the CTC.
 - f. Prepare Factual Statement and Student History Report.
 - g. Present the case to Community Trust Committee.
 - h. Document results of the meeting in a Recommendation Report (Chair).
 - i. Maintain a Precedent Book with documentation on prior cases that went before the CTC.
7. Principal's Role:
- a. If warranted, give permission to the Dean of Students and School Culture to call a CTC meeting.
 - b. Review Community Trust Committee Recommendations Report and issue final decision on how the Community Trust can be restored given the circumstances of the disciplinary infraction.
8. Documentation Presented to the Community Trust Committee:
- a. Parent Notification Form outlining the alleged major violations of the Community Trust and date and time of the meeting
 - b. Dean of Students Factual Statement
 - c. Student's Factual Statement
 - d. Student's Personal Statement (may be written or oral and is optional)
 - e. Advocate's Statement (may be written or oral and is optional)

f. Witness Statements

9. Community Trust Committee Meeting Outline:

Before the meeting:

- a. The CTC process shall be completed within 10 school days following the Principal's decision that a meeting of the CTC is necessary.
- b. Dean of Students and School Culture verbally informs the both the student and parent(s)/guardian(s) as soon as possible of the alleged major violation of the Community Trust.. Dean of Students and School Culture encourages the Student to also personally notify parents and discuss the situation together as a family. However, the Dean is responsible for verbally contacting the parent(s)/guardian(s) at least three days prior to the meeting to inform them of the meeting, explain the Student's situation, and to answer any questions or concerns.
- c. Parent(s)/guardian(s) are sent Parent Notification Form by mail.
- d. Student chooses who his/her Advocate will be during the CTC process and informs him/her.
- e. Dean of Students and School Culture confirms Advocate's agreement to serve in that role.
- f. Dean of Students and School Culture notifies the student's advisor. *Note: Advisor may not always serve as the Student's Advocate during the CTC meeting.*
- g. Student completes and submits factual statement and is strongly encouraged to submit a personal statement. The student can receive assistance in developing his or her personal statement from his or her Advocate or the Dean of Students and School Culture.
- h. Dean of Students and School Culture and Advocate, if he/she so chooses, prepare presentations for the CTC

During the meeting:

- a. Dean of Students and School Culture presents the Dean's Factual Statement.
- b. Community Trust Committee members question Dean of Students and School Culture and the student about the nature of the alleged major violation of the Community Trust and the circumstances.
- c. Advocate speaks on behalf of the student if he/she wishes to do so.
- d. Student presents personal statement if he/she chooses to do so.
- e. Parent(s)/guardian(s) have an opportunity to ask clarifying questions or raise concerns about evidence or the CTC. Parent/guardian may ask questions or state concerns outside of this opportunity although the Dean of Students and School Culture may ask the parent/guardian to wait, if possible, until a more suitable point in the meeting or until after the meeting.
- f. Dean of Students and School Culture and the Advocate further questioned by the Committee about the nature of the major violation of the Community Trust and the case.
- g. Student, parent(s)/guardian(s), Dean of Students and School Culture and the Advocate are excused from the meeting at this point. No new information on this case may be shared with the CTC unless student and parent/guardian are present.
- h. The Dean of Students and School Culture, parent(s)/guardian(s), and student may conference immediately following the meeting to address any questions or concerns or

- to speak personally on behalf of the student.
- i. CTC discusses case and agrees to any recommended strategies for restoring the Community Trust and, if cannot discern any such strategies, reports on the reasons why.. If recommendation(s) cannot be agreed upon, the CTC Chair will explain the reasons for this in the Recommendation Report.

After the meeting:

- a. Chair prepares Recommendation Report and submits to Principal within 24 hours of the meeting along with all documentation listed in Item 8.
 - b. Student and parent(s)/guardian(s) are informed of the recommendation and any action on recommendation both verbally and then in writing by the Dean of Students and School Culture.
 - c. Dean of Students and School Culture and Advocate may communicate with parents if necessary.
10. Reporting and Documentation
- a. Parent Notification Form goes to the following persons at least 24 hours before the meeting: advisor, Advocate, parent(s)/guardian(s), and the student appearing before the CTC.
 - b. Recommendation Report goes to: Principal, advisor, Advocate, parent(s)/guardian(s), the student's discipline file, cumulative file, and the CTC Precedent Book. Other faculty and staff may request a copy of the Recommendation Report from the Principal.
 - c. Disciplinary Action Form goes to: Principal, the student's advisor, Advocate, parent(s)/guardian(s), the student's discipline file, College Transition Coordinator, and the Student's cumulative folder.
 - d. Summary Report²:
 - i. Community Trust Committee Case Log – list of cases with consequences, student's name, and dates.
 - ii. Disciplinary Action Forms Report – list of all formal recommended actions.
 - iii. Detention Report – list of current students and the number of detentions they received in the most recently completed term.

E. Policy for Reporting Disciplinary Actions

Colleges and other educational programs often ask students and Advisors questions about any history of disciplinary actions regarding the student. These questions must be answered truthfully by the school staff. We also expect that students will answer these questions truthfully. Reported violations normally involve a serious violation of the Community Trust and/or a chronic pattern of inappropriate behavior.

F. Student Harassment Policy – Including Online and Over the Phone

The school seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, the school will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including consequences recommended by the Community Trust Committee.

² A collection of the listed documents provided to Head of School. Typically one report per semester.

Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance. It is the responsibility of administrators, staff members, and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established complaint procedures for non-discrimination policy. If the student is not comfortable making a complaint to the designated person, the complaint may be made to a teacher or other employee with the understanding that he/she will report the complaint through proper channels.

There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner.

Violations of this policy are subject to review by the Community Trust Committee and consequences, up to and including suspension or administrative transfer, as outlined in this Handbook.

G. Parent/Guardian Complaint Procedure

The school is committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable. If at any time a parent or guardian feels their concerns about their child's achievement or a school policy are not being addressed, he/she should use the following steps to resolve the concern, question, or problem that needs attention.

- **Step 1** – Contact the classroom teacher or staff member by phone or in writing. If there is a serious issue, parents/guardians may wish to schedule a meeting before or after school or during the teacher's prep period.
- **Step 2** – If after discussion no resolution has been reached, or if further discussion is desired, then the Principal should be contacted.
- **Step 3** – If resolution of the issue is still not reached, the parent(s)/guardian(s) are encouraged to contact the Head of Schools. If resolution is still not reached, the Chair of the Board of Directors of Carmen Schools of Science and Technology, whose contact information can be obtained by the school office, should be contacted.

Policy for Reporting Disciplinary Actions

Colleges and other educational programs often ask students and Advisors questions about history of disciplinary actions regarding the student. These questions must be answered truthfully by Carmen Schools of Science and Technology staff. We also expect that students will answer these questions truthfully. Reported violations normally involve a serious violation of the Community Trust and/or a negative pattern of behavior.

Student Code of Conduct

This code applies to any actions of students before, during or after school hours and off school property if those actions pose a substantial threat to or likely disruption to the learning environment of the school.

Staff members will consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances may include, but are not limited to: individual student behavior plans, age, health, maturity, academic placement of a student, historical discipline record, student attitude & willingness to change, cooperation of parents/guardians, seriousness of offense and willingness of student and/or parents to enroll student in an assistance program.

Carmen students participating in ANY extra-curricular activity must maintain a minimum GPA of 2.0 in the most recently completed marking period (quarter). The School reserves the right to restrict a student's participation in extra-curricular activities based on unacceptable academic performance, poor attendance or discipline issues.

Suspensions

An out of school suspension occurs when a student is removed from school due to the serious nature of the inappropriate behavior. Students who are suspended may not appear on campus or attend any school functions (before/after school or in the evening). Suspended students must be provided work to make up what is missed in the classroom and any additional missed assignments, quizzes or tests. Suspensions are generally reserved for the most serious of major violations of the Community Trust, such as a physical altercation, or possession of drugs or a weapon. No student will be suspended from school for more than five days in a row. If a student is awaiting an administrative transfer placement to another school or an MPS disciplinary hearing for possible expulsion, that student will be allowed in school after five days of suspension and provided the same class work as other students enrolled in the same courses. Students with disabilities may be suspended up to 10 school days in one year school year for violations of the Community Trust. Consequences for students with disabilities will be adjusted, as required by state and federal law and any IEPs on file.

A parent/guardian or student may appeal a suspension by requesting a review in writing to the school principal within two days of notice of the suspension. An appeal does not halt the suspension. If the suspension is overturned, it will be removed from the student's record and any remaining days will not have to be served.

When the school determines that a student has committed an offense that is grounds for dismissal, the student will be suspended for up to 5 school days pending an expulsion hearing conducted Milwaukee Public Schools.

Sports Eligibility

Carmen Schools of Science and Technology is committed to our academic program. Athletics

are an extension of the School program and therefore academic responsibilities must be met before a student may participate in athletics. Eligibility is defined as the right to participate in sanctioned interscholastic athletic competition. To be eligible, Carmen athletes must maintain a minimum GPA of 2.0 in the most recently completed marking period (quarter). Additionally, a student-athlete must have no more than one failing course grade in the most recently completed marking period (quarter). The School reserves the right to restrict a student's participation in athletics based on unacceptable academic performance, poor attendance or discipline issues. A student who becomes academically ineligible may regain eligibility by meeting the academic standard following a period of 15 scheduled school days and nights of ineligibility. Student-athletes may participate in practices and other team functions while ineligible.

Computer Use and Data Management

We adhere to the federal requirements and guidelines stipulated under TITLE XVII—CHILDREN'S INTERNET PROTECTION ACT (CIPA). Visit <http://www.ifea.net/cipa.html> to view this document in its entirety.

Employees and students at Carmen Schools of Science and Technology shall be provided with access to Carmen Schools of Science and Technology's computer and communications systems, which includes Internet access.

The purpose of the School's technology systems is to assist in preparing students for success in academics and internships by providing them with access to a wide range of information and the ability to communicate with people from throughout the world.

Additionally, the system will be used to increase Carmen Schools of Science and Technology's intercommunication, enhance productivity, and assist employees in upgrading their skills through greater exchange of information with their peers. Carmen Schools of Science and Technology's system will also assist the school in sharing information with the local community, including parents/guardians, social service agencies, governmental agencies, funding agencies, businesses, and the City of Milwaukee's Charter Review Advisory Committee.

Acceptable use of technology at Carmen Schools of Science and Technology includes that which:

- Imposes no tangible cost to Carmen Schools of Science and Technology;
- Does not unduly burden Carmen Schools of Science and Technology's computer or network resources, or
- Has no adverse effect on job performance or on a student's academic performance.

Unacceptable use of technology at Carmen Schools of Science and Technology includes knowingly transmitting, retrieving and storing any communication that is: discriminatory or harassing to any individual or group; obscene; defamatory, libelous or threatening; or engaged in for any purpose that is illegal or contrary to any of the school's policies or business interests.

Electronic mail transmissions and other use of the electronic communications systems are not confidential and Carmen Schools of Science and Technology reserves the right, at its discretion,

to monitor, intercept or otherwise review any employee's or student's electronic communications, files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy and other policies of the school. Employees and students should not assume electronic communications are totally private.

No e-mail or other electronic communications can be sent that attempts to hide the identity of the sender or represent the sender as someone else. Anyone obtaining electronic access to other companies' or individuals' materials must respect all copyrights and cannot copy, retrieve, modify or forward copyrighted materials except as permitted by the copyright owner.

Employees and students who are authorized to use Carmen Schools of Science and Technology's electronic communications systems are required to abide by the provisions of this policy. Failure to do so can result in suspension or termination of privileges and may lead to disciplinary action.

Phone Messages for Students

Parents should communicate with their student(s) before and after school. Please do not call the school during the day or call teachers' cell phones to leave messages for students. If your child has a cell phone, we encourage you to leave a voice mail or a text on their phone (that MUST be turned off during the day) so that they can receive it after they leave school. As the school year progresses and we all become familiar with the routines, we want to take messages only in the case of the following emergencies:

- Police, fire, or ambulance emergencies
- A death in the family
- Car accidents

Situations that DO NOT qualify as emergencies are a change of family plans, lost keys, directions home, directions for after school, lunch issues, who is picking kids up after school, stopping to get something at the store afterschool, etc.

Student Use of Phones

The school phones are for school related business and emergencies. Students may only use the office phones and may not use the school phones in the classrooms unless a teacher is present and has granted permission. Please try to make plans with your child before they come to school so that they do not need to use the school phones during or at the end of the day.

Students should not have their cell phone on their person for any reason during the school day. Students who bring a phone to school must store it in their locker and are responsible for keeping their own lockers locked.

Students that have their cell phone visible, whether it is in use or not, will have their phone confiscated. Students that have their phone confiscated will need to have a parent or person listed on the emergency contact form pick up the cell phone, which will be locked in the main office upon being confiscated.

Carmen is not responsible for and will not replace a student's lost or stolen cell phone when the student left it in an unlocked locker or in a classroom or other accessible school space during the school day.

Child Welfare

Our student's safety is our first priority. Because schools are mandated reporters of child abuse and neglect we will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student tells a staff member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.
- A student threatens suicide or threatens to kill or seriously harm another person.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc...
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A student is engaging in risky behavior (including sexual behavior, drug use, etc...) and the parents are not able to or unwilling to intervene.
- A student has 10 or more unexcused absences or an extreme tardy problem.
- A student is being kept from school to care for family members or to do chores or work around the house.
- A student is not attending school because they are holding a job.
- Parents are repeatedly not returning phone calls, responding to notes or letters home, or are not coming to school for meetings.
- Parents have withdrawn a student and failed to provide documentation of enrollment in another educational facility within ten days.

Student Privacy and Confidentiality

Student records are extremely confidential and will only be shared with necessary parties, except as required under § 118,125 (a), Wisconsin Statutes. Therefore, a parents' access to records is limited to information about their own child. In cases where an education record contains information about more than one child, the information must be separated so that parents do not have access to the records of any child other than their own.

Drug, Alcohol, and Tobacco Use Policy

The goals of the School's Drug, Alcohol, and Tobacco Use policy are to promote student health and safety through consistent, school-wide policies; to communicate that tobacco, alcohol, and illegal drugs are harmful to the physical, emotional, and intellectual development of students, against the law, and best avoided; to alert students and parents to the School's position on tobacco, alcohol, and illegal drugs.

Every effort will be made to provide appropriate support services to any student who initiates a request for guidance or confidential counseling through the auspices of the School Social Worker, or other staff person.

Any student who possesses, uses, sells, or distributes illegal drugs, drug paraphernalia, or alcohol at any time while under the authority of the School is subject to the most serious disciplinary action, including full day detention, suspension, dismissal, and expulsion.

Any student who possesses, uses, sells, or distributes tobacco products at any time while under the authority of the School is subject to suspension and participation in a smoking cessation program.

Students are under the “authority of the School” while on campus at any time and while participating in or being transported to or from a School-sponsored event.

“Possession” is defined as the storage of alcohol or other drugs in pockets, backpacks, lockers, automobiles, or any place else on School grounds.

“Use” is defined as participation in the use of, being present at the use of, or being present under the influence of alcohol or illegal drugs.

Emergency Contact Form

This information is needed to best care for your child if she/she becomes ill during school, or if an emergency should arise.

Medical Consent Form

This permission form grants Carmen Schools of Science and Technology permission to care for your child in case of an emergency.

Medication Policy

A parent or guardian will advise the school administrative office when the parent wishes medication to be administered to a student while at school.

A student who has a parent’s written authorization may bring medication to school and take it during school hours. The student shall not possess more than one day’s supply of medication. Students who suffer from asthma or other respiratory illnesses that require the medicinal use of inhalers may carry and use inhalers for self administration during the school day.

A short-term prescription (not to exceed 10 days) shall be in the original, labeled container with the student’s name, doctor’s name, name of medication, amount and frequency of dosage, date of filing, and prescription number. A parent shall submit a written request to the school office that school personnel administer the medication.

For long-term medication needs, written statements addressed to the Head of School or designee shall be requested of (1) the family physician who shall state the necessity of said medication not be given during school hours and (2) the parent/guardian of the student who shall request school personnel to administer medication as prescribed by the physician.

The parent shall request the physician to prescribe a duplicate container of the medication for the school. The pharmacy shall label the container to include the student's name, doctor's name, name of the medication, amount and frequency of dosage, date of filling, prescription number, and telephone number of pharmacy.

A daily log for each medication administered by school personnel shall be kept including the date, name of the student, name of medication, dosage, and name of the person who administered the medication.

A thirty (30) day supply of medication is the maximum amount to be stored at school. All long-term medication authorizations shall expire at the end of the school year. The physician and a parent/guardian shall notify the school when there is to be any change in the administration of the medication.

Carmen Schools of Science and Technology shall maintain a master list of students who are to take medication at school, including the student's name, name of medication, and amount and frequency of dosage. The list shall be kept current and reviewed periodically.

School personnel may administer non-prescriptive medication with the written authorization of a student's parent/guardian. Parents/guardians shall inform school personnel of the name of the medication, dosage, time to be administered, and the reason for the administration. The quantity of non-prescription medication stored at school shall not exceed ten (10) days.

All parental and physician requests shall be kept as part of the student file for one (1) year after graduation. All medication must be kept in a locked area.

Parent Complaint Procedure

Carmen Schools of Science and Technology is committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable. If at any time a parent or guardian feels their concerns about their child's achievement or a school policy are not being addressed, they should use the following steps to resolve the concern, question, or problem that needs attention.

Step 1- Contact the classroom teacher or staff member by phone or in writing. If there is a serious issue, parents/guardians may wish to schedule a meeting before or after school or during the teacher's prep period.

Step 2 - If after discussion no resolution has been reached, or if further discussion is desired, then the Principal should be contacted.

Step 3 - If resolution of the issue is still not reached, contact the Head of Schools. If resolution is still not obtained, then contact the school for the name and phone number of the Chair of the Board of Directors of Carmen Schools of Science and Technology.

Student Records and Fees

Unless a legal restriction is documented and on record at the school, parents and legal guardians have the right to:

- Inspect and review their child's record.
- Seek to amend the record if they believe the record to be inaccurate, misleading, or otherwise in violation of their child's rights.
- Consent to disclosures of personally identifiable information in the record, with certain exceptions, as indicated.

Carmen Schools of Science and Technology expects good faith efforts from parents to pay any outstanding fees, such as: lunch money, student activity fees, high school related fees, classroom equipment fees, or any other fees.

Parent Visits and Meetings

Due to the longer school days and added responsibilities of our teachers, parents need to schedule all non-emergency meetings in advance. Please call to schedule a meeting before coming to school, as the teacher or school leader you would like to meet may be teaching or otherwise unavailable. Parents are always welcome at Carmen but an extended visit to a student's classroom(s) can be disruptive to the learning environment. Thus all classroom visits during the school day must be arranged in advance with the student's teacher(s) and a parent must sign in at the office before the visit and be escorted to the classroom by office personnel or a teacher. A classroom visit by a parent will proceed for the previously agreed upon amount of time and under the agreed upon circumstances.

Video Taping

Occasionally, classrooms are videotaped for teacher training and supervision purposes. Parents are given an opportunity to sign a release form if any photos or videos of their children are published.

Visitors

Parents, community representatives, volunteers, and Carmen Schools of Science and Technology graduates are always welcome at the school. Carmen Schools of Science and Technology students and staff expect all visitors to respect the school's educational environment. Students from other schools are not allowed in the building unless a previous arrangement has been made with the appropriate Carmen Schools of Science and Technology staff person at least 24 hours in advance of the visit, whenever possible. Such students must be accompanied by a staff member or a designated student at all times. All visitors must stop in the main office to check in by

signing the Visitor's Log and to receive a Visitor Pass, which must be visibly worn throughout the duration of the visit. Visitors must also sign out when leaving.

Inclement Weather or Emergency Closings

Carmen Schools of Science and Technology may close schools for a full or part of a day because of inclement weather or emergency conditions. **Carmen follows the MPS school closures.** If MPS schools are closed, then Carmen is closed. Such closures are announced on the local radio and television stations.

Emergency Plan

We have monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please be aware of our safety procedures.

Student Daily Arrival Procedures

Students generally will not be permitted into the building until 15 minutes before the start of the regular school day. On days where the temperature is below 20°students will be permitted to wait in a location designated by the school. Students must remain seated and cannot access other portions of the building.

Student Daily Dismissal Procedures

Students are dismissed at the school's official dismissal time and earlier on Fridays.. Some students will remain in school if they are involved in athletic programs or attending the after school academic program with their teachers. Students not engaged in after school programs should exit the building and proceed to leave the school grounds. If they are waiting for a ride, they may wait outside, or, in some cases of inclement weather, will be allowed to wait in the lobby.

Safety Outside of School

In order to remain safe when traveling to and from school it is advised that students and visitors travel in groups, avoid displaying electronic devices or flashy jewelry and avoid any interaction with individuals or groups attempting to interfere with your travel. If you are intimidated, threatened or feel unsafe, go to a business or public area as quickly as possible and contact the police.

Diversity Policy

Each student at Carmen Schools of Science and Technology has the right to access a high quality education that will prepare him or her to live and participate productively in a global society. This institution believes that all students – regardless of race, color, religion, national origin, socioeconomic status, gender, and physical or mental disability – benefit from high expectations for academic success. As an educational institution, Carmen Schools of Science and Technology has a moral responsibility to remove any barriers that prevent our students from learning and achieving at the highest levels. Curriculum, instruction, and assessment practices will accommodate the needs of the culturally, economically, and socially diverse Carmen Schools of Science and Technology student population.

Diversity promotes the intellectual and emotional growth of each student and staff member at Carmen Schools of Science and Technology. New ideas and creativity flourish in diverse communities. Accordingly, Carmen Schools of Science and Technology will promote ongoing communication among students, teachers, parents and other members of the school community from diverse racial, ethnic, and cultural backgrounds, and will facilitate harmony and tolerance. The Carmen Schools of Science and Technology community will support programs and service activities within and outside of the school that contribute to the exchange of ideas among diverse groups and reinforce the notion that all people have intrinsic value and worth. Carmen Schools of Science and Technology will share with other schools and community institutions the knowledge it gains from fostering a culture that celebrates diversity.

Social and Emotional Support

As already mentioned, each student will be placed in an Advisory. A number of helpful topics that will promote emotional and social growth in students will be studied. Some of these topics are: effective communication strategies, college planning, study skills, career exploration. Every student will have access to our school social worker. Appointments can be made by the student and/or parents, and students are also welcome to email the social worker and/or walk in before or after school to get support.

Student Bill of Rights

The following rights of every student will be protected at all times:

- Right to freedom of expression shall not be abridged *as long as the school does not deem the expression disruptive to the learning environment, insightful, obscene, slanderous, libelous, fighting words or disrespectful to any member of the school or neighborhood community including -*
- Individual & group expression of views through speech & symbols
- Freedom of Press - write & publish views as long as they reflect the guidelines listed above
- Assemble peaceably on school property with appropriate permission from the principal
- Freedom of Religion – right to be absent from school for observance of religious holy days. Parent/guardians must notify the school in writing prior to absences.

- Equal education – Students will never be prevented or discouraged from participating in any school-related activity because of race, gender, sexual preference, religion, national origin, disability or income status.
- Self-Advocacy – Students are encouraged to reach out to their advisor, teachers, principal or other adult in the school for support and/or if they believe they have been subject to or witnessed discrimination.
- Create a student-initiated group – Any student is able to organize a non-curricular student group (**types of groups**: religious, philosophical or political) that may be able to meet on school premises if approved by the principal. These groups must abide by the following rules:
 - Groups are wholly initiated by students
 - Attendance is voluntary
 - Not school-sponsored in any way
 - At least one staff member is present in an observer role only
 - Non-school persons may not be involved in groups in any way
 - All school rules & state & federal laws must be followed at all times

Parent/Guardian Expectations

We expect parents/guardians to be partners with us as we grow our community of confident and self-advocating students. Your consistent effort and enthusiasm for your child’s academic success and future is the crucial element for success. In order for us to best serve your child, we expect that you:

- Make sure your child is at school ON TIME every day.
- Review your child’s take home work every night.
- Check your child’s daily planner to make sure it is up to date.
- Make sure each assignment is completed to the best of your child’s ability.
- Use Power School to periodically check your child’s grades and whether assignments were turned in.
- Respond within 48 hours to phone messages & emails
- Reach out via phone or email to your student’s advisor and teachers if your student has Ds, Fs or discipline issues
- Attend every Parent/Advisor Conference, parent meeting & grade/behavior conference you are invited to & reschedule as soon as possible if you are unable to attend
- Be consistent with your discipline and expectations at home
- Talk to your child about how his/her day was and monitor how his/her time is being spent after school hours
- Monitor your child’s phone and social media regularly.

EQUAL EDUCATION OPPORTUNITIES

Complaint Procedure for Student Non-Discrimination Policy

Any complaint regarding the interpretation or application of Carmen Schools of Science and Technology's non-discrimination or harassment policy shall be processed in accordance with the following procedures:

Any student or parent complaining of discrimination on the basis of gender, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability or any other basis prohibited by applicable law in School programs or activities shall report the complaint in writing to the Head of Schools or designee.

The Head of Schools or designee, upon receiving such a written complaint, shall undertake an investigation of the suspected infraction, with the assistance of the School's Principal and/or Dean of Students and other staff, as appropriate. The Head of Schools or designee will review with all appropriate persons the facts comprising the alleged discrimination. Within 15 days of receiving the complaint, the Head of Schools or designee shall decide the merits of the complaint, determine the action to be taken, if any, and report in writing the findings and the resolution of the complaint to the grievant.

If the individual is dissatisfied with the decision of the Head of Schools or designee, he or she may appeal the decision in writing to the Chair of the Board of Directors. The Board or the Executive Committee of the Board, as directed by the Chair, shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 15 days after the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the Head of Schools.

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

General Equal Education Policy

Carmen Schools of Science and Technology is committed and dedicated to the task of providing the best education possible for every student at the School for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the students to be admitted to school, to participate fully in curricular, extracurricular, student services, recreational or other programs and activities shall not be abridged or impaired because of a student's gender, religion, color, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability, or any other factor protected by applicable state or federal law.

Students who have been identified as having a disability shall be provided with appropriate educational services or programs, regardless of the nature or severity of the disability. This policy applies even if such students are not covered by the provisions or accommodation of a

student's sincerely held religious beliefs with regard to examination and other academic requirements. Requests for religious accommodation shall be made in writing and be approved by the Principal. Any accommodations or program modifications granted shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the Principal and processed in accordance with established procedures.

Student Harassment

Carmen Schools of Science and Technology seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, Carmen Schools of Science and Technology will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including consequences recommended by the Community Trust Committee.

Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance. It is the responsibility of administrators, staff members, and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established complaint procedures for non-discrimination policy. If the student is not comfortable making a complaint to the designated person, the complaint may be made to a teacher or other employee with the understanding that he/she will report the complaint through proper channels.

There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner.

Violations of this policy are subject to review by the Community Trust Committee and consequences, up to and including suspension or dismissal, as outlined in this Handbook.

SUMMARY

The expectations contained in this handbook are not all-inclusive, meaning that they do not cover each and every situation which may arise. However, when those situations do arise, they will be dealt with in a comparable manner.