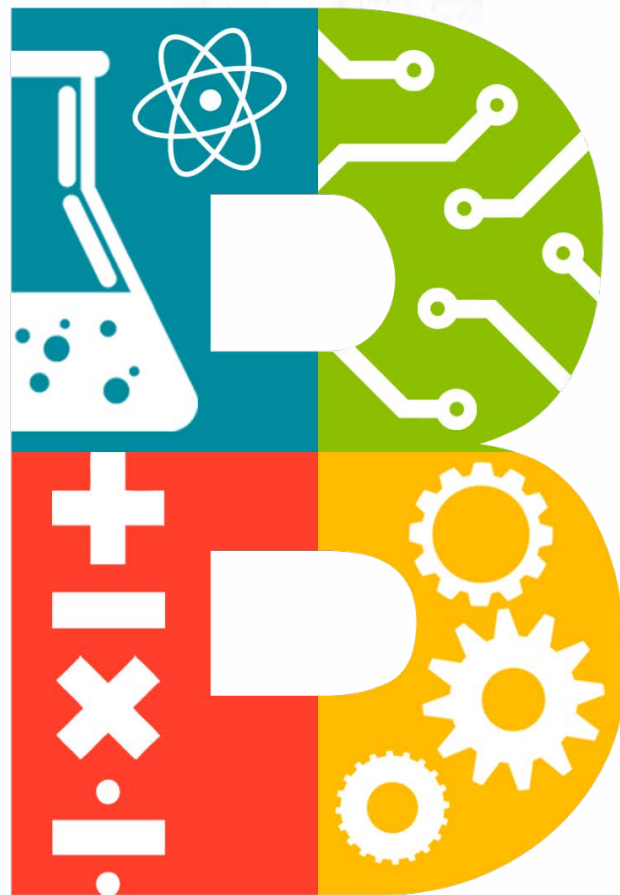


BRIGHTVIEW

PREPARATORY ACADEMY



2022-2023
Parent Student Handbook

Welcome to an exciting school year at **Brightview Preparatory Academy**. It will be a great pleasure to work with all of you for the benefit of our students. This handbook is designed to provide you with information that will answer most of your questions. Please read the handbook and discuss appropriate items with your child. We look forward to working with you and your children. If you have any questions regarding the handbook, please do not hesitate to contact us.

OUR MISSION

The mission of Brightview Preparatory Academy is to provide a diverse population of students in grades K-5 a high-quality academic experience with a strong focus in STEM (science, technology, engineering and math) education. We believe all students, beginning at the elementary level, have the capacity to develop a passion for learning and a sense of wonder and excitement for STEM. We hold high standards of student achievement and will prepare our students for the demands of middle, high school and beyond while inspiring a lifelong love of learning in STEM fields. We also believe in the importance of fostering a community centered on family values and building strong character at an early age, and the need to develop students' social and emotional skills while promoting academic excellence.

OUR VISION

The vision of Brightview Preparatory Academy is to provide students with a safe, nurturing environment that establishes a solid educational foundation with a focus on STEM for students in grades K-5. Charter schools provide flexibility to parents who are looking for diverse options within Florida's public-school system. Our pedagogical focus is based in constructivist theory and will include age appropriate inquiry-based education in all subject areas that provides opportunities for students to investigate real world issues while developing 21st century skills including problem solving, analysis, communication, and critical thinking. We will maximize our young students' innate curiosity by enabling them to engage in creative, hands-on learning, utilizing evidence-based practices and implementing state of the art curricula, including Project Lead the Way Launch for grades K-5. Our rigorous curriculum in all subject areas will align with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics and English Language Arts and the Next Generation Science Standards, and will prepare students for success on all assessments, including Florida's Statewide Assessment Program. Finally, our faculty will be well prepared to implement inquiry-based learning in their classrooms through various professional development and training opportunities.

OUR EDUCATIONAL PHILOSOPHY

Brightview Preparatory Academy's plan is to develop and educate students through a whole child, community-centered, multi-sensory approach that will provide them with the skills necessary for educational and social success. According to the Association for Supervision and Curriculum Development (ASCD), the whole child approach is "an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children" (<http://www.ascd.org/whole-child.aspx>). BPA's educational program will reflect the five Whole Child Tenets (Healthy, Safe, Engaged, Supported, Challenged) as described by ASCD. Every student has a unique learning style and method for processing information. The school's educational design reinforces the fact that, despite each student's unique method of processing, all students can learn. The school will use a multi-sensory approach to learning. By utilizing this method, all modalities of the students' senses will be addressed: visual, auditory, and kinesthetic. This approach maximizes their potential and allows all students to become successful, especially those who need information presented in multiple modalities. To implement the multi-sensory approach, a variety of instructional strategies and methods will be used. Instruction will follow the progression of concrete-representational-abstract to improve students' understanding of concepts.

2022-2023

School Calendar

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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29	30	31				

February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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July 2023						
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30	31					

Days in Grading Period

- 1-45
- 2-46
- 3-47
- 4-42

- New Teacher's Report
- Legal Holidays-No School
- Recess Day No School
- Teacher Planning Day No School
- Beg/End of Grading Period

2022-2023 SCHOOL CALENDAR

August 12, 2022	Teacher planning day; no students in school
August 15	Teacher planning day; District-wide Professional Development Day -
August 16	Teacher planning day; no students in school
August 17	First Day of School; begin first semester
September 5	Labor Day; holiday for students and employees
September 26	Teacher planning day; no students in school
October 5	Teacher planning day; no students in school
October 21	End first grading period; first semester
October 24	Begin second grading period; first semester
November 8	Teacher planning day; District-wide Professional Development Day -no students in school
November 11	Observation of Veterans' Day; holiday for students and employees
November 21-23	Fall Recess
November 24	Thanksgiving
November 25	Recess Day
December 23	Teacher planning day; no students in school
December 26-	Winter recess for students and employees
January 6	
January 16, 2023	Observance of Dr. Martin Luther King, Jr.'s Birthday; holiday for students and employees
January 20	End first semester and second grading period
January 23	Teacher planning day; no students in school
January 24	Begin third grading period; second semester
February 20	All Presidents Day; holiday for students and employees
March 20 – 24	Spring recess for students and employees
April 6	End third grading period; second semester
April 7	Teacher planning day; no students in school
April 10	Begin fourth grading period; second semester
May 29	Observance of Memorial Day; holiday for students and employees
June 7	Last Day of School; end fourth grading period; second semester
June 8	Teacher planning day; no students in school

REGISTRATION POLICIES & PROCEDURES

All students enrolled at **Brightview Preparatory Academy** must meet the following requirements and provide the following documents:

1. Proof of address in Miami-Dade County (i.e., copy of FPL bill, Internet bill, voter's registration, cable bill, warranty deed, house contract, etc.)
2. Copy of Birth Certificate
3. Previous transcripts and records from last school(s) (if necessary for grade verification)
4. Completed registration packet (including student data card)
5. Signed parent contract
6. Health and Immunization forms (blue and yellow forms)
 - **Immunization requirements Kindergarten – Twelfth Grade**
 - Four or five doses of diphtheria-tetanus pertussis (DTaP) vaccine
 - Three doses of hepatitis B (Hep B) vaccine
 - Three, four or five doses of polio (IPV) vaccine
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine

Withdrawal/Transfer Policies and Procedures

Only the parent who enrolls the student and completed the Emergency Student Data Form (FM-2733) may withdraw or transfer the student. Parent must bring a withdrawal slip from the sending school, Proof of address with name of parent and Proof of parent / guardian identification. Once these forms have been completed, transfer/withdrawal will be executed.

LOTTERY AND ADMISSION

The lottery system is used when more students apply for admission to Brightview Preparatory Academy than can be admitted. If there are fewer applicants than spaces available, Brightview Preparatory Academy does not need to conduct a lottery.

STUDENT PROGRESSION PLAN AND PLACEMENT POLICY

The guidelines for student progression are delineated in the 2022-2023 Student Progression Plan for Miami-Dade County Public Schools, School Board Policy 5410, which provides guidance to teachers, school and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next and kindergarten through grade 12. The Florida Legislature requires that each district school board establish a comprehensive plan for student progression, as outlined in Florida Statutes § 1008.25(2).

Specific case by case promotion, placement and retention information is explained in detail in the MDCPS- e-handbook "Student Progression Plan" (SPP). Brightview Preparatory Academy in agreement with its Board of Directors and MDCPS as the authorizing agent for Brightview Preparatory Academy adheres and opts to follow the District SPP which can be found in detail at handbooks.dadeschools.net/policies/93.pdf.

Initial Entry Requirements

School Board Policy 5112 - Entrance Requirements establishes the admission and registration requirements for students entering school to include specific information regarding initial entry, proof of age, birth certificate, and verification of residence, health, and immunization requirements, etc. Students enrolling from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration.

Grade Placement

The grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made.

Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Age Discrepancy

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age. Below is a chronological age placement table. This is the AVERAGE placement according to age. Promotion and retention guidelines found in School Board Policy 5410 affect a student's placement. More detailed information can be found at handbooks.dadeschools.net/policies/93.pdf.

Age of students	Grade Level Assignment
5-10	Elementary School
11	Elementary school or middle school depending on the grade configuration of the School
12-13	Middle School
14	Middle school or high school depending on the grade configuration of the school
15 or older	Senior high school

ACADEMIC GRADING & PROGRESS

Brightview Preparatory Academy believes that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to ensure academic success for students. Specific guidelines for grading student performance and for reporting student progress are provided below.

Academic Grades

Academic grades are to reflect the student's academic progress based on the standards/benchmarks for the grade level course in which the student is enrolled. The academic grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. Letter grades shall be used to measure student success in Kindergarten; those letter grades will be "E", "G", "S", "M", or "U", and in grade 1 through grade 5 with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

When a numerical equivalent to an assigned letter grade of "A", "B", "C", "D", "F" or "I" is used, the following values apply and shall be communicated to students:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
E or A	90 -100 %	Outstanding progress	4
G or B	80 - 89 %	Above average Progress	3
S or C	79 - 70 %	Average progress	2

M or D	60 – 69 %	Lowest acceptable progress	1
U or F	0 – 59 %	Failure	0
I	0	Incomplete	0

INTERIM PROGRESS REPORT / REPORT CARD SCHEDULE

Grading Period	Progress Reports sent to Parents by:
1	TBA
2	TBA
3	TBA
4	TBA

End of Grading Period/Date		Report Cards sent to Parents by:
1	TBA	TBA
2	TBA	TBA
3	TBA	TBA
4	TBA	TBA

CURRICULUM

As a school of choice, Brightview Preparatory Academy believes the school’s curriculum will reflect its mission and vision. It is designed to increase academic achievement for all learners with the use of a variety of innovative learning methods. The curriculum will be standards-based and will ensure student mastery of the Florida’s B.E.S.T. Standards for Language Arts and Math and Next Generation Sunshine State Standards for science, social studies, physical education, world languages, fine arts, and health education. The school will follow M-DCPS’s Student Progression Plan for grades K-5. The course content and course code numbers are consistent with the State Course Code Directory. The school plans to adopt the same curriculum materials as used by M-DCPS, and all core textbooks will be from the M-DCPS’s list of Instructional Materials at the time the school opens.

The curriculum will be delivered within the framework. This delivery system includes innovative instructional practices, remediation, and opportunities for acceleration, accommodating a wide variety of student performance levels. Administrators will perform routine classroom walk-throughs to ensure instruction is on target and appropriate to grade level. To ensure alignment with the Florida’s B.E.S.T. Standards and appropriateness for grade level, the administrator will review lesson plans quarterly.

BPA will follow the state mandated Problem Solving/Response to Intervention (RtI) process to monitor interventions being delivered to all students that demonstrate a need based on state/district assessments and teacher recommendations. The school will form a School Support Team/Problem-Solving Team (SST/PST) comprised of administrators, teachers, and specialists. The team will follow four sequential steps of the problem-solving process when evaluating whole-group, small-group, or individual progress. These four steps include identifying the problem, analyzing the problem, designing the intervention, and measuring the effectiveness of the intervention. If an

intervention is not producing the desired results, the team will dig deeper to evaluate the implementation of the intervention to determine if the implementation needs to be revised or intensified or if a new intervention is required.

Tier 1 – All students will receive standards- and evidence-based, quality instruction. This core curriculum is evaluated as a part of the PS/RTI process to ensure it is effective for the majority of students. If most students continue to struggle, the curriculum and instruction will be reevaluated and modified.

Tier 2 – Students who continue to struggle will receive an additional 30-minute block of daily immediate intensive intervention (iii) above and beyond the 90-minute reading block. Students will receive small group iii during the Intervention/Enrichment block shown on Attachment B. In accordance with F.S. 1011.62, all intensive reading interventions will be provided by a teacher who is certified or endorsed in reading. Ongoing progress monitoring, using curriculum programs such as WonderWorks and iReady, will evaluate the fidelity and effectiveness of implementation. The SST/PST will analyze the data of whole group, small group, and individual students to determine if the intervention requires modification.

Tier 3 – Students identified as requiring Tier 3 intervention will receive individualized interventions beyond the 90-minute reading block and iii. This instruction will be intensified by increasing frequency or duration, decreasing the group size, and/or increasing academic engagement. To accommodate for additional instructional time, students' art, music, social science, physical education, and character education class schedules may be modified. At a minimum, students will receive 30 minutes of art and music, 60 minutes of social science, and 60 minutes of physical education each week. Ongoing progress monitoring will occur more frequently than at Tier 2.

Teachers will adhere to LEP plans to ensure all ELL students are being taught utilizing ELL strategies. BPA will deliver the Home Language Arts (HLA) for 150 minutes weekly, as required by the M-DCSP Student Progression Plan. The HLA is an intervention for ESOL Level 1 and Level 2 of two years or less. Interventions in the Home Language for ESOL 1 students more than two years in the ESOL program may continue as needed for students not making appropriate progress, an ELL committee will be convened to determine alternative strategies or referral to RtI. Students will receive instruction in HLA during World Language. ELL students with a first language other than Spanish will receive pull out ESOL services during World Language.

ESE strategies will be utilized to ensure each student is receiving the support needed to meet their IEP goals. Our curriculum design recognizes that students have multiple intelligences and abilities, as well as different learning styles. Therefore, varied experiences are provided through the curriculum that is coherent, cumulative and content specific, but at the same time, flexible based on student progression. The curriculum inherently engages them in problem-solving and creativity, promoting global and 21st century skills.

The core subject areas will include language arts, mathematics, science, social studies, and supplemental courses will include Spanish, art, music, physical education, and character education. Curriculum mastery will be the focus of the instructional framework and the curriculum will be supported by our vision to empower each child to learn, achieve their maximum academic potential, and obtain the confidence needed to succeed in secondary education and beyond.

Teachers first deliver new content through direct, whole group instruction. Subsequently, students proceed to work in groups for differentiated instruction. Different forms of learning will include paper/pencil work, computers for technology-based assignments, and manipulative for hands-on activities. There is also a teacher-led group where students receive individual or small-group interventions, re-teaching, and enrichment.

Learning is transformed for students with the use of differentiated instruction. Students become active learners, involved with discovery and problem-solving. This methodology creates and reinforces connections between concepts and real-life experiences. Group interactions promote learning consensus-building and conflict resolution skills. The differentiated activities allow students to practice self-monitoring, reflection on their own learning, and self-evaluation. Grouping can be customized to align with the purpose of the lesson and the learning pace/style of the

student. Students knowing that their work is focused on their specific needs can be motivating to students. The differentiated activities reach each student at his own performance level. This design provides accommodations for both the student who works slowly and requires more time to process information, as well as for the student who works at an accelerated pace and would thrive when given more challenging tasks. More demanding, challenging tasks are provided at the end of each activity and are available for all students to undertake. These tasks usually require higher order thinking and are another way that the classroom becomes multi-dimensional, providing students with multiple opportunities to learn a skill or concept.

All students will receive additional instruction and support from the teacher during group work. Interventions include re-teaching, guided skill practice, or a modification of the instructional delivery with the extensive use of skill-appropriate manipulative. Students on and above grade level will work with the teacher to dig deeper into the standards through real-world applications. Student groups will be fluid, changing as the students' needs change from one standard to another. Students will be assigned to small groups according to their performance on pre-tests, diagnostic assessments, unit tests, teacher observation, etc. This homogeneous grouping allows the teachers to remediate and challenge all students by targeting specific skill gaps. Through scaffolding, the teachers work up from the current student performance level, raising student achievement. Teachers will also have to flexibility to pull skills groups, working with mixed level students who need support on fine tuning a specific skill.

Instruction will be data-driven, and teachers will align their knowledge of learners, the learning environment, instructional planning, and assessment. The focus of the instructional program will be on student engagement and exposing students to real life concepts and authentic learning activities. Teachers will engage student in collaborative learning as they address essential questions.

English Language Arts/Reading

The Language Arts Florida's B.E.S.T. Standards will drive instruction in all content areas. Our teachers will utilize benchmarks for language arts instruction/coursework to prepare students for mastery of the B.E.S.T. standards. The ELA program will provide instruction in the B.E.S.T. standards in all four areas of Reading, Language, Writing, and Listening & Speaking. The content will include, but not be limited to, the study and interpretation of fiction and nonfiction texts, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in middle school, high school, and beyond. All students will receive 90 minutes of uninterrupted Reading instruction and an additional 30 minutes of writing instruction daily.

Through the implementation of Miami-Dade County Public Schools' Comprehensive Research-based Reading Plan (CRRP), the School will meet the reading needs of all its students. The goal of the literacy program at the school, as with the CRRP, will be to provide the necessary instructional strategies and resources to help students develop critical thinking skills and content area reading skills. Students will be taught to read informational text for understanding and learn to gather information from various sources including maps, graphs, charts, and others. In order to further this goal as well as that of college-career readiness, content area teachers will be trained in effective instructional practices that promote understanding of content area reading. They will also be trained in maintaining classroom libraries that provide a variety of content area reading material in varying levels.

The ELA, content area classes will reflect the six instructional shifts for ELA according to the FLDOE: Balancing Informational and Literary Texts; Knowledge of the Disciplines; Staircase of Complexity; Text-Based Answers; Writing from Sources; Academic Vocabulary. The following are some of the instructional standards consistent with the CRRP that will be expected from students in ELA, content area classes, and special area classes.

- Understand the organization of their textbooks
- Recognize organizational patterns in the text
- Understand that graphic representations contain information that is important to understanding the text
- Understand the process of reading and apply reading strategies before, during, and after reading according to the text

- Answer text dependent questions and make connections between text and learning material
- Support logical inferences through high quality evidenced-based writing, speaking, and listening
- Gain reading independence, analyze text, and apply writing strategies accordingly

As the educational plan promotes an interdisciplinary approach to learning, reading and language arts are the frontline for integrating all other subjects. As students engage in inquiry-driven, project-based learning, their use of language and literacy guides the discovery of new ideas and aids them in articulating their findings. In order to effectively carry out the planning and execution of a PLTW project, students must be able to read, comprehend and analyze text, to verbally pose thoughtful questions to peers and interview subjects, to record and decipher their findings, and to communicate the result of their inquiry to the larger community through written or spoken word.

When initially purchasing textbooks, Brightview Preparatory Academy will adopt the Reading textbook adopted by the Sponsor at the time of purchase. *Reading Wonders- McGraw-Hill* is currently used for the Language Arts/Comprehensive Core Reading Program Gr K-5 program, and *Reading Wonderworks- McGraw-Hill* is currently used for the Comprehensive Intervention, Reading Language Arts program.

Mathematics

The Mathematics program will be aligned with the Math Florida's B.E.S.T. Standards and will focus on continued development of the skills in all strands to provide students with the mathematical skills they need to be college-career ready and successful in the 21st century. The goal of the mathematics program will be to enable students to comprehend concepts, operations, and relationships in mathematics as well as to develop proficiency in the application of those concepts to the real world.

Research in mathematics education has consistently found that understanding and skills are best developed when students can wrestle with new ideas, to create and defend solutions to problems, and to participate in a mathematical community of learners. With the implementation of the educational plan at BPA, basic skills development will be integrated with problem solving. Students develop computational fluency through extensive opportunities to practice basic skills. Investigating new ideas and solving meaningful problems is the best mechanism for providing those opportunities.

The Florida Department of Education states that STEM programs in Florida schools must “embrace the integration of technology and engineering in science and mathematics”. Brightview Preparatory Academy’s educational program will reflect the following features of STEM education as described by the FLDOE. Students will be presented with situations that require problem-solving, discovery, and exploratory thinking to find a solution. Students will also be expected to collaborate, communicate, and use critical thinking skills to troubleshoot and resolve real world issues.

The addition of STEM activities within the model gives students the opportunity to discover real-world application for mathematics within the community and in daily life; this aligns directly with the findings of the National Council of Teachers of Mathematics which state that for students to receive a high-quality mathematics education, they must understand the need for mathematics in everyday life. Attainment of the B.E.S.T. standards will form the foundation of the mathematics program at BPA.

In a highly organized, student-focused environment, mathematics is active and inquiry-based. The youngest students learn by manipulating concrete materials and internalizing understanding which later translates to abstract mathematic concepts. Easily accessible, tactile materials allow students to practice concepts like sorting, counting, addition, subtraction, multiplication and division in a way that is recursive and natural to the child’s mode of play. In this way, students learn at their own pace with materials that intrigue them (various materials may address similar concepts). They have freedom to learn in the way that best suits them. Ultimately, young students allowed learning at their own pace with self-correcting materials to learn independence, self-confidence, and problem-solving.

As students’ progress through mathematics literacy and skill building, they make the shift from concrete problems

and manipulatives to abstract concepts like long division and multiplication, squaring and cubing. Learning through this model makes the shift easier and more relatable, by tying the more abstract concepts to real world problems instead of presenting them without context. Mathematics becomes interdisciplinary, useful and engaging, spurring further inquiry and skill building. Integrating math across the content areas is achieved by teachers providing a link between reading and math using vocabulary activities, such as word walls, literature, poems, songs that can be used to develop math concepts and activities. Mathematics and science are intrinsically related since science often provides concrete examples of abstract mathematical ideas, just as mathematics helps students better understand certain science concepts. Math is used to organize and analyze data, tables, graphs and understand scientific concepts.

Instruction will entail inquiry problem solving, critical thinking, real world connections, mathematical reasoning met cognition, and reflection. Students will have considerable experience in analyzing data, graphs, and charts and presenting them verbally and in written form, to describe a wide variety of patterns and relationships. Using the knowledge and tools they have acquired thus far, students will be asked to analyze the problem they are facing, develop an approach to solving it, come up with an acceptable success criterion, implement the solution, and assess the outcome.

When initially purchasing textbooks, Brightview Preparatory Academy will adopt the Math textbook adopted by the Sponsor at the time of purchase. Supplemental materials include ancillary components from the core program used to reinforce initial instruction. Additionally, teachers will use a variety of manipulatives as both supplementary and intervention materials. As part of the core math program all students are provided with a 60-minute math block daily.

Science

The National Science Teachers Association recommends that we build on students' innate curiosity about the natural forces of the world, that students should know, use, and interpret scientific explanations of the natural world and they should generate and evaluate scientific evidence and ask the questions. Students should understand the nature and development of scientific knowledge and participate productively in scientific practice and discourse. Science learning should include engagement, exploration, explanation, elaboration, and evaluation. The science curriculum will prepare students to achieve the Next Generation Sunshine State Standards (NGSSS) for Science. All students at BPA will receive 30 minutes daily of science instruction plus an additional 30 minutes of hands-on STEM instruction once a week.

The science program at BPA will provide students with dynamic and high-quality instruction through the incorporation of core science curriculum, hands-on activities, and technology. This instruction will enable students to master the state and national science education standards through interactive classroom and science lab experiences that connect science to real life. These experiences provide enhanced opportunities for students to develop problem-solving, decision-making and inquiry skills that are essential for their success, especially in science. The additional 30-minute period of STEM on Fridays ensures the students have a solid 60-minute block of Science/STEM to delve deep into a hands-on experience each week. These experiences may include science experiments following the scientific method, exploration of real-world experiences, introduction to robotics, and interactions with computers and technology. Other examples of how to include STEM into the science curriculum include using procedural, technological, engineering, and mathematical skills to solve personal, social, and global issues such as energy efficiency and global warming.

The educational plan allows teachers to regularly integrate math, reading, and writing in their lessons through activities, experiments, PLTW projects, and a classroom library rich with science content. The lessons will incorporate active learning strategies, inquiry labs, and hands-on activities. Tasks and activities are designed to accommodate for individual learning styles and allow all students to be successful in understanding scientific concepts and phenomena. Differentiated instruction ensures that proficiency can be achieved. Students working below grade level will receive interventions from the teacher.

Brightview Preparatory Academy will adopt the Science textbook adopted by the Sponsor at the time of purchase of

the textbooks. *Pearson's Elevate Science* is currently used for the core Science program. It is a comprehensive K-5 science program that focuses on active, student-centered learning. The blended print and digital curriculum engages students in phenomena-based inquiry, three-dimensional learning, and hands-on investigations. *Elevate Science* builds students' critical thinking, questioning, and collaboration skills. It fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Supplementary materials will include ancillary components from the core program that are used to reinforce initial instruction, as well as differentiated and hands-on materials that promote experiential learning. Intervention materials from the Core Science Program will be used. Additional materials will be research-based and will be used for re-teaching as determined by diagnostic assessments. Manipulatives are essential tools for helping students learn and understand scientific concepts. Their use reinforces our belief in the multi-sensory learning approach. Hands-on learning engages students in scientific tasks that require higher order thinking skills. Manipulatives will include grade level kits, models, hands-on chemistry labs, and basic science equipment, including pulleys, microscopes, scales and balances.

Social Studies

At BPA, students will receive 120 minutes of Social Studies instruction weekly, 30 minutes four days per week. The core Social Studies curriculum ensures that all students receive the knowledge essential for social studies literacy. Direct instruction will be supplemented with PLTW projects, group work, and hands-on activities, providing the multi-sensory learning environment that is not only active and engaging, but is the foundation of our mission. The Social Studies interdisciplinary curriculum will prepare students to achieve the NGSSS through the implementation of research-based instructional practices.

Brightview Preparatory Academy will adopt the Social Studies textbook adopted by the Sponsor at the time of purchase of the textbooks. McGraw-Hill's *Networks Florida: Social Studies Florida* in grades K-2, and TCI's *Social Studies Alive! America's Past* for grades 3-5 are currently listed on M-DCPS's Instructional Materials list. McGraw-Hill networks™ includes interactive resources and rigorous, differentiated instruction. TCI's materials for grades 3-5 consist of an interactive program that teaches students about the world around them and how our cultures were created through interesting and engaging activities and lessons.

Subject	Grade	Curricular Choice*	Publisher	Reasoning
Language Arts/ESOL and Comprehensive Core Reading Program Gr K-5	K-5	Reading Wonders, 2014/1 st Florida Edition	McGraw-Hill Education	Aligned with B.E.S.T., blended digital and print approach provides opportunities to analyze complex text, find evidence, think critically, and communicate effectively
Comprehensive Intervention, Reading Language Arts program	K-5	Reading WonderWorks, 2014/1 st Florida Edition	McGraw-Hill Education	Aligned with B.E.S.T., builds foundational skills, provides differentiated instruction with scaffolded support
Math	K-5	Go Math! Florida, 2015 National Edition	Houghton Mifflin Harcourt	Aligned with B.E.S.T., offers tools for differentiating instruction and interactive, engaging resources
Science	K-5	Elevate Science, 2019/1 st Florida Edition	Pearson	Aligned with the NGSSS Science, offers blended digital and print, promotes hands-on inquiry
Social Studies	K-2	Network Florida Social Studies Florida, 2018/1 st Edition (Banks et al.)	McGraw-Hill Education	Aligned with the NGSSS SS, may include leveled-reader library, integrates literacy
Social Studies	3-5	Social Studies Alive! Our Community and Beyond, 2016 (3 rd), Florida and its People, 2013 (4 th), America's Past, 2016 (5 th)	Teacher's Curriculum Institute (TCI)	Aligned with the NGSSS SS, online program offers engaging interactive tutorials, ability to customize assessments

Spanish	K-5	Descubre el español con Santillana 2014/1st edition	Santillana USA Publishing Co. Inc.	Aligned with Florida's World Language standards, culturally and linguistically authentic instructional materials for world language learners and native speakers
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*The school plans on adopting the textbook adopted by the Sponsor at the time of purchase of the textbooks. The selections shown are those currently listed on M-DCPS's Instructional Materials list.

The individual ultimately responsible for the finalization of the curriculum is the principal. The focus of the curriculum plan is aligned with the mission and vision of the school. The curriculum plan in all core subjects will provide a comprehensive education guided by the B.E.S.T. standards and NGSSS, the M-DCPS CRRP, and the pacing guides for ELA, Math, Science, and Social Studies. Academic excellence will be promoted by a quality staff, using research-based curricular choices, and delivering research-based instructional strategies. The curriculum plan will be focused on developing literacy, helping students meet and exceed grade level expectations, and promoting 21st century skills and college-career readiness. Finally, the curriculum plan will set a pathway for students to meet all promotion requirements and leave the school ready to have successful high school careers and beyond.

The curriculum will be implemented with fidelity. The principal, along with the key personnel, will meet with the newly hired teachers by department to introduce the curriculum plan, ensure the pacing guides are followed, and establish opportunities for the teams/departments to plan accordingly. Prior to the opening of the school, the teachers will partake in extensive professional development that will include becoming familiar with the curriculum plan, pacing guides, and curricular choices. Teachers will also receive training in best practices and research-based instructional strategies so they may begin implementing the curriculum effectively from day one. The administration will also provide departments opportunities to develop long-term and short-term planning. Teams will be encouraged to collaborate as they maintain curriculum maps with reflection and feedback that can be reviewed as part of the school's continuous improvement plan.

Reading is a primary focus of the school. Literacy will be promoted throughout the entire interdisciplinary curriculum. The school is adopting with fidelity the M-DCPS CRRP which is aligned with the B.E.S.T. standards. In alignment with the CRRP, a goal of the school's literacy program is to provide a variety of methods and materials so that students develop strategies and critical thinking skills in reading/literacy. The MTSS and RtI frameworks will be implemented accordingly, and student progress will be monitored closely to tailor instruction. ELL Level 1 and 2 students with less than two years in the program will also participate in 30 minutes of Home Language Arts daily. Students with disabilities will receive all accommodations detailed in their IEP's accordingly. All students, whether they are performing below, at, or above grade level, will receive the necessary tools that will facilitate progress toward college-career readiness as teachers differentiate their instruction to meet their individual learning needs. Reading instruction will focus on teaching students to "read to learn" as they learn to read rich and complex content material and analyze text that will prepare them for secondary education.

All content courses will also promote reading and literacy through the interdisciplinary approach. Writing across the curriculum will be part of the culture of the school. It is expected that teachers in all subjects will integrate reading and writing into their curriculum to investigate, research, dig deeper into the subject area, and express ideas. Reading will become part of the culture of the school, and teachers will deliver instruction using research-based strategies detailed earlier in this application and further below. Through the content classes, students will receive instruction in reading strategies that will support the reading and understanding of expository text to gain information. They will learn to use text features such as maps and charts to gain information. As students learn to read to gain information, they will be able to interpret domain-specific vocabulary, comprehend dense information, and decipher unfamiliar concepts.

The school will meet specified requirements outlined in State Board Rule 6A-6.053:

- Leadership at the school level will guide and support the CRRP initiative. School administrators will be curriculum leaders and resources. A Reading Leadership Team will be established.
- The analysis of data drives all decision-making. Student data will be collected, organized and analyzed for review. The results of a variety of assessments (screening, progress monitoring, and diagnostic) will be centrally located and reviewed by classroom teachers and Reading Leadership Team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.
- Professional Development is systemic and targeted at individual teacher needs as determined by analysis of student performance data. The professional development plan will make provisions to target specific areas of need based on assessment data and reflect the goals in teachers' Deliberate Practice Growth Target (DPGT). Professional development will be differentiated and will intensify for teachers based on progress monitoring data. In addition to the school provided PD, the school will participate in district trainings when available and applicable.
- Measurable student achievement goals are established and clearly described. School-wide student achievement goals will be established by the EESAC or Governing Board with support from the academic leadership team on an annual basis. Student progression towards attaining those goals will be monitored on a regular schedule and reviewed for ongoing progress in reading as well as writing, math, and science. Through this process, individual student scores, classroom progress, and school-wide progress and objectives will be reviewed and evaluated by the school stakeholders. Students with IEP, EP, or PMP will have clearly stated achievement goals and will be monitored as required under the plan or program in place for the child.
- Appropriate research-based instructional materials and strategies are used to address specific student needs. Research will be used in evaluating and selecting materials and the textbook series. All school adopted materials and texts will be aligned with the B.E.S.T. standards and with the research-based findings described in Just Read! Florida.

Students reading above grade level will be pushed forward to meet and exceed expectations by providing them with opportunities to read complex text, including exemplar text selections, close and analytical reading, and synthesizing of ideas across texts. Classroom libraries will be rich with literary and informational text focused on content area concepts that will promote independent reading. Students reading above grade level will be exposed to rich literature and enrichment activities that promote critical thinking skills and college-career readiness skills.

Students reading below grade level will be identified following the specifications from the CRRP, and a MTSS framework will be applied. Low performing students identified through the ELA FSA, iReady Diagnostics, and class assignments will receive an additional 30 minutes of reading support daily during Immediate, Intensive Intervention (iii). A Universal Design for Learning will be applied. If a student does not respond to the strategies and resources being used to improve their reading level, a Rtl model will be implemented. The goal for students reading below grade level remains to clear their pathway to learning and ensure success.

All differentiation of instruction for below, at, and above grade level students applies to students with disabilities and ELL students accordingly, and accommodations will be provided to meet their needs and ensure their pathway to success as well.

SUMMARY OF PROMOTION AND PLACEMENT REQUIREMENTS FOR
Kindergarten-5th Grade

Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades K- 5* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the school wide system of progress monitoring.

Student Performance Standards and Performance Levels, Grades K- 5

Subjects	Grades	Performance Standards and Performance Levels
Reading	K	<ul style="list-style-type: none"> Stanford Achievement Test, 10th Edition (SESAT 2) Sentence Reading percentile score at or above the 25th percentile
Reading	1 and 2	<ul style="list-style-type: none"> Stanford Achievement Test 10th Edition (SAT-10) Reading Comprehension percentile score at or above the 25th percentile
Reading	3	<ul style="list-style-type: none"> Grade 3 statewide, standardized ELA assessment Achievement Level 2 or higher; or Mastery of benchmarks on the <i>Grade 3 Reading StudentPortfolio</i> (mastery consists of 3 acceptable demonstrations on each standard.) Passing score on a Florida Board of Education approved alternative assessment; ITBS (at or above the 50th percentile), iReady (at or above the 50th percentile), or SAT-10 (at or above the 45th percentile).
Reading	4 and 5	<ul style="list-style-type: none"> Statewide, standardized ELA assessment <u>Achievement Level 3 or higher;</u>

HOME LEARNING

Home Learning Assignments are an important part of learning. Developing the habit of nightly study requires parental help and guidance. This is another way to reinforce what was learned in the classroom and a means of allowing the parents to be a part of our curriculum goals.

Teachers use the following time schedule as a guide when assigning home learning:

- Grades K, 1 30 minutes
- Grades 2, 3 45 minutes
- Grades 4, 5 60 minutes

These times are a guide and are based on the average child's ability and concentration. Some home learning assignments may take less time and others may take a little more time. Also, these times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects.

SPECIAL EDUCATION

Brightview Preparatory Academy ensures that all students suspected of having a disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent/guardian consents to initial placement.

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).

The IEP is a working plan that must be developed by the IEP team at least once every 12 months and reviewed, when appropriate, to revise and address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian.

Parent involvement in the special education process is very important. Parents will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

The Individuals with Disabilities Education Act (IDEA) states that parents of a child with a disability have certain procedural safeguards. The *Summary of Procedural Safeguards for Parents of Students with Disabilities* documents all the information about the rights of parents. This notice of procedural safeguards is made available to the parent/guardian, at a minimum, upon initial referral; or the parent's request for evaluation; upon the school district's refusal to conduct an initial evaluation that the parent/guardian has requested; upon each notification of an IEP meeting; upon consent for re-evaluation; upon the school district's receipt of a request for a due process hearing; and any other time the parent/guardian may request to receive a copy.

Other rights that are presented in the procedural safeguard document include, but are not limited to, the right of prior written notice; informed consent; participation in meetings; records, independent educational evaluation, mediation, state complaint; local education agency complaint; due process hearings; resolution meetings; due process; attorney fees; discipline; and private school placement.

As the parent of a child with disabilities, you are a very important member of the team that plans your child's education. Be informed and get involved. If you have any questions, please contact your child's school. Staff from the special education department and your child's student service provider will help to answer your questions. Additional information may also be found at <http://ese.dadeschools.net/>.

ATTENDANCE POLICY

When a student returns to school after an absence, a note MUST be brought from home within the first three days they have returned, otherwise, the absence will be considered unexcused. Acceptable excuses for students' absences are: illness, a death in the family, a school-sponsored event or activity that has been previously approved or a religious holiday. (Please use the Absent Notification Form provided in the school's website and attach any documentation such as Doctor's note). Parents will be required to meet with administration for any students who have 6 or more unexcused absences in one nine-week grading period. Ten or more unexcused absences in any grading period will result in truancy procedures and students will follow district discipline policies. Class instructional time is very important to your child's progress and academic success, thus students are expected to be in school daily and on time by 8:00 AM. Any student who arrives after 8:30 AM will be provided a tardy pass in order to enter their classroom.

Make-up Work Policy:

Make-up work shall be accepted for full credit and grade for excused and unexcused absences. All make-up work must be submitted within three days after the return to school.

ARRIVAL AND DISMISSAL PROCEDURES

Drop off:

1. Kindergarten through Fifth grade drop off begins at 8:15 A.M
2. Students are to go directly to their classroom.

Students are to be sitting in class by 8:30 A.M. Attendance and tardiness are documented daily, students receiving more than 10 tardies per school year will receive a referral for excessive tardiness and must participate in excessive attendance meeting.

Dismissal:

- Kindergarten and First grade dismissal is at 2:45 P.M.
- Second through Fifth grade dismissal is at 3:05 P.M.

EARLY DISMISSAL ON WEDNESDAY:

Wednesday's will be designated a school-wide early dismissal day:

- K-1st at 1:45 p.m.
- 2-5th at 2:05 p.m.

NOTE: THESE TIMES WILL BE STRICTLY ENFORCED. Those children staying 15 minutes after their dismissal, as indicated above, will be taken to the after care and parents **WILL BE CHARGED a \$1.00 PER MINUTE SERVICE CHARGE FEE. There will be NO EXCEPTIONS. Our DISMISSAL POLICY does not permit students to be released from school 30 minutes prior to their scheduled dismissal time. Please do not plan any appointments that will require the students to be dismissed 30 minutes early.**

Rainy Day Dismissal

During a rainy day, it may take longer than usual for our students' to be dismissed. Our goal is to proceed as quickly as possible and maintain a level of safety and security for all students being picked up.

We will continue with our regular dismissal procedure where your child's dismissal decal (placed on the windshield of the vehicle), is scanned and you proceed to the pick-up section. A staff member with an umbrella will take your child to your car. Please make sure the inside of the car is clear so child can get in without disruption.

BEFORE/AFTER-SCHOOL CARE

Brightview Preparatory Academy will partner with Cinderella Schools Inc. to provide after school care and this is an optional service that parents can utilize. For further information, please see our office manager. A minimum of twenty-five students must enroll in order for the program to take place.

Registration Fee:	\$ 30.00
Before-School Care Hours:	7:00 a.m.-8:15 a.m. (includes breakfast)
After-School Care Hours:	Dismissal – 6:00 p.m.
After-School Care Cost:	\$55.00/week.

Sibling Discount

- Registration 50% off each sibling
- After-School Care \$20.00 off each sibling/weekly

CLUB AND AFTER SCHOOL ACTIVITIES

Brightview Preparatory Academy will partner with Cinderella Schools Inc. to offer various extra-curricular activities that provide students with the opportunity to be part of a group who share the same interest. The following extra-curricular activities will be offered:

- Robotics
- Coding
- Chess Club
- Science Club
- Math Club
- Art Club
- Safety Patrols

UNIFORM POLICY

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. Brightview Preparatory Academy reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines with support from their parents/guardians. All students shall wear a school uniform daily

The following is the uniform policy that is endorsed by the school. Students are required to follow this policy, and failure to do so will result in administrative action.

Uniform Policy

Students are expected to come to school clean and appropriately groomed and dressed. School uniforms are mandatory, and students must wear them daily. Students who arrive without proper uniform may be subject to the following: notification sent home to parents; disciplinary action; written referral; parents may be called, and students may be sent home with parent/guardian. All students will be expected to wear the appropriate school uniform every day and the following attire will be strictly enforced during the year.

Hair

Must be neat, clean, and away from the face. Bangs may not cover the eyes. Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable conditions.

Jewelry

Students with pierced ears must wear modest, simple post earrings. Large hoop earrings or earrings that dangle are not acceptable. More than one set of earrings or other piercings on the body are not allowed. Body modifications such as gauges, plugs, and tunnels are not allowed. Buttons, tags, or labels may not be worn on the school uniform unless approved by the school administration.

Makeup/Other

Make-up is not allowed. Students may only wear clear or light/pastel colored nail polish. If nail polish becomes distracting, the student will be asked to remove it. Long nails are not allowed.

Please speak with your child regarding the importance of wearing a school uniform, we appreciate your anticipated cooperation with our uniform policy and thank you for your assistance in helping your child comply with our rules. Uniforms must be worn on the first day of school. Should you need assistance with uniforms, please contact the front office.

Uniforms are to be purchased at

ALL UNIFORM WEAR

TOPS MUST BE EMBROIDERED WITH THE SCHOOL LOGO.

Tops

Polo shirts must be Light Blue or White, embroidered with the school logo. Shirts must be sized to allow for a 3–4-inch overlap to be tucked into the uniform pants or skirt.

Bottoms

Shorts or Pants (no leggings, or joggers) must be navy blue. Belts must be worn always. They must be plain and fastened securely at waist level. Pants must be fitted to students correctly. Pants that are too tight, too big, frayed, torn, or distressed are not acceptable and will be deemed in violation of the uniform code. Low pants are not acceptable.

Sweaters/Jackets

Solid color Navy Blue sweaters and jackets may be worn.

Long Sleeve Shirts

White or Navy Blue Shirt must be worn under the school polo.

Sweatpants

During cold weather, solid color navy blue sweatpants may be worn. No other colors are acceptable.

Socks

Must be solid color white, black, or navy blue.

Shoes/Sneakers

Only closed-toe shoes or sneakers are allowed. No sandals, crocs, boots, heels, or platform shoes are permitted.

Spirit Shirts & Jeans

These items are limited to pre-designated days.

Student ID/Lanyard Policy

For the safety and security of students, all students will be given a student ID with student's photo and lanyard. All students are required to wear the student ID with lanyard at all times on school property. This ID is also used for the purpose of purchasing breakfast and lunch. Students are not allowed to alter or deface their ID badge or wear the ID badge of another person. Students may purchase a new student ID for a fee during the school year as needed.

Visitors

Upon arriving, all visitors will be required to check in at the main office. While on campus, all visitors will have to wear a visitor's pass.

SCHOOL DISCIPLINE

We believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum, and qualified teachers who genuinely care about a child's performance and wellbeing. Character Education will be infused into every aspect of school life at Brightview Preparatory Academy through a positive school climate. The first ten minutes of each day will be dedicated to Morning Meetings where students will greet one another, share about important events, and set their intentions for the day. Each day will end with a 20-minute Character Education lesson focusing on topics such as character traits, health and wellness, safety, and mindfulness. Each grade will focus on one of 30 character traits one month at a time, using curriculum materials available from Character First Education. Health and safety competencies will focus on teaching students to develop healthy habits that promote good health and contribute to their overall psychological well-being. Teachers will incorporate resources and lessons from Pure Edge, through <https://pureedgeinc.org/>, that teach students how to achieve success through mental focus. The school will promote mental health awareness, and, through the character education lessons, students will learn to respect one another and themselves.

Disciplinary actions are listed below:

1st offense: A verbal warning issued

2nd offense: A behavior notification form will be sent home to the parents

3rd offense: Parent/Teacher conference

4th offense: Administration reserves the right to issue disciplinary action based on the severity of the violation and in accordance with the MDCPS Student Code of Conduct.

The school will abide by the Miami Dade County Student Code of Conduct when enforcing consequences. Handbook can be accessed <http://ehandbooks.dadeschools.net/policies/90/index.htm>

Below is a list of behaviors and range of corrective strategies level I-V.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.</p> <p style="text-align: center;"><u>LEVEL I</u></p>	<p>The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious, or habitual Level I infractions.</p>
<p style="text-align: center;"><u>LEVEL II</u></p> <p>BEHAVIORS</p> <p>Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.</p> <p style="text-align: center;"><u>LEVEL II</u></p> <p>Seriously Disruptive Behaviors</p> <ul style="list-style-type: none"> ● Cheating ● Confrontation with a staff member ● Defiance of school personnel ● Distribution of items or materials that are inappropriate for an educational setting (See Special Notes #1) ● Failure to comply with previously prescribed corrective strategies ● False accusation ● Fighting (minor) ● Forgery (Written Misrepresentation): ● Harassment (non-sexual or isolated) ● Instigative behavior ● Joining clubs or groups NOT approved by the School Board ● Leaving school grounds without permission ● Libel ● Petty theft (under \$300.00) ● Possession of and/or use of tobacco products or smoking/vaping devices. (See Glossary). ● Prohibited sales on school grounds (other than controlled substances) ● Slander ● Use of profane or provocative language directed at someone ● Vandalism (minor) 	<p style="text-align: center;"><u>PLAN I</u></p> <ul style="list-style-type: none"> ● Parent/guardian contact (See Special Notes #2) ● Student Conference (See Special Notes #3) ● Student, parents/guardians/staff conference ● Behavior Plan ● Student Contract ● Participation in a counseling session related to infraction ● Refer to outside agency/provider (See Special Notes #4) ● Peer Mediation ● Refer to page(s) 55-61 for additional corrective strategies on the RtB/MTSS ● Reprimand ● Confiscation of wireless communication devices ● Refer to Vital Alerts page(s) 32 for the prescribed corrective strategies for the violation of the dress code. ● Revocation of the right to participate in social and/or extracurricular activities ● Replacement or payment of any damaged property (if appropriate) ● Behavior Plan
<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● #1 See Sexual Offenses (Other), Level IV, 	

for obscene or lewd material.

- Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.
- If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

Disruptive Behaviors:

- Confrontation with another student
- Cutting class
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Inappropriate public display of affection
- Misrepresentation
- Possession of items or materials that are inappropriate for an educational setting (See Special Notes #1)
- Repeated use of profane or crude language (general, not directed at someone)
- Unauthorized location
- Unauthorized use of wireless communication devices (See Vital Alerts page(s) 42)
- Violation of dress code (See Vital Alerts page(s) 32)

Special Notes

- #1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.
- Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.
- If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.

Special Notes

- #2 Good faith attempt must be made immediately to contact parent/guardian by telephone.
- #5 Send written notice to parent/guardian within 24 hours via U.S. mail.
- Refer to the Code of Student Conduct for further details

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.</p> <p style="text-align: center;"><u>LEVEL III</u></p> <p>Offensive/Harmful Behavior</p> <ul style="list-style-type: none"> ● Assault/Threat against a non-staff member ● Breaking and Entering/Burglary ● Bullying (repeated harassment) (See Special Notes #1) (See Vital Alerts page(s) 32-34) ● Disruption on campus/Disorderly conduct ● Fighting (serious) ● False Activation of Fire Alarm System ● Gambling ● Harassment (Civil Rights) (See Special Notes #2) (See Vital Alerts page(s) 32-34 (See Special Notes #2) ● Hazing (misdemeanor) ● Improper Activation of Fire Extinguisher ● Possession of simulated weapons ● Possession or use of alcohol, unauthorized over the counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alert Under the Influence page(s) 39) ● Sexting (1) (See Vital Alerts page(s) 38) ● Sexual harassment (See Special Notes #2) (See Vital Alerts page(s) 32-34 and Glossary page 78) ● Technology and Computer Related Offense (1) (See Vital Alerts page(s) 40-41) ● Threat/Intimidation (See Special Notes #8) ● Trespassing ● <u>Vandalism (major)</u> 	<p>The principal or designee must select at least one of the following strategies from PLAN III. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of PLAN IV for repeated, serious, or habitual Level III infractions.</p> <p style="text-align: center;"><u>PLAN III</u></p> <ul style="list-style-type: none"> ● Parent/guardian contact (See Special Notes #4) ● Student conference (See Special Notes #5) ● Corrective Strategies from Level I & II ● Permanent removal from class and reassignment to different class (placement review committee decision required) ● Suspension (See Special Notes #4, 5, 6 and 7) or Recommendation for expulsion (See page(s) 50)
<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. ● Bullying infractions do not require a SPAR ● Harassment Civil Rights and Sexual 	<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● #1 Good faith attempt must be made immediately to contact parent/guardian by telephone. ● #6 Send written notice to parent/guardian within 24 hour via U.S. mail. ● #8 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to mental health services identified by the school District. ● Refer to the Code of Student Conduct for further details

Harassment do not require a SPAR, but must be reported to the Miami-Dade County Public Schools Office of Civil Rights Compliance at 305-995-1580.

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.</p> <p style="text-align: center;"><u>LEVEL IV</u></p> <p>Dangerous or Violent Behaviors</p> <ul style="list-style-type: none"> ● Battery against a non-staff member ● Grand theft (over \$300.00) ● Hate Crime ● Hazing (Felony) ● Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering ● Motor vehicle theft ● Other major crimes/incidents; Robbery ● Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alerts for Under the Influence page(s) 39) ● Sex offenses (other) (including possession and/or distribution of obscene or lewd materials) ● Sexting (2) (See Vital Alerts page(s) 38) ● Sexual Assault ● Technology and Computer-Related Offense (2) ● (See Vital Alerts page(s) 40-41) 	<p>The principal or designee must use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.</p> <p style="text-align: center;"><u>PLAN IV</u></p> <ul style="list-style-type: none"> ● Parent/guardian contact (See Special Notes #2) ● Student conference (See Special Notes #3) ● Corrective Strategies from Level I-III (See Special Note #4) ● Recommendation for expulsion (See page(s) 50)
<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● All Level III, IV, and V infractions require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. 	<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● #2 Good Faith attempt must be made immediately to contact parent/guardian by telephone. ● #3 Student Conference ● Corrective strategies from Level I-III ● Send written notice to parent/guardian within 24 hours via U.S. mail. ● Recommendation for expulsion (see page 50) ● Refer to the Code of Student Conduct for further details

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life.</p> <p style="text-align: center;"><u>LEVEL V</u></p> <p>Most Serious, Dangerous or Violent Behaviors</p> <ul style="list-style-type: none"> ● Aggravated assault ● Aggravated battery against a non-staff member ● Armed robbery ● Arson ● Assault/Threat against M-DCPS employees or persons conducting official business (See Special Notes #1 & #5) ● Battery or Aggravated battery against employees or persons conducting official business (See Special Notes #1) ● Homicide ● Kidnapping/Abduction ● Making a false report/threat against the school (See Special Notes #1 & 5) ● Other major crimes/incidents ● Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. (See Special Notes #1 & 5) ● Sexting (3) Offense (See Vital Alerts page(s) 38) ● Sexual battery ● Technology and Computer Related Offense (3) (See Vital Alerts page(s) 40-41) 	<p>The principal or designee must use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.</p> <p style="text-align: center;"><u>PLAN V</u></p> <ul style="list-style-type: none"> ● Parent/guardian contact (See Special Notes #2) ● Student conference (See Special Notes #3) ● Corrective Strategies from Level I-IV (See Special Notes #4) ● Recommendation for expulsion (See page(s) 50)
<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● All Level III, IV, and V infractions require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. ● The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion. ● #1 Mandatory one year expulsion. 	<p style="text-align: center;">Special Notes</p> <ul style="list-style-type: none"> ● #2 Good faith attempt must be made immediately to contact parent/guardian by telephone. ● Send written notice to parent/guardian within 24 hour via U.S. mail. ● #4 this level of infraction may result in an expulsion requiring School Board action. ● #5 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to “mental health services” identified by the school district pursuant to 1012.584(4). ● Refer to the Code of Student Conduct for further details
<p><i>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</i></p>	

Procedures for Addressing Concerns

Conferences with individual teachers must be arranged by the office. Contact may be made by calling the school office or emailing the teacher. All emails can be found on our school website. It is against school policy to show up to a classroom without prior arrangements for a conference or call teachers during classroom time. Please do not engage in parent conferences during arrival/dismissal of students, in the hallways or during classroom time. Your child's confidential information may be jeopardized. Always attempt to resolve issues/conflicts with the teacher before coming to administration. Most issues can be resolved when you have open and honest communication with your child's teacher. Anonymous letters will not be acknowledged

For issues involving an individual teacher or class, parents address their concerns to the following individuals in the order below:

- Step 1: Teacher
- Step 2: Assistant Principal
- Step 3: Principal
- Step 4: Conflict Resolution Person
- Step 5: Board of Directors
 - All concerns should be provided to the Board in writing (assistance available upon request) to the Board Liaison at least 3 days prior to a regular scheduled meeting via email: **TBA**

BULLYING (CYBER) AND HARASSMENT POLICY

Harassment is prohibited between members of INSERT NAME community, including communication of any form between students, parents, faculty and/or staff, and any third parties directly or indirectly. We are committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal. It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. We are committed to protecting students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying, harassment and threat of any kind will not be tolerated and shall be just cause for disciplinary action. Conduct that constitutes bullying or harassment, as defined herein, is prohibited. Bullying, harassment, and cyber stalking are defined as inflicting physical or psychological distress, and/or Communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose. Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator and or proper authorities. Brightview Preparatory Academy is always committed to providing a safe learning environment for all students.

Brightview Preparatory Academy is dedicated to eradicating bullying and harassment in its schools by providing awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Brightview Preparatory Academy policy is consistent with F.S.1006.147 where Bullying and Harassment is prohibited. This statute may also be cited as the "Jeffrey Johnston Stand Up for All Students. Please go to the following link for full policy. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.147.html

Zero Tolerance Policy (F.S.1006.13)

Policy of zero tolerance for crime and victimization: Brightview Preparatory Academy shall promote a safe and supportive learning environment in schools by protecting students and staff from conduct that poses a

threat to school safety. Please go to link below for full policy.

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1006.13,+F.S.&URL=1000-1099/1006/Sections/1006.13.html

ACADEMIC INTEGRITY

All students are expected to be honest and cheating and/or plagiarism will not be tolerated and will result in an immediate “F” and will be communicated with the corresponding parents right away. As per the MDCPS Code of Student Conduct, “the code of student conduct sets the standards for conduct expected of students in a purposeful safe learning environment in which the principles of care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others is valued. It also addresses the role of the parents/guardians, the students, and school, but also focuses on core values and model student behavior, rights and responsibilities of students, addressing student behavior, and disciplinary procedures.

What is academic integrity?

Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student’s own work

Why is academic integrity important?

When students submit an assignment that is not their own original work, there are two issues involved: Students are earning credit for learning material for which they have not demonstrated mastery; and they may be violating the policies of the school.

What are some examples of academic integrity violations?

There are two kinds of academic integrity violations. One is “plagiarism” and the other is “cheating.”

1. Plagiarism is defined as an act or instance of using closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.
 - a. Some examples are, but not limited to the following:
 - i. Copying and pasting a report from the Internet and representing it as your own work.
 - ii. Using information from an encyclopedia, book, textbook, website, database, etc., without citing the source
 - iii. Using another student’s work in whole or part and handing it in as one’s own
 - iv. Using online translators for assignments and assessments.
2. Cheating - To influence or lead by deceit, trick, or artifice or to practice fraud or trickery to violate rules dishonestly.
 - a. Some examples are, but not limited to the following:
 - i. Providing questions/answers/ works to another student
 - ii. Obtaining or attempting to obtain, prior to examination, either copies of used questions or illegal knowledge of such questions
 - iii. Using an electronic device without teacher permission to search for answers at the same time of an assessment

The emphasis of Brightview Preparatory Academy honesty policy is on prevention, and on students learning the appropriate skills of citing work from other authors. In the event that students are suspected of classroom cheating, plagiarism or otherwise misrepresenting their work, he/she will be subject to all applicable forms of discipline defined by the administration, which include, but are not limited to:

- Meeting with the school counselor regarding the incident
- A failing grade on the assignment or assessment

- A referral will be sent to administration and recorded on the students' academic/behavior record
- A parent-teacher conference will be scheduled with the school counselor and/or administration

STUDENT'S RIGHTS

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, field-trips, suspension, or other disciplinary action. Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration. At no time may parents approach any student/parent directly. All students and employees will be treated with respect. Slurs, innuendos, hostile treatment, violence, harassment or other verbal or physical conduct against a student or employee will NOT be tolerated.

NON-DISCRIMINATION STATEMENT: In accordance with federal and state anti-discriminatory laws Brightview Preparatory Academy will not discriminate against a student in its school's admission, educational programs, and activities on the basis of race, ethnicity, national origin, creed, religion, gender, age or disability.

COMMUNICATION

Communication is essential for success in any human endeavor. The administration and staff recognize this and will always strive to facilitate open and frequent communications with parents. We ask that you make us aware of any of the following in writing.

- Excessive absences from school due to an illness
- A change in the emergency contact information or authorization to release form
- Notification of any change in transportation

Parent-teacher conferences are an important part of our program. We encourage getting to know your child's teacher, school counselor and principal. Please make appointments for conferences by telephoning the office or writing an email to the teacher. All teacher emails are available on the school website. If you have any additional questions or concerns, please make an appointment with the School Counselor, Assistant Principal or Principal. Parent/teacher conference may be set up before or after school. We ask that you refrain from calling teachers during class time, holding a conference in the parking lot or at a social event.

School Communication Procedure

Brightview Preparatory Academy utilizes "Class Dojo" to contact parents with pertinent school information. All telephone numbers and email addresses are updated from the MDCPS DSIS record system. Any corrections or additions that need to be made must be done in person with the schools' registrar. Parents will receive an invitation to join the school's class dojo account.

Confidential Information

Parents, guardians and students are protected by The Family Educational Rights and Privacy Act and the Florida Statutes from individuals' access to information in students' educational records and provide the right to challenge the accuracy of these records. These laws provide that without the prior consent of the parent, guardian or eligible student, a student's records may not be released, except in accordance with the provisions listed in the above-cited laws. The laws provide certain exceptions to the prior consent requirement to the release of student records, which include, but are not limited to, school officials with a legitimate educational interest and lawfully issued subpoenas and court orders. Each school must provide to the parents, guardians or eligible students annual notice in writing of their right to inspect and review student records. Once a student reaches 18 years of age or is attending an institution of post-secondary education, the consent is required from

the student only, unless the student qualifies as a dependent under the law.

ELECTRONIC DEVICES

It is not recommended for students to bring cellular telephone on school property, but it is not a violation of the Code of Student Conduct (CSC). However, the possession of a cellular telephone which disrupts the educational process or the use of the cellular telephone during school hours would be a violation. In addition, any visible items such as headphones or electronic devices are subject to confiscation.

Cell Phone and Smart Watch Policy:

- Cell phone may not be turned on inside of the building at any time. Cell phones must be switched off, and left in the students' book bag. Turning the cell phone to "silent" or "vibrate" is not acceptable. Cell phones and smart watches may only be used off school property.
- Students may not wear smart watches during assessments.
- If the smart watch is being used inappropriately during school hours, it will be confiscated
- If students need to call a parent during school hours, they may ask to use a school phone.
- Any student found to be using any phone or device to take photographic images, record sound, or to communicate with other students within the building will be subject to disciplinary action as outlined in the student code of conduct.
- If a cell phone is seen or heard during the instructional day, it will be confiscated
- **Any student who is found to be violation of this policy will have their cell phone/smart watch confiscated.** Cell phone or smart watch will only be returned to the parents the following day. The school is not responsible for any inconvenience this may cause parents. Repeat violations of this policy will result in the school securing the item until the last day of school. Any electronic device not claimed by the beginning of the following school year will be disposed of.
- Brightview Preparatory Academy is **NOT** responsible for lost or stolen electronic devices.

INTERNET POLICY

Access and use of the Internet is a privilege, not a right, and its use must support the educational objectives of the school. In addition to the Miami-Dade County's Technology Acceptable Use Policy, http://www.dadeschools.net/technology/acceptable_use_policy.htm the school requires the following of its staff, students and parents:

Students must always get permission from their teachers prior to using the internet. In addition, the school prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violates local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation during school hours. Although the school has filters in place to block inappropriate or questionable websites or images, if any student encounters any of these websites or images, they are to notify a teacher or administrator immediately and should **NOT** share or access the content any further. Additionally, students are not allowed to post images or videos of other individuals without authorization. For safety reasons the school reserves the right to request the removal of any image or video that depicts the school in a derogatory sense. Any damage to property (laptops, computers, peripheral devices) caused intentionally or by negligence will result in restitution.

No staff member, student or parent may use Brightview Preparatory Academy, name or any of its logos for identification purposes in any public forum or media. The term "public forum or media" also includes but is not limited to publicly accessible websites and web forums.

PARENT PORTAL

Parents/guardians, students, and employees, have access to the Miami Dade County Public School Parent Portal. In order to access the information in the portal, you must first establish a parent user account; the school will provide a pin which you may use to set up your account. At which time, you can see your child's grades and attendance.

UNAUTHORIZED ITEMS

Items such as candy, gum, pets, toys, large amounts of money, gum, candy, IPODs/MP3 Players, roller skate sneakers, weapons, any electronic game or device, playing cards, personal cameras or video recorders are not allowed. The school will confiscate any items not permitted in school until the end of the school year. Please check your children's book bags to assure compliance.

LUNCH PROGRAM

Free & Reduced Lunch Program

The National School Lunch and School Breakfast Program provide free and reduced priced meals for children unable to pay the full price. Applications must be filled on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved and extends for approximately the first two weeks the following year.

National School Lunch Program (NSLP) and/or Lunch Program/School Meals

Free and Reduced rates for qualifying students:

Breakfast: \$0.30 daily / Lunch: \$0.40 daily

Full Priced Daily Rates:

Breakfast: \$2.00 Daily / Lunch \$ 3.00 Daily (includes milk)

All parents must pay for lunch on a "monthly" basis.

Cafeteria Payment Program

Breakfast: \$2.00 Daily / Lunch \$ 3.00 Daily (includes milk)

All parents must pay for lunch on a "monthly" basis. Pre-payment for the month is made only the **Wednesday** before the new month begins.

Breakfast and lunch will be served in the cafeteria. If a child forgets their lunch, he/she will be provided with lunch that day. Students will not be permitted to call home. **NO LUNCH CHARGES** can be made since public funds do not allow schools to extend credit. Students are not allowed to bring sodas, candy or gum to school. Due to allergies, we are not accepting any food/sweets brought from the outside to share with students during birthdays or special occasions. **Since we are trying to promote healthy eating habits, we request that fast food not be brought to school. Parents are not allowed to drop off lunch in the middle of the day.** Students are required to bring in their lunch in the morning or purchase lunch from the cafeteria.

Cafeteria Conduct

Students should eat in an atmosphere that is pleasant and conducive to good habits. It is recommended that parents discuss good cafeteria manners with your child. We promote the following during meals: use low voices, raising their hand if they need something, and remain seated during the lunch period at the assigned table.

ACCIDENTS

Parents will be notified immediately in case of illness or an accident. In case you cannot be located, the school will use the name and telephone number of your emergency contact. It is imperative that the emergency contact is accurate. 911 will be called for critical injuries that require the type of care that school personnel cannot offer

the student, and the parent or emergency contact will be notified. An accident report will be completed and filed for everyday accidents. You are requested to notify the office of any accident or injury, your child has had before returning to school. Please notify the office of any accident or injury going from school, or during school hours if you have not been informed by his/her teacher. An accident report will be filed by the classroom teacher or other personnel witnessing the accident.

MEDICATIONS

Miami-Dade County School Board policy prohibits school personnel from administering any prescribed medication without parental consent and a medication authorization form signed by the child's physician and parent(s). Students may not keep medication in their book bags. Teachers are not authorized to administer medication in the classroom. All medication must be administered in the office by trained personnel and only after an *Authorization for Medication Form* has been submitted. This form is available in the office and must be kept on record. This form must be filled out by the pediatrician or family doctor. Medication must be brought to school in the original container with a label that clearly displays the following information: the child's name; dosage; name of the drug; physician's name; and the name and phone number of the pharmacy that filled the prescription.

SCHOOL SAFETY AND SECURITY POLICY

Safe School Officer

For the protection and safety of students, school personnel, visitors and property, the governing board of Brightview Preparatory Academy will partner with Brightview Preparatory Academy when it is in session and from bell to bell. The Governing Board of Brightview Preparatory Academy will collaborate with the sponsoring school district to obtain access to all the safe-school office options available under this section.

Threat Assessment Team

Brightview Preparatory Academy has adopted policies for the establishment of the Threat Assessment Team at the school whose duties include the coordination of resources, assessment and intervention with individuals whose behavior may pose a threat to the safety of students or school staff consistent with the model policies developed by the Office of Safe Schools. These policies include procedures for referrals to mental health services identified by the school and/or the sponsoring school district pursuant to s.1012.584(4), when appropriate, the team will follow procedures for behavioral threat assessments utilizing the school security risk assessment tool, the instrument developed pursuant to s. 1001.212(12).

FortifyFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to the appropriate law enforcement agencies and school officials. FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman Douglas High School Public Safety Act. To submit a tip please visit <https://getfortifyfl.com/Tip.html>.

Emergency Evacuation/Procedures

Your child's safety is one of our top priorities; therefore, we need to be prepared for the unexpected. We hold monthly fire drills, monthly lockdowns, and extreme weather procedures to prepare us for the possibility. Under extreme circumstances we would need to evacuate the building. Depending on the situation, the local police will determine the location. **Under no circumstances will parents be allowed to pick up their child at school during an evacuation period.** Our goal is to evacuate the entire building safely. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child.

The media is always helpful with disseminating information regarding evacuations and procedures as well. **Students will only be released to the people identified on the emergency contact form. Please bring proper identification (a picture ID) when picking up your child. Keeping this in mind, please notify the office immediately when there is a change in home/cell phone numbers.**

- **Fire Drills**

Ten fire drills will take place according to the Miami-Dade County Public School Policy and Emergency Procedures. At the sound of the emergency bell, students must stop what they are doing and follow the teacher’s instructions. They must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teachers, and staff must remain outside the building until permission is given to re-enter.

- **Active Assailant Plan**

Brightview Preparatory Academy primary concern is the safety and well-being of our students and staff. The Active Assailant Plan has been created to provide school personnel with the necessary skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools and/or surrounding community. The school will have a site-specific plan to address all types of critical incidents. This plan will address the individual needs of the school and provide guidelines for devising methods of communicating with the staff, students, parents/guardians, and the media during a critical incident or an emergency. Some of the protective action procedures include monthly emergency drills; each school will conduct one fire drill and two emergency drills, one being an active shooter drill. The Schools will practice the evacuation of students/staff from the building, evacuation of the disabled and, if necessary, the relocation of students/staff from the school campus, lockdown procedures and holding, obtaining medical assistance, and/or reunifying student with parents. The school, as needed, will provide students and families with the counseling services by the crisis response team.

- **Emergency Drills**

Emergency Drills shall be performed in K-12 educational facilities on a monthly basis. Each month, the school will conduct an Active Assailant Drill for a total of 10 per year. Also on an alternating schedule, the school will conduct a Bomb Threat Drill or Barricaded Subject Drill per month for a total of 10 per year (5 of each).

Date	Drill Type
August	Active Assailant Drill
September	Active Assailant Drill / Bomb Threat Drill
October	Active Assailant Drill / Barricaded Subject Drill
November	Active Assailant Drill / Bomb Threat Drill
December	Active Assailant Drill / Barricaded Subject Drill
January	Active Assailant Drill / Bomb Threat Drill
February	Active Assailant Drill / Barricaded Subject Drill
March	Active Assailant Drill / Bomb Threat Drill
April	Active Assailant Drill / Barricaded Subject Drill
May	Active Assailant Drill / Bomb Threat Drill
June	Active Assailant Drill / Barricaded Subject Drill

Closing of School

In the event of an emergency for the closing of a school for any cause, such as weather, is only at the discretion of Miami Dade County Public Schools.

FIELD TRIPS

As a learning experience, planned field trips may be scheduled throughout the school year. Parents may be asked to assist the teacher as chaperone. Chaperone's may not have other children accompany them. Parents who are officially selected to be chaperone may count their hours on the field trip as volunteer hours. Please note that all chaperones will need to be cleared through MDCPS. If you have not been cleared through MDCPS and wish to attend school functions, please follow the MDCPS chaperone clearing procedures as soon as possible. **All parent chaperones must have a background check and cleared through the Checkr system prior to the field trip.** Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip. Written parental permission and fee must be collected prior to the field trip, or the student will not be permitted to take part in the field trip. Students not paying by the designated deadline will not be permitted to attend the field trip. Students not wearing Brightview Preparatory Academy class shirt or uniform will be required to remain at school. All field trip forms must be fully completed with parent signatures by the due date.

https://checkr.com/demo-sem/background-checks?utm_medium=sem&utm_source=google&utm_content=demo&utm_campaign=brand&campaign=1580138816&keyword=checkr%20background%20services&matchtype=e&gclid=CjwKCAiAg6yRBhBNEiwAeVyL0Cc-dDGdcpURTaZm2c0urYe0Tu2Tz10Eu0R7DmlyTW-ghUqQuicwzhoCAL8QAvD_BwE

VISITOR POLICY

Visitors, including parents are **NOT** permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be cleared by completing the volunteer Application. Parents must also sign in and out, state that they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

RETURNED CHECKS

Returned checks to Brightview Preparatory Academy are charged a \$30.00 returned check fee. Payment for the returned check and the \$30.00 fee must be made within 7 days of notification from the school. **After one returned check to the school, a family may not pay by check for anything.** Students whose families do not submit payment in a timely manner for returned checks will lose privileges to field trips and special events.

TEXTBOOKS

All textbooks needed by students for school and homework assignments are furnished by the school. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Books must not be written in or on. **Charges will be made for damaged or lost books and/or materials.**

EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCIL (EESAC)

The Education Excellence School Advisory Council (EESAC) is a school-based group intended to represent the school, the community, and those persons closest to the students that shares responsibility for supporting the school's continuous improvement, Florida Statute 1001.452 (1)(a).

ESSAC Meeting Dates	
TBA	TBA
TBA	TBA

**Dates are subject to change, so please call the school or check school calendar*

FAMILY RIGHTS & PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

- date and place of birth, parent's address, and where parents can be contacted in emergencies;
- grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- special education records; disciplinary records;
- medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and personal information such as a student's identification code, Social Security number, photograph, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records. Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 30 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For **additional information** about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)

Executive Director/Title IX Coordinator

155 N.E. 15th Street, Suite P104E Miami, Florida 33132

Phone: (305) 995-1580 TDD: (305) 995-2400

Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

Detach this page and return to your child's teacher

INSERT SCHOOL LOGO AND CENTER

Parent/Guardian Contract 2022-2023

We understand the policies set forth in this Brightview Preparatory Academy Parent Contract and Parent Handbook given to us and will abide by them.

Student's Name: _____ Student ID # _____ Grade: _____

Parent Name: _____ Parent Phone # (____) _____

Parent Email: _____@_____

Student Signature

Parent/Guardian Signature