



# Bellevue

## CHILDREN'S ACADEMY®

# Parent/Student Handbook

Revised January 2024

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# Welcome to BCA®

## OUR SCHOOL

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At Bellevue Children's Academy® (BCA®), we strive to make school a place where students feel comfortable to express themselves. We work to provide a secure, nurturing, and stimulating environment where students mature emotionally, intellectually, physically, and socially. Our curriculum is designed to foster an intrinsic motivation to learn and stimulate an individual hunger for education. Equally important is the focus on social and emotional development. Daily schedules are designed to encourage teacher and faculty interaction with students not only in the classroom, but also before school, at lunchtime, during recess, and after school. Students learn to develop strong and healthy relationships with adults and their peers. Bellevue Children's Academy has become a second home for students, where they feel safe, accepted, and free to be themselves.

BCA is an approved private school by the Washington State Board of Education as well as a proud member of the Washington Federation of Independent Schools.

BCA is proud to be a member of International Schools Partnership®. The ISP network connects an extensive number of schools across the globe. This partnership provides the opportunity for BCA to expand our connections within the international educational community. Please find more information about ISP at [www.internationalschoolpartnership.com](http://www.internationalschoolpartnership.com).

## LETTER FROM THE FOUNDER

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BCA first opened its doors as a tutoring center in 1992 (formally The After-School Learning Center). BCA opened as an elementary school in September 2000 with only 9 students, one of them being my very own daughter. Many of our teachers have earned Master's Degrees, Professional Certifications, and all are specialists in their subject areas.

My three children attended the local gifted program, but its accelerated curriculum for all students raised questions and concerns. Therefore, I created a program that provides an enriching and challenging curriculum that focuses on the development and strengthening of critical-thinking and problem-solving skills.

I also did not agree with the "new math" curriculum provided by the local school districts. BCA provides a traditional math curriculum that challenges students to think and problem-solve only after having mastered the necessary foundations.

While educators continue to debate between a "phonics-based curriculum" and a "whole-language based curriculum," BCA integrates both approaches in a sequential progression to ensure optimal learning and retention.

I attribute the success of BCA to our curriculum and the fact that it can be adapted to fit each student's unique ability and potential; small class sizes taught by teachers who specialize in their areas of expertise; the support and encouragement of our parents; and our commitment to the education, social development, and well-being of the whole child. I am proud to have created an academic institution that takes pride in an on-going commitment to the academic achievement and success for all students.

Ms. Yuka Shimizu, Founder

## MISSION

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We foster young students in becoming global citizens who demonstrate innovation, creativity, and dignity.

**Inspiring** a love of learning

**Fostering** compassion and innovation

**Empowering** future global leaders

## PHILOSOPHY

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At BCA, we strive to provide a comprehensive education for our students. We see the importance of a warm and nurturing environment where students are challenged and pushed to their highest potential. We offer a coordinated curriculum that builds sequentially from grade-to-grade. Our integration of a multitude of teaching methods and resources has enabled us to encourage creativity, independent thinking, goal orientation, self-confidence, and a quest for personal excellence in each student. Teachers and staff members fully participate in the education and school life of students, enabling strong relationships and community ties. It is our mission to help each student maximize his or her potential by focusing on individual needs and establishing a positive atmosphere that is conducive to learning.

## GOALS

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Every aspect of our school operation – from our teacher/student ratio to our challenging curriculum, to our supporting and nurturing environment – is guided and defined by our goals:

- To encourage creativity, independent thinking, goal orientation, self-confidence, and the quest for personal excellence.
- To maintain an educational environment that promotes high expectations and provides students with the means to achieve them.
- To offer an individualized, challenging curriculum where learning is not limited to grade level.
- To offer resources to meet each student's needs and utilize their strengths.
- To remain on the leading edge of education by continually assessing our academic programs.

## DIVERSITY STATEMENT

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BCA celebrates a diverse community by embracing various cultures and backgrounds. Our students bring depth to our educational environment through their assorted perspectives and experiences. We collaboratively promote intellectual, emotional, and physical growth through sensitivity to the dynamics of each individual. BCA expresses the importance of effectively working together with various identities, backgrounds, cultures, and ideologies to promote a vision for success.

## NON-DISCRIMINATION POLICY

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BCA admits students of any racial, national, religious, or ethnic origin. BCA does not discriminate on the basis of race, religion, nationality, sexual orientation, or ethnic origin in the administration of its admissions' policy and process.

## CAMPUS MAP AND CARLINE INSTRUCTIONS

Carline and parking lot safety is our priority. Please follow our drop-off and pick-up procedures to keep traffic flowing smoothly. During pick up or drop off, please wait in carline for a staff member to escort your child to/from your car. Please stay in your car. Car seats should be secured on the rear passenger side of your car. During carline at BCA 1 and BCA 2, please exit to the right onto NE 24th Street.

Children must always be accompanied by an adult when in the parking lot.

Please note if you arrive outside the designated drop-off and pick-up windows you will need to park and enter the building to sign your child in or out. Please follow all parking signs.

Any adult picking up a child during afternoon carline is required to have the child's carline placard visible for the carline staff. Please follow all instructions from the carline staff.

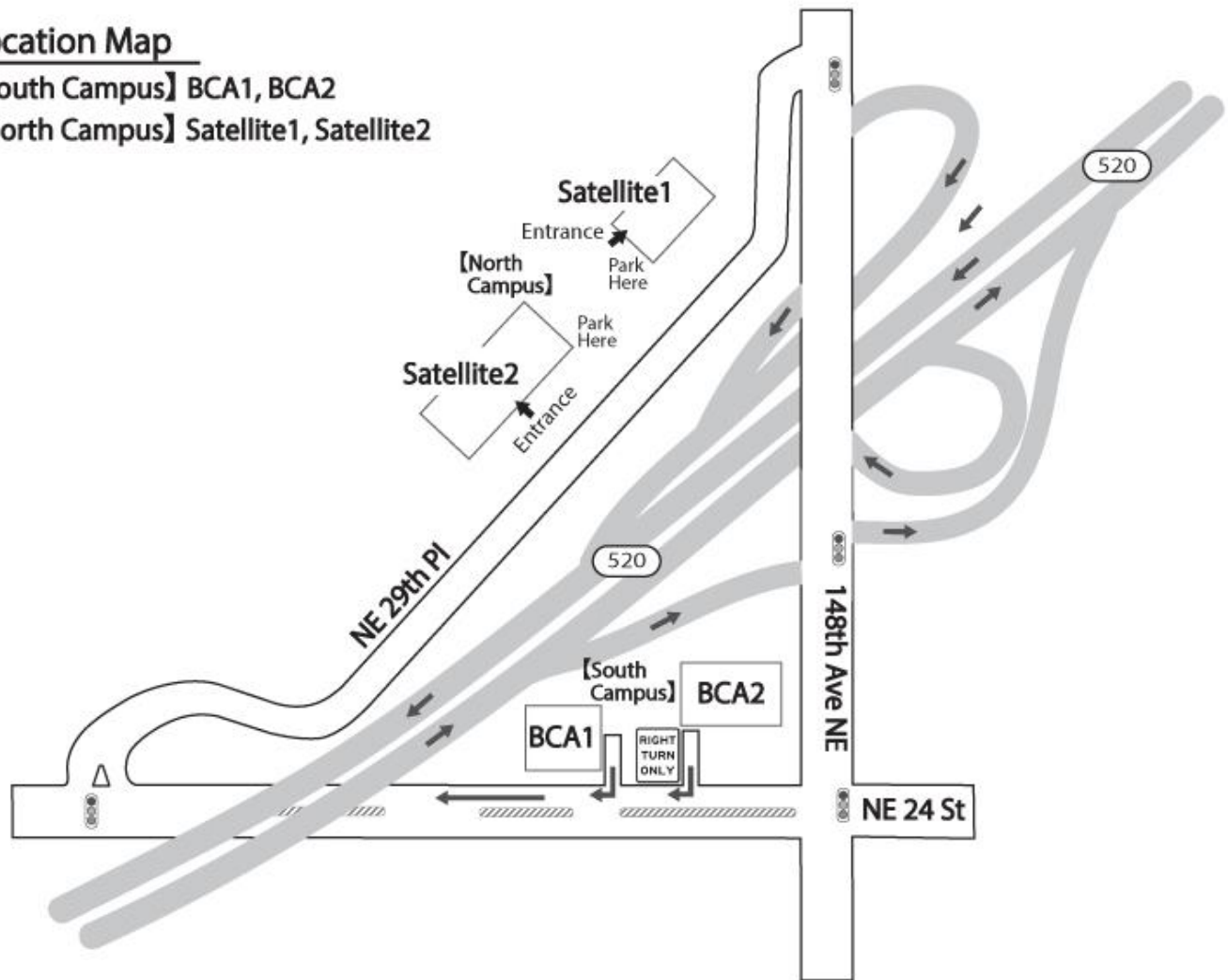
The school reserves the right to ask for identification from anyone picking up a child from BCA.

Preschool Families will need to park and escort their child to and from the building for drop-off and pick-up.

### Location Map

**【South Campus】** BCA1, BCA2

**【North Campus】** Satellite1, Satellite2



## **ATTENDANCE AND ABSENCES**

Please notify the school office by phone or e-mail no later than 9:30 a.m. if your child will be absent or tardy that day. If we do not hear from you, office staff will contact you to verify the whereabouts and safety of your child.

### Absence and Tardy Policy

BCA values the prompt and regular attendance of all our students. Please inform the office of any planned absences in advance. Your advance notice ensures that our teachers will have adequate time to prepare homework packets. Absences and tardies will be listed on student grade reports.

### Late Arrival/Early Dismissal

Students who arrive late must be checked in at the office by a parent or guardian. For early dismissal, the front office and homeroom teacher must be notified at least one hour in advance of early pick-up. Students who have early dismissal must be checked out at the office by a parent or guardian at the time of their departure. This allows us to account for each student and maintain their safety while they are at school.

### Extended Absence Policy

We recognize the value of time spent with family on a special trip or vacation and/or for religious observances. Unfortunately, we are unable to modify our teaching or curriculum to accommodate individual student absences. Please keep in mind your child may, and probably will, miss important instruction and/or testing and that your child may not be able to make up all work/tests missed while on vacation. We ask that you please inform the office and your child's teacher of his or her absence as soon as possible to ensure that any available missed work can be prepared prior to your departure. We also request that you assist your child in completing the provided assignments.

### Attendance, Academic Progression and Safeguarding

As an ISP school, we are charged with maintaining an attendance rate of 95%. Primary students are required to have 1000 instructional hours each year to meet state requirements for progressing to the next grade level. Failure to attend school may result in your child not being prepared to move to the next grade. In addition, inconsistent attendance is noted as a safeguarding issue.

## **WHEN YOUR CHILD IS ILL AT SCHOOL**

If your child becomes ill or injured while at school we will notify you and ask that you please pick up your child as soon as possible. Please note that every effort will be made to contact you immediately. If your child exhibits an injury or illness that is too severe to warrant waiting for you, BCA will have your child transported to the nearest emergency room. Please be sure that all emergency forms are updated, including the name and number of your child's primary care physician and dentist.

BCA reserves the right to approve transportation and medical procedures if no parent/guardian or additional emergency contact listed on school forms can be immediately reached. By agreeing to the terms of the Enrollment Contract, you grant permission for BCA to have your child transported to a hospital in a medical emergency when parents or guardians cannot be reached.

## **WHEN YOUR CHILD IS ILL AT HOME**

We care about the health of all of our students. We ask that you protect the students in our community by keeping your child home if he or she demonstrates signs of a cold, rash, vomiting episode, lice if untreated, scabies, or a fever of 100.4 degrees or higher in the previous twenty-four hours. If you are unsure if your child should stay home, refer to our infectious disease policy or contact your front office for guidance.

## **STUDENT ALLERGIES**

We ask that all of our students' allergies, especially food allergies, be listed upon registering your student online. You will also need to complete the required form(s) that specify an individual health care plan for your child in the event of an allergic reaction. This paperwork and any medication shall be kept on file at the front desk. Please, also inform your child's homeroom teacher

verbally or by email as soon as possible to verify this information.

**NUT-FREE: Both our Satellite Campus and BCA 1 Campus are completely nut-free.** Preschool, Pre-K, K, and 1<sup>st</sup> Grade students are not allowed to bring nuts or any nut products to school for the safety of all students.

## **MEDICATION DISPENSING POLICY**

All student medications (either prescribed or over the counter) must be secured at the front desk with the needed documentation for administering it to your child. We recommend that you apply sunscreen or administer medications to your child first thing in the morning before the start of school. Please note that children may not carry sunscreen, lip balm, hand cream, hand sanitizer (for all pre-primary) or cough drops with them.

We invite parents to stop by the school at any time to apply sunscreen or administer medications directly to their child.

Students who need medications during the day must adhere to the following guidelines:

- Students who need medication administered during the school day or during school activities must have the necessary documentations, including a physician's signature on the required form at the front office.
- All medications must be in their original containers and packaging with the appropriate prescription label, including expiration date, and instructions. Medications must be given to the front office for safekeeping.

Please refer to our external medication policy for more details and access to appropriate paperwork.

## **DISASTER PREPAREDNESS PLAN**

Fire drills are held monthly, while earthquake, and lockdown drills will be held periodically throughout the school year. Students will be made aware of proper procedures to be used during these drills. Procedure information is available to parents at each front office or by request.

In the event of a disaster or emergency, we are committed to remain at school as long as needed. Parents should not call the school. It is important that all lines of communication be available to the school. BCA will contact parents when able and appropriate to do so.

As caretakers of children, we place their safety as our highest priority. Each child will need to bring an Emergency Kit on the first day of school to be kept in the classroom. BCA will have an extra supply of water and food on hand in the event of a disaster that lasts for an extended period of time.

We ask that families please keep all student information forms current and up-to-date. Your signature on the Enrollment Contract grants permission to us, BCA, for the transportation to and treatment of your child by a hospital in a medical emergency when no emergency contacts can be reached.

## **SCHOOL CLOSURES/SNOW DAYS/ PANDEMICS**

To ensure the safety of our students and staff we may choose to close school due to inclement weather, health pandemic, natural disaster, or other hazardous events. When this occurs the school building might be closed for the entire day, a late start, or an early dismissal. Our school website will display school closures as soon as a decision is made.

BCA also uses FlashAlert as our secure messenger service for emergency/weather closure information. Parents and staff should create a free account and subscribe to Bellevue Children's Academy to receive emails and push notifications through the FlashAlert Messenger app for iOS and Android. This service also allows us to update all the local news stations in one easy step.

To Set-Up:

1. Download the FlashAlert Messenger app for iOS or Android.

2. Create an account using the email address(es) you would like to be notified. Make sure you allow Push Notifications from the app.
3. Select the region - Seattle and Western Washington
4. Subscribe to either Bellevue Children's Academy (full words, not abbreviated).

We would appreciate it if you kindly wait for our communication instead of calling the school directly, as we would like to keep our phone lines open for safety purposes.

If a storm develops throughout the school day, an email and FlashAlert notification will be sent to all parents regarding changes to the school schedule. During times of inclement weather, we ask that you please anticipate and gauge your local situation and do what is best for you and your child, as the roads where you live may be completely different from the roads around the school or your work.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

Students are not permitted to carry cell phones and other non-approved electronic devices with them throughout their school day. Children who choose not to follow our request will be asked to release their cell phone or electronic device to the front office until a parent is available to stop by and pick it up.

### Electronic reading device

- If used for other than reading, teacher will confiscate the device and a parent must collect the device from the teacher.
- If infraction occurs again, the student will not be permitted to have the device in school.

### Smart Watches

- If used for activities other than telling time, the teacher will confiscate the device and a parent must collect the device from the teacher.
- If infraction occurs again, the student will not be permitted to have the device in school.
- For safety, students and parents should not use smart watches to communicate with each other during the school day. All communication between students and parents **MUST** go through the front office in order to ensure that students are properly looked after and cared for while on school premises.

Devices (phones, etc.) must remain in backpacks while on campus.

## **UNIFORMS**

Uniforms are an important part of the culture at BCA. Students are required to wear our authorized uniform separates during school hours, except for free-dress Fridays. Our BCA uniform pieces can be purchased through Lands' End. We ask that our students wear BCA logo tops and red outerwear. Boys may choose between navy pants and shorts. They are required to wear black or white socks. Girls may choose from skirts, jumpers, and navy or khaki pants or shorts. They may also wear black or white: tights, socks, or ankle socks. All students are to wear all-black shoes. Please note that all uniform separates need to be BCA authorized.

On PE days, students also have the option of coming to school wearing Lands' End long/short sleeve white shirt, logo shirts, black long/short sweatpants and/or logo black zip up outer jacket.

## **FIELD TRIP & TRANSPORTATION POLICY**

We ask that all students wear BCA uniforms during all field trips to represent BCA. This includes Friday field trips. Prior to each field trip, parents will receive a permission slip with details of the trip. Voluntary parent chaperones are required for each field

trip, you will be notified if you are a parent chaperone and a school-initiated background check will be required.

By signing the Enrollment Contract, parents are authorizing that your child may ride the BCA owned bus/commercial bus and that the cost of an approved field trip can and will be deducted from your ACH account, even if your child is absent on the day of the trip. Field trips are part of school curriculum and are offered at group rates. By signing, parents are also authorizing that BCA is not liable for any injury that occurs on field trips or during transportation to/from school on the BCA owned bus or other commercial bus used.

## **LOST AND FOUND**

All clothing and belongings should be clearly marked. Lost and found items will be placed in a designated area. When students have lost an item, they should check with the front office. Items unclaimed after 30 days will be donated to a charity.

# **ACADEMIC POLICIES, PRACTICES AND PROCEDURES**

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## **GRADING**

Each trimester begins a new grading period. Trimesters are not averaged together at the end of each trimester or at the end of the school year. In other words, a student transcript consists of three independent trimester grades. In this way, every student has a “fresh start” each trimester.

If you have questions regarding your child’s progress outside the designated conference times, we ask you send an email to the front office of your child’s building or to your child’s teacher.

## **HOMEWORK**

The academic program at BCA is advanced. Homework is an important part of the learning process. It reinforces lessons learned in the classroom and teaches students self-discipline, responsibility, and time management. Students will receive weekly homework every Friday. Homework will be reviewed by the teacher and returned to the student the following week.

# STUDENT SERVICES

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## STUDENT PICTURES

Each Fall all students have their individual photos taken by a professional photographer. Please note that if your child is unable to attend school during his or her picture day, a make-up/retake photo day will be scheduled. The dates will be communicated ahead of time.

## SCHOOL LUNCH ORDERING

Parents may order hot school lunches by logging in through [www.ezparentcenter.com](http://www.ezparentcenter.com) and by selecting the desired lunch item(s) on the monthly lunch calendar. Charges will be deducted monthly via ACH. Instructions will be sent prior to the first day of school.

## ENRICHMENT CLASSES

BCA's Enrichment classes take place after carline. There are three sessions per year. Our Enrichment classes offer students an opportunity to pursue interests outside of the regular academic day. An email will be sent out with instructions on how to register your child for Enrichment classes. Enrichment classes are an additional cost beyond tuition. Enrichment classes will not be pro-rated for missed class due to inclement weather.

## TUTORING

We are pleased to offer private after-school tutoring for current BCA students. At BCA, we believe that each child has unique talents and the inherent ability and potential to learn. Our one-on-one tutoring program is designed to help each student maximize his or her potential by focusing on individual needs in a warm and positive environment. Tutoring is subject to availability. Please note tutoring is an additional cost beyond tuition.

## TECHNOLOGY SERVICES

At BCA, technology is utilized as a tool in serving and meeting the educational needs of students and faculty. Technology also allows students to present what they learn in creative ways to everyone, including faculty, parents, and peers.

Classrooms have projectors or screens and document cameras that are designed to assist in learning outcomes. Each faculty member is equipped with a laptop computer.

There is a computer lab with interactive PCs that allow classes to work simultaneously and collectively to complete class assignments and projects. Also available for use are mobile units containing class sets of PCs at BCA 1 and BCA 2.

With the utilization of technology comes an Acceptable Use Policy (AUP) by which all faculty and students are expected to abide. Abuse of the AUP could result in individuals losing the privilege to utilize the schools, or their own, digital equipment while on campus.

Screen time provided is in alignment with age-appropriate guidance. Teachers have been trained on appropriate use.

The school is always updating and expanding uses of educational technology to further and deepen learning outcomes for its students. Technology is a vital tool in the educational field and can assist in the development of creativity and critical reasoning skills in students.

# BEHAVIORAL EXPECTATIONS

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## Introduction

At BCA, we believe that personal accountability and ethics can be developed only when students are afforded the opportunities to pursue their interests and goals. As such, we have established certain rights, inalienable to the student body, that should enable and preserve such opportunities. However, with these rights come responsibilities. Individual interests must be balanced with the common good. All students have the right to pursue an education without interference. To create an atmosphere of trust and mutual respect, where all students within the BCA community have the ability to develop unencumbered, *the guiding principles must be compassionate behavior, concern for the feelings and rights of others, and regard for public and private property*. In certain situations, the school may consider that the impact of an infraction on the community supersedes the impact of the disciplinary consequence on the individual.

The school's discipline policy centers around one integral idea: In any situation in which a student comes into contact with our disciplinary policy, it is an opportunity for growth, personal responsibility and learning to occur.

With student and community wellness in mind, BCA's discipline policy has three goals:

- Teach students that they are accountable to a community with high expectations for their behavioral integrity
- Assist the student to grow from the disciplinary process
- Develop self-awareness and a clear understanding of the impact of the student's behavior on themselves and the greater community

While the Administrators are directly responsible for handling matters of discipline, it is our community that will accomplish the goals outlined above. Through collaboration and open communication, we, as a community, hold ourselves accountable for the school culture that we create.

## **EXPECTED BEHAVIOR FOR STUDENTS AT SCHOOL AND DURING SCHOOL ACTIVITIES**

The following provides a description of many of the expected behaviors for students. It cannot address all matters but provides general guidelines to students so that they can understand expected conduct.

Definitions of "the campus," and "at school," are understood to be broad enough to sufficiently cover the intent as well as the letter of the following policies. For example, all classes, performances, and field trips are considered school sponsored activities and are covered by the policies.

- **Tolerance:** All students are expected to be courteous and to respect the rights of other individuals. Any kind of harassment of another individual will not be tolerated. (See Harassment Policy)
- **School Day:** All students are expected to arrive at school on time. Students are expected to attend all of their classes, school assemblies, and activities.
- **Classroom:** In the classroom, students are expected to be courteous and respectful of fellow students and faculty. This includes arriving on time and not disrupting the class.
- **Property:** All students are expected to respect individual and school property. If a student borrows someone's property, he or she must have the owner's permission. Borrowing without permission is theft and is a major infraction. Keeping classrooms and the campus clean and neat is the responsibility of all members of the BCA community.
- **Respect:** Certain public displays of affection which may make others uncomfortable are inappropriate in a school setting. Students should use discretion to ensure that their actions are not offensive to others. Appropriate language will be used on all BCA campuses and at school functions. Behavior that is disruptive to classes and school activities is not acceptable.

- **Walk:** All BCA campuses are walking campuses. The use of skateboards, scooters, in-line skates, or bicycles is not permitted on any BCA campus.
- **Weapons:** No weapons of any kind or weapon look-alikes may be carried onto the school premises, private vehicles, or any area being used for a school activity. Weapons include, but are not limited to, any firearm, knives, sling shots, air guns, “throwing stars,” “nun-chuka-sticks,” or any other dangerous weapon.
- **Drug & Alcohol:** See Harmful Substances Policy

## **DISCIPLINE**

Discipline is a community responsibility, and all faculty and staff contribute to maintaining standards for student conduct. However, it is the classroom teacher who is the driving force for school-wide discipline since students spend most of their time in the classroom. Teachers make clear their academic and behavioral expectations for students in their classes, and teachers hold students accountable for those expectations using the best practices of classroom management. The teacher’s unique relationship with each student is the foundation for maintaining discipline in the classroom.

Teachers are expected to use their best judgment when working with students. Issues of classroom management, such as, but not limited to, socializing in class, may be handled by the teacher at his or her discretion. In such cases where the student has not responded to the teacher’s corrective measures, she or he may refer the student to school Administrators.

## **Child Restraint Policy**

At BCA we believe in providing behavior management that is FREE from the following:

- use bonds, ties, blankets, straps, car seats, high-chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children
- withholding of shelter, clothing, medication, or aids to physical functioning.
- interference with daily living functions, including eating, sleeping, or toileting

However, there are times when a member of staff might be required to physically intervene with a student in the best interest of their welfare or the welfare of other students. School staff may use reasonable force to prevent pupils committing an offense or injuring themselves or others. Reasonable force will only be used rarely and would never be used punitively, but in the best interest of pupils should the situation require it. There are two kinds of physical intervention that might be used if necessary: positive contact and use of reasonable force to control or restrain.

## **Disciplinary Policies to off-campus, non-school activities**

BCA’s disciplinary policies do not normally extend to off-campus, non-school sponsored activities. Off-campus, non-school sponsored activities refer to those activities that occur outside of school hours, not on the physical campus and/or occur without the presence of BCA faculty/staff as supervisors. However, the school does have a vested interest in the well-being of its students and community. The school reserves the right to inform parents or law enforcement authorities if it has knowledge of illegal actions by a BCA student. Should illegal behavior be deemed to have occurred, the school may elect to suspend its normal disciplinary process and apply consequences up to and including suspension and expulsion. Such exceptions are at the discretion of the school’s Administrators.

BCA’s disciplinary policies do apply to on-campus activities or off-campus activities when part of an organized BCA group. This includes transportation to and from BCA.

In the event that a BCA student commits an infraction or is involved in a disciplinary matter, it is always recommended that he or she come forward and talk to an administrator, teacher or staff member. When a student comes forward and tells the truth, that fact is taken into account when deliberating the appropriate consequences. While a voluntary confession does not mean

that a student will not receive consequences for their behavior, it is the most responsible and appropriate response.

### **Minor infractions**

Any violation of the School's expected behavior for students at school and during school activities is considered to be an infraction. Minor Infractions are deemed to be less offensive than major infractions but are still considered unacceptable from a member of the school community.

Examples of minor infractions include, but are not limited to, the following:

- Disrespect toward persons or property
- Being out of uniform (excludes Friday)
- Being disruptive in the classroom, library, assembly, or any other campus activity
- Poor sportsmanship
- Profanity

### **Major infractions**

There are certain fundamental policies and expectations at BCA that, when violated, are considered major infractions. A major infraction is a very serious offense. The following are examples of major infractions (the list is not all-inclusive):

- Violation of the school's Drug and Alcohol Policy
- Abusive language
- Verbal, physical or sexual harassment or abuse of a student by peers
- Cheating or plagiarism
- Willful destruction of property belonging to BCA, its personnel or another student
- Stealing
- Possession or use of any kind of weapon on campus
- Lying, deceit or any other dishonest behavior

In disciplinary cases involving major offenses, the school's administrators will determine the consequences.

For infractions that occur outside of the classroom, any faculty or staff member present is responsible for talking to the student and referring the case to the appropriate administrator, if necessary.

Students who violate the behavioral expectations repeatedly will incur more serious consequences.

## **DISCIPLINARY STATUS**

A student's history of behavioral infractions determines his or her disciplinary status. There are two levels of disciplinary status, Disciplinary Warning and Disciplinary Probation.

### **Disciplinary Warning**

Students will incur a Disciplinary Warning for committing a major infraction or a pattern of minor infractions. A Disciplinary Warning for minor infractions will be assigned by the school's administrators for a consistent pattern of poor behavior. If a student on Disciplinary Warning incurs an additional behavioral infraction, he/she will receive a second Disciplinary Warning. Students who received a second Disciplinary Warning during their time at BCA may be placed on Disciplinary Probation.

Students receiving their first Disciplinary Warning may be placed on Disciplinary Probation if their behavior is deemed egregious enough to supersede a second warning.

The school's objective in any disciplinary action is to provide an opportunity for the student to experience growth, learning, and

increased responsibility. Thus, the student who incurs a Disciplinary Warning may take steps to restore his or her good standing.

Students who receive a Disciplinary Warning may expunge this status from their student file. This status may be expunged one-year after notification of The Disciplinary Warning if they file an “educational plan” within 30 days after notification. (See procedure below.) If an educational plan has been filed and further behavioral infractions occur, severe enough to warrant a second Disciplinary Warning, then the first educational plan will be voided and the student will begin again from the date of the second notification. Only first and second Disciplinary Warnings can be expunged. They cannot be expunged concurrently.

### **Procedure to have disciplinary warning expunged from the student’s record**

The Disciplinary warning status can be expunged from the student’s record one calendar year after the date the status was imposed if the student presents an educational plan to the Director or Building Director within 30 days of notification of the Disciplinary Warning; the plan consists of the following elements:

- The student proposes an educational plan with a specific timeline that offers restitution for the infraction that was committed;
- The student takes full responsibility for his or her actions

At the end of the timeline, the student completes the plan by writing a report which includes the following:

- The student reflects on how the experience has led to better decision-making;
- The student reflects on how he or she has responded to this challenging situation and how this response will bring about more positive outcomes

If the objectives have been met, the Disciplinary Warning will be expunged from the student’s record. If the student chooses not to address the Warning with such an educational plan, the Disciplinary Warning will remain in the student’s file for the remainder of his or her time at BCA. Only a first or second warning can be expunged.

The student will collaborate with the School’s Administration to formulate the educational plan.

### **Disciplinary Probation**

Disciplinary Probation is the most serious disciplinary status that BCA students can be placed on. This status represents a situation where students must not have any additional behavioral incidents if they hope to remain students at BCA. Below are the ways that a student can be put on Disciplinary Probation:

- A student commits an infraction after already having been assigned two disciplinary warnings
- A student commits one major infraction that is egregious in nature and warrants being put on Disciplinary Probation immediately
- A student incurs one disciplinary warning and then commits an infraction that is serious enough to warrant skipping a second warning and going straight to Disciplinary Probation status

### **Procedure to have disciplinary probation expunged from record**

Disciplinary Probation may be expunged from a student’s record following the same procedure to expunge Disciplinary Warning. The difference is that the status cannot be expunged for a two-year period after notification of Disciplinary Probation.

Disciplinary Probation is noted on the student’s permanent record and, depending on the nature of questions asked or information requested, may be disclosed to schools on the School Report form on the student’s application. (See Disclosure Policy).

### **Possible Consequences for Infractions**

It is not feasible to list all the possible consequences for an infraction here. The school's Administrators will consider all relevant contingencies and will be guided by a sense of fairness, consistency, and the goals of the Disciplinary Policy. Whenever possible, precedents will be considered.

If a student engages in an illegal activity, the school may report the activity to the local police.

Some common forms of disciplinary consequence are described below. Administrators are not restricted to using them but may impose a combination of consequences including those described below.

If a consequence for a school discipline issue conflicts with an after-school activity, the discipline consequence takes priority.

### **Suspension**

Suspension is a possible consequence if a student commits a Major Infraction or exhibits a pattern of violating behavioral expectations. Suspension is noted on the student's permanent record and, depending on the nature of questions asked or information requested, may be disclosed to schools that request such information.

**In-house suspension:** In-house suspension means that the student will spend the day under the auspices of an adult. The student will work on class assignments, and teachers may visit the student to give guidance in the work. The student will bring his or her own lunch and will not be allowed to socialize with other students for the duration of the suspension. Unless approved s/he will not be allowed the use of computers or electronic devices while serving his/her suspension. In addition, the student may not participate in any after school activities for the duration of the suspension.

**Off-campus suspension:** Off-campus suspension means that the student may not be on campus or attend any school-related events for the duration of the suspension. Off-campus suspension for students may have an impact on their academics. Class work missed during a suspension cannot be made up. This includes daily homework, daily quizzes, or tests missed during the suspension. Any work that was assigned before the suspension may be completed during the suspension. This includes long-term projects, research papers, and final exams. To prepare for assignments or tests that occur after the suspension has been served, students will be responsible for learning on their own any of the material they missed during the suspension.

### **Expulsion**

Expulsion is a possible consequence for those situations in which a student exhibits a clear disregard for the behavioral expectations of the BCA community. This can be demonstrated by a continuous pattern of infractions, major or minor or it can be a single, egregious act/behavior that threatens or violates the community's shared values. **The decision to expel a student rests with the Head of School and School Counselor.**

Expulsion means the student will no longer be enrolled; he or she cannot complete coursework for the term but may receive partial credit for work completed up to the time of the expulsion, cannot attend or participate in any school activities, and cannot participate in promotion ceremonies.

The notation "Expelled," with the date of the expulsion, will be noted on the student's record. Regardless of the timing of the expulsion, the family's contractual obligation to complete tuition payments for the school year will remain in effect, according to the terms of the Enrollment Agreement.

A student who has been expelled from BCA cannot reapply for admission.

## **DISCLOSURE OF DISCIPLINARY RECORDS TO SCHOOLS**

Upon request, BCA submits student transcripts directly to schools for admission consideration. Letters of recommendation are prepared by teachers and submitted directly to the school. These recommendations are confidential and are not released to students or parents.

Schools may consider a student's disciplinary record as part of their admissions process. BCA's policy regarding disclosure of

disciplinary records is that we will provide

disciplinary records to school that request such information. This includes incidents that occur during the year after applications have been submitted.

If a student withdraws from BCA to avoid disciplinary action, we reserve the right to report the infraction to the schools.

We do not report disciplinary action that occurred at previous schools attended. We do not report academic probation to the schools because that is an internal measure to assist students in improving their performance. That performance is reflected on their transcripts.

## **EXPECTED BEHAVIOR FOR PARENTS/ GUARDIANS AT SCHOOL AND DURING SCHOOL ACTIVITIES**

Parent/guardian behaviors and actions are also an integral part of creating our BCA community. It is the expectation of the school that all parents and guardians model respect, care, and positive communication when they interact with staff, teachers, students and other parents.

- **Respectful and Positive Communication:** Parents and guardians are expected to communicate with staff and teachers using positive and respectful communication. Parents are encouraged to positively advocate for their child and demonstrate respect for their child's teacher and the school. Aggressive, inflammatory or negative language or behavior will not be tolerated and may be cause for termination of the enrollment contract.
- **Care for the Community:** Parents and guardians are expected to model care for the community. Safe driving and parking are essential to the overall safety of our community. Parents and guardians shall ensure that they are following the direction of staff members during carline and adhering to the safety measures put in place by the school. It is the responsibility of parents and guardians to demonstrate respect to others in the parking lot. Should an accident occur, it is the expectation that appropriate action be taken by those involved to respectfully communicate and resolve the situation in a friendly manner. Parents are expected to work with their children on demonstrating care for the community. Proper disposal of trash, respectful use of the restroom, and accountability for their property are areas that parents should ensure their children are trained in. Consistent disregard for the safety and respect of the community may be cause for termination of the enrollment contract.

## **COMMUNICATION**

At the discretion of the Administrators, the community will be informed about general disciplinary issues that may occur from time to time. The purpose of this communication is to educate the community about behavioral expectations and to be forthright about the processes with which these standards are upheld. Teachers will be informed of any students who have received disciplinary consequences on a need-to-know basis.

# CHEATING AND PLAGIARISM

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## Introduction

As an academic institution, BCA prizes academic integrity. All students are expected to be honest in their academic endeavors. Any dishonesty, including academic dishonesty, such as cheating or plagiarism, is unacceptable.

Technology presents new challenges. When using any networked program as a source, students must be very careful that they are doing their own work and not cutting and pasting without the proper reference. Students must also be careful that they follow the guidelines of the classroom teacher and distinguish between collaboration and independent work when working with a classmate on an assignment. If there is confirmation that a student has cheated or plagiarized, the student may be removed from class until his/her parents come to school for a conference to discuss the circumstances.

## CHEATING

Cheating includes the following:

- Giving or receiving, offering or asking for any information during an examination, test, or quiz
- Glancing at another student's paper or using any notes that have not been authorized by the teacher for use on examination, test or quiz
- Providing information about the content of an examination, test or quiz to students in other classes
- Illicitly obtaining information about the content of an examination, test or quiz.
- Copying from another student, or providing for copy to another student, work assigned by the teacher

## PLAGIARISM

Plagiarism is the unacknowledged use of another person's ideas or wording. The following may be a helpful guide:

"If you knew it or held it as your opinion before you began preparing your paper, it need not be acknowledged (unless you acquired it from your reading). If you got it from an outside source after beginning preparations, it must be acknowledged." (Sources: Their Use and Acknowledgment. Hanover: Dartmouth College Press, 1962, p.4)

At an academic institution where the purpose is the pursuit of truth, cheating and plagiarism are considered Major Infractions.

## CONSEQUENCES FOR CHEATING OR PLAGIARISM

The following steps will be followed if a student plagiarizes:

- In all cases of plagiarism or cheating, the teacher in consultation with their colleagues and Administration will determine whether or not cheating/plagiarism occurred
- The classroom teacher reports the occurrence to the school's Administration, who reports back to the teacher as to whether this is the first or second offense
- The student receives a zero on the assignment until it has been re-done properly
- The student's parents are notified

NOTE: Faculty members have an **obligation** to report any instances of plagiarism or cheating to the School's Administration.

# HARASSMENT POLICY

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## Introduction

At BCA, all individuals should be treated with respect and dignity. All persons have the right to attend school in an environment that is free from harassment. Any harassment of individuals, including that based on race, ethnicity, sexual orientation, gender, religious beliefs or other beliefs will not be tolerated. It is a major infraction for a BCA student to harass another person through conduct or communication that is determined by this policy to be harassment. BCA's harassment policy will extend beyond school activities if it is clear that the school is the link between the victim and the person responsible for the harassment and/or if the harassment affects the victim's comfort or safety in the school environment.

## HARASSMENT

Harassment is defined as any unwelcome behavior that interferes with a student's ability to learn or a person's ability to conduct his or her usual work. This behavior creates an uncomfortable, or even a hostile, environment for the individual. The term "unwelcome" indicates the action or behavior was unsolicited and not reciprocal. In other words, the person witnessing or being affected by the behavior did not "ask for" or invite the behavior, nor did the person respond "in kind" with similar behavior.

Violations of this rule include, but are not limited to:

- Physical attacks
- Putting a person in fear for his or her safety
- Verbal or non-verbal, written, graphic abuse (derogatory comments; sending threatening letters, e-mail, or instant messages; posting disparaging remarks/pictures for public scrutiny; using personal websites, blogs, or other emerging technologies to disparage others; negative stereotyping are just a few examples)
- Teasing

## HARASSMENT BASED ON GROUP STEREOTYPING

Harassment based on group stereotyping is conduct motivated by a person's race, ethnicity, color, heritage, sexual orientation, or religious beliefs. It includes, but is not limited to:

- Treatment that is different based on prejudiced stereotypes of a group
- Offensive or demeaning treatment of an individual, based on prejudiced stereotypes of a group
- Conduct sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating an uncomfortable or hostile learning environment
- Conduct sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with a student's or employee's performance or opportunities

This kind of harassment may result from verbal or physical conduct or written graphic material caused by the following kinds of behavior:

- Conduct addressed directly to a person(s) that threatens violence or property damage, and/or that is made with the specific intent to harass or intimidate the victim because of racial and ethnic traits, color, heritage, sexual orientation, or religious beliefs

- Behavior that abuses, belittles, humiliates, defames, or demeans a person or a group of persons based on racial and ethnic traits, color, heritage, sexual orientation, or religious beliefs
- Abusive and/or derogatory language that in a subtle or overt manner belittles, humiliates, impugns, or defames a person or a group of persons based on racial and ethnic traits, color, heritage, sexual orientation, or religious beliefs
- Slander, libel, or obscene speech that advocates hatred against or invites degradation of a person or group based on racial and ethnic traits, color, heritage, sexual orientation, or religious beliefs

Some examples, such as physical and verbal abuse, are easily identified. More difficult to label is the harassment hidden behind graffiti or insensitive words or statements, such as epithets or “jokes.” Both the blatant abuse and the more subtle harassment can be equally damaging. All should be aware that the perpetrator of harassment may not intend it as such, but the effect is still emotional distress on the part of the offended; thus, the behavior still constitutes harassment within all accepted definitions.

## **SEXUAL HARASSMENT**

Generally, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Some examples of sexual harassment include, but are not limited to, the following:

- Using language of a sexual nature
- Suggestive or inappropriate communications, e-mail, notes, letters, or other written materials displaying objects or pictures which are sexual in nature that would create hostile or offensive work or living environments
- Sexual innuendoes, comments, and remarks about a person's clothing, body or activities
- Suggestive or insulting sounds
- Whistling in a suggestive manner
- Humor and jokes about sex that denigrate men or women
- Sexual propositions, invitations, or pressure for sexual activity
- Use in the classroom of sexual jokes, stories, remarks or images in no way germane to the subject matter of the class
- Implied or overt sexual threats
- Suggestive or obscene gestures
- Leering, or looking a person up or down in a suggestive manner
- Patting, pinching, and other inappropriate touching
- Unnecessary touching or brushing against the body
- Telling lies or spreading rumors about a person's sex life
- Blocking a person's path
- Stalking a person
- Giving unwanted personal gifts
- Making unwanted visits to a person's home
- Attempted or actual kissing or fondling
- Coerced sexual intercourse
- Sexual assault

## RESPONSE TO HARASSMENT

Any person who believes that he or she has been the victim of harassment, harassment based on group stereotyping, or sexual harassment should report the alleged acts immediately to a member of the BCA Faculty or Administration. Complaints received will be promptly investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes harassment, harassment based on group stereotyping, or sexual harassment under the definitions outlined above. Unacceptable student conduct may or may not constitute these kinds of harassment, depending on the nature of the conduct and its severity, pervasiveness or persistence. Behaviors which are unacceptable but do not constitute sexual harassment or harassment based on group stereotyping may provide grounds for discipline simply because of harassment. The discipline of a student for violation of any behavioral expectation may be enhanced if the conduct is sexually motivated or based on group stereotyping. BCA will take appropriate action to address any alleged or suspected incidents of harassment. All cases of harassment are considered major infractions. It should be noted that possible consequences for harassment of any kind are suspension or expulsion.

## BULLYING

BCA is committed to maintaining a school climate in which students may learn and grow without fear of bullying or hazing, and thus every student has the right to feel safe from bullying at school. In accordance with our school's mission and core values we strive to create a safe, positive and supportive culture in which each student can enjoy their academic, social and athletic opportunities and, therefore, **bullying or hazing in any form will not be tolerated**. These notes on bullying are intended for policy clarification purposes.

### Definition of Bullying

Bullying is systematically and chronically inflicting verbal or physical hurt and/or psychological distress on one or more students. It is intentionally repeating cruel incidents involving the same student(s). What constitutes a bullying incident lies in the relationship between the perpetrator and the victim, and the intent of their interaction—mainly to cause distress to the victim. While bullying incidents vary in nature and degree of severity (see table of direct and indirect bullying examples below), and while perpetrators and victims will have different perceptions of these incidents, the consent of the victim may not be used as a defense, since such consent is no justification for bullying. In other words, the implied or expressed consent of a person or persons to bullying shall not be a defense against discipline under this policy.

### Prohibited Conduct

- Any act that involves physical brutality or physical aggression that causes or is reasonably likely to cause bodily danger or physical harm to an individual;
- Any act that involves forced consumption of food, alcohol, drugs, or other substances, or any other forced physical activity that could endanger the physical health or safety of an individual;
- Any activity that would subject an individual to extreme mental stress, extreme embarrassment, or extreme emotional harm, or any other forced activity that could endanger the mental health or dignity of the individual

<b>Examples of common forms of bullying which may be verbal, physical, or psychological</b>		
	<i>Direct Bullying</i>	<i>Indirect Bullying</i>
verbal bullying	taunting, teasing, name calling	spreading rumors
physical bullying	hitting, kicking, slapping, destruction or theft of property	enlisting a friend to assault someone for you
non-verbal/non-physical bullying	threatening or obscene gestures	excluding others from a group, manipulation of friendships, threatening email/Facebook message/social networking message

## **REPORTING INCIDENTS**

School personnel (including all teachers, staff, etc.) and all students who become aware of bullying shall report such incidents immediately to the School's Administration so that prompt and appropriate action can be taken. This requires vigilant observations in the classroom and around campus, particularly during daily transition periods (usually between classes or during lunch, for example) when students' behavior may be less obvious to or deliberately concealed from adults. Any student who believes he or she is the victim of bullying or observes incidents that might constitute bullying has the obligation to inform or report the incidence to a teacher or staff member. Reporting of this nature—by personnel and students—helps to ensure the safety of all students and benefits the whole school community.

BCA's Administration are available for consultation with students who believe they are subject to bullying. Reports will be treated confidentially and only shared with others within the school community on the basis of ensuring students' safety. Certain conduct, such as violent behavior, may constitute a violation of law requiring that it be reported to proper authorities. Under such circumstances, the faculty member or adviser to whom the matter is reported will not be able to maintain the matter in confidence.

## **CONSEQUENCES & DISCIPLINE**

Each case of bullying that is reported to the School Administration will be treated on an individual basis. Depending on the circumstances, a range of disciplinary steps and strategies will be employed. These are outlined in the Handbook section on Discipline. Please refer to these sections for further clarification of the school's disciplinary process or consult with the Director or another administrator of the school.

### **Sources:**

1. <http://www.bullybeware.com/moreinfo.html>
2. <http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/antibullypol.htm>
3. D. Owlets, *Bullying at School: What We Know and What We Can Do* (Cambridge, MA: Blackwell Publishers, Inc., 1993)

# HARMFUL SUBSTANCE ABUSE POLICY

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## **Introduction**

The possession, use, distribution, or sale of harmful substances is prohibited. Student abuse of these substances is both unacceptable to our community and against the law. In addition, the display of any drug paraphernalia intended for drug or alcohol use is also unacceptable. Harmful substances, as well as being under the influence of these substances, are prohibited on campus and at school-related functions. BCA considers harmful substances to include, but not be limited to, the following: any substance deemed illegal for use by residents in the State of Washington, alcohol, tobacco, inhalants, off-label prescription drugs of Schedule I, II or III\*, or any other substance used as a mind-altering agent.

The school believes that in all activities, both curricular and co-curricular, there is an explicit contract between the students and the faculty/staff. The faculty/staff trust that the students understand their obligation to adhere to the school's behavioral expectations, as outlined in this policy.

The school encourages students to seek help if they have a problem with alcohol or drug use. If a student comes forward to a teacher or administrator and expresses concern about his or her use, every effort will be made to get that student needed assistance.

\*Off-label drugs are those used for a purpose for which they have not been specifically approved. Schedule I-III drugs have moderate to high potential for abuse and are considered dangerous.

## **Possession, Use, Distribution or Sale of Tobacco**

BCA is a tobacco-free campus. The use of any kind of tobacco by students is prohibited at all BCA activities on and off campus. Infractions will be referred to the Director or Building Director.

# SHOWING CONCERN POLICY

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Students are closely supervised at BCA. Our student-teacher ratio offers an opportunity for careful supervision during the school day, including lunch, recess and Extended Care.

If a student is suspected of harmful or negative behavior towards themselves or others, whether during the school day or at any of our school-sponsored activities, on or off campus, BCA personnel follow the Showing Concern Policy guidelines.

We will take the student aside, away from other students, and carefully describe the behavior we have witnessed. We carefully assess their reaction. At this point we may return the student to class or to the school activity. However, if we have ANY concern, we contact an administrator and report our contact with this student. The administrator, if he or she determines the concern to be significant, will call the parents and ask that they help us assess the situation.

Any application of this *Showing Concern Policy* must be reported immediately to school administrators. If parents have questions about these actions, they should contact the School's Administration.

## INTIMATE CARE POLICY

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves, but some students are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting, or dressing. It also includes supervision of students involved in intimate self-care.

1. Students who require regular assistance with intimate care have written Individual Education Plans (IEP), health care plans or intimate care plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. Ideally the plan should be agreed at a meeting at which all key staff and the student should also be present wherever possible/appropriate. Any historical concerns (such as past abuse) should be taken into account. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g., for residential trips or staff changes (where the staff member concerned is providing intimate care). They should also take into account procedures for educational visits/day trips.
2. Where relevant, it is good practice to agree with the student and parents/carers appropriate terminology for private parts of the body and functions and this should be noted in the plan.
3. Where a care plan or IEP is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (eg has had an 'accident' and wet or soiled him/herself). It is recommended practice that information on intimate care should be treated as confidential and communicated in person by telephone or by sealed letter, not through e-mail.
4. A written record should be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see afore-mentioned multi-agency guidance for the management of long term health conditions for children and young people).
5. Accurate records should also be kept when a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behavior. It should be clear who was present in every case.
6. These records will be kept in the child's file and available to parents/carers on request.
7. All students will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual student to do as much for his/herself as possible.
8. Staff who provide intimate care are trained in personal care (e.g., health and safety training in moving and handling) according to the needs of the student. Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.
9. Staff will be supported to adapt their practice in relation to the needs of individual students taking into account developmental changes such as the onset of puberty and menstruation.
10. There must be careful communication with each student who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc) to discuss their needs and preferences. Where the student is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.
11. Staff who provide intimate care should speak to the student personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.
12. Every child's right to privacy and modesty will be respected. Careful consideration will be given to each student's situation to determine who and how many carers might need to be present when s/he needs help with intimate care. Reducing the numbers of staff involved goes some way to preserving the child's privacy and dignity. Wherever possible, the student's wishes and feelings should be sought and taken into account.
13. A member of staff would inform another appropriate staff member when they are assisting a student with intimate care. Both staff members would be present during the duration of care to safeguard the student and staff member.
14. The religious views, beliefs and cultural values of children and their families should be considered, particularly as they might affect certain practices or determine the gender of the carer.
15. While safe working practice is important, such as in relation to staff caring for a student of the same gender, there is research which suggests there may be missed opportunities for children and young people due to over anxiety about risk factors; ideally, every student should have a choice regarding the members of staff who assist them with intimate care.

16. Adults who assist students with intimate care should be employees of the school, not students or volunteers, and therefore have the usual range of safe recruitment checks, including a Portable Background Check for anyone working at Satellite Campus
17. All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.
18. Health & Safety guidelines should be adhered to regarding waste products, if necessary
19. No member of staff will carry a mobile phone, camera or similar device while providing intimate care.

## TECHNOLOGY: ACCEPTABLE USE POLICY

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All students and their parents or guardians must agree to the following Acceptable Use Policy (AUP) as a condition of enrollment at BCA.

Failure to follow the Acceptable Use Policy will result in disciplinary action and referral to the School's Administration.

1. **PRIVILEGES.** The use of the electronic information system is a privilege for students of BCA. Inappropriate use may result in cancellation of usage privileges. Each user will receive instruction as to proper behavior and use of the network, and all technology related materials. The Administration or Staff of BCA may deny, revoke, or suspend users' privileges.
2. **PERSONAL TECHNOLOGY.** BCA is not responsible for the loss, theft, or damage of personal electronic devices brought to school for personal use.
3. **PERSONAL RESPONSIBILITY AND TRUSTWORTHINESS.** As a representative of this school, each user will accept personal responsibility for reporting any misuse of the network to the School's Administration. Misuse is commonly viewed as materials created, sent, received, or shared that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, homophobia and inappropriate language, and other issues described below.
4. **ACCEPTABLE USE.** My usage of the BCA LAN must be in support of education and research and must be consistent with the educational goals and objectives of BCA.
  - a. Use of BCA'S or other organizations' networks or computing resources must comply with the school's rules.
  - b. Creation or transmission of material in violation of United States or state regulations is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.
  - c. Use is expected to match instructional directions in line with current assignment.
  - d. Use of the network for product advertisement, political lobbying, or for financial or commercial gain is prohibited.
5. **GUIDELINES OF RESPECT.** I will abide by guidelines which include, but are not limited to, the following:
  - a. **ETIQUETTE.** Never create or send, or encourage others to create or send, abusive, threatening, or sexually-oriented messages, materials, websites, postings, or documents whether they are sent from home, school, or another location. This includes sending of inappropriate material through *instant messages* or *blogging* of oneself or others. In addition to violating our *Use of Electronic Resources Agreement*, such actions violate our school *Harassment Policy*.
  - b. **TECHNOLOGY CODE OF CONDUCT.** Follow the behavior rules outlined in the Student Handbook. Act always with honesty, integrity, and respect for the rights of others and help others to behave in the same way. Make every effort to be of service to the community. Agree to follow BCA Behavior Expectations.
  - c. **LANGUAGE.** Use appropriate language. Remember that you are a representative of BCA on a non-private system. You may not be aware, but what you say and do at your electronic device can be viewed globally! Never swear, use vulgarities, or use any other inappropriate language. Illegal activities of any kind are strictly forbidden.
  - d. **PRIVACY.** Invading the privacy of individuals, using a password owned by another user, accessing another's work product, and posting anonymous messages are prohibited.

### 6. USE GUIDED BY FAIRNESS AND CARING

- a. Electronic device use, including electronic mail (e-mail) is not guaranteed to be private. Activities relating to or in support of illegal activities must be reported to the Director or Building Director.
- b. Respect the persons with whom you are communicating electronically. *Cyber bullying\** is unacceptable and will not be tolerated.
- c. Do not use the network or electronic device resources in any way that would disrupt use of these by others. Only take the information you need. Prior permission is required to download any files.
- d. Use all electronic devices, related equipment and resources as directed by the teacher. Other use is unauthorized.
- e. Cite references for any and all materials created by others.
- f. Follow the rules for sharing the electronic device resources. Permission is always required to print.

## 7. ISSUES OF GOOD CITIZENSHIP

- a. **SECURITY.** Security on any electronic device system is a high priority. If you identify a security problem, notify the Director, Building Director or classroom teacher at once. Never demonstrate the problem to other users. All use of the system must be under the direct supervision of a teacher or other authorized staff member.
- b. **PRIVACY.** Do not reveal any personal information, including full name, home address, phone numbers, or those of students or colleagues. Report any person who asks for personal information or violates your privacy.
- c. **VANDALISM.** Vandalism is defined as any malicious attempt to harm or destroy data of another user, or that of agencies, or networks that are connected to the system, and all electronic device-related equipment or resources. This includes, but is not limited to, changing school-approved screen savers, the uploading or creation of computer viruses, disrupting or limiting access to network resources, using the network to make unauthorized entry to any other machine accessible via that network, or abusing the hardware or software. Vandalism also includes attempting to identify system passwords or changing system defaults or configurations. Any violation may result in the loss of your network privileges, disciplinary action, and/or legal referral.
- d. **DIGITAL INTELLIGENCE.** The goal is to ensure that all students, parents and staff learn good on-line practices that protect them and promote high "Digital Intelligence". The following are 8 key aspects of Digital Intelligence:
  - **Digital identity:** The ability to create and manage one's online identity and reputation. This includes an awareness of one's online persona and management of the short-term and long-term impact of one's online presence.
  - **Digital use:** The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.
  - **Digital safety:** The ability to manage risks online (e.g. cyberbullying, grooming, radicalization) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.
  - **Digital security:** The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.
  - **Digital emotional intelligence:** The ability to be empathetic and build good relationships with others online.
  - **Digital communication:** The ability to communicate and collaborate with others using digital technologies and media.
  - **Digital literacy:** The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking.
  - **Digital rights:** The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

8. **SERVICES.** BCA makes no warranties, whether expressed or implied, for the service it is providing. The School will not be responsible for damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system, or by your errors or omissions. Use of any information obtained via the information system is at your own risk. BCA specifically denies any responsibility for the accuracy of information obtained through its services.

\*Cyber bullying involves the use of information and communication technologies such as e-mail, cell phone and text messages, instant messaging, defamatory personal websites, social networking sites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm or tease others.

9. **PARENTAL RESPONSIBILITIES OUTSIDE OF SCHOOL.** In partnership with the school, parents and guardians are expected to work with their students to maintain the routine of proper use of technology when away from school.

Parents should:

- Limit non-academic on-screen time at home appropriate to age of their child
- Regularly check their children's chats for inappropriate content
- Check children's use logs for inappropriate access to on-line content
- Talk with their children about appropriate (and inappropriate) uses of technology
- Use parent filters on their home networks

## SOCIAL MEDIA POLICY

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Although social networking can be valuable and enjoyable, use of these tools require awareness of some risks. Regarding social media, it is often unclear what is public, private, personal or professional. Below are guidelines to follow for the BCA community regardless of whether these are considered professional or personal spaces.

- Good judgment is expected in all situations, and online behavior should reflect well on the school community.
- Always assume that any shared/posted information on social networks is public information regardless of privacy settings.
- Maintain a positive presence in which others are always treated in a respectful and considerate manner. Thank people for their comments when applicable.
- Students are advised to refrain from directly interacting with faculty and teachers through social media. If you are uncertain about an issue related to this, consult the Head of School.
- Share and interact in a manner that will enhance your reputation, as well as the reputation of BCA community (vs. damaging them).
- Check your work for correct spelling and grammar before posting, and never blindly share a link without reviewing the content first.
- Do not share or post information that is considered confidential or private (online conversations are never private). If an error was made in posting private information, seek out a faculty member or teacher for guidance.
- Respect the privacy of BCA community members and never share or post personal information of students, parents, faculty, staff, etc.
- As an ISP school faculty are prohibited from being social media contacts with parents and students.
- Take precautions to maintain your personal safety, such as sharing/discussing your personal schedules or situations. Students should minimize the information shared in any social media profiles.
- Refrain from posting details of travel itineraries (exact time/locations). Post about the day's activities after the fact and avoid saying what your plan is for the next day.
- Respect others' privacy and do not caption photos with names of current students, and refrain from sharing/posting photos with students' faces without their permission.

\*This is subject to changes and updates at any time based on evolving technology and culture.

## STUDENT PERMANENT RECORD FILE

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### Definition

All records and data directly related to an individual student which are incorporated into each student's cumulative record file/permanent record and intended for school use or to be available to parties outside the school are referred to as the student's Permanent Record File. This may include, but is not limited to, grade reports, school application, communication to parents,

academic and/or disciplinary status, and grade reports.

Personal working notes made by teachers, counselors, or other school personnel, regarding individual students are not to be included in the student's Personal Record File and are not available to parents and may not be transmitted to other persons/agencies.

## **ACCESS**

- Teachers shall have access to their students' academic files
- Staff responsible for maintaining records shall have access
- Parents shall have the right of access to the educational records of their student. This right of access includes the opportunity to inspect and review the records upon request; the right, upon reasonable request, to an explanation and interpretation of the record; and the right to obtain copies of the record, if failure to receive a copy would effectively prohibit the exercise of the right to inspection and review. A student's natural parents, guardian, or an individual acting on behalf of the parents or guardian, in their absence, shall be given access. Until the school is advised and given proof that only one parent is entitled, by virtue of legal authority, to exercise these rights, the school will afford the right of access to both parents.
- No information may be released from any student's file, including transcripts, without signed authorization of the parent with the following exceptions:
  - a. School use by personnel who have legitimate educational interest.
  - b. Information to schools from which notification has been received that the student intends to enroll or has enrolled.
  - c. Information necessary for official audits.
  - d. To comply with judicial order or lawfully issued subpoena after reasonable effort has been made to notify the parent of such order or subpoena.
- A student's permanent record file will be maintained by the school until that student's 26<sup>th</sup> birthday.

## **OTHER SCHOOL POLICIES**

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### **CHILD ABUSE REPORTING LAW REQUIREMENTS**

As educators we are responsible for reporting any suspected or witnessed child abuse or neglect to Child Protective Services (CPS).

### **RELIGIOUS AND CULTURAL ACTIVITIES**

We are proud of the cultural diversity at BCA. Since we are a non-denominational school, we do not have religious activities for students.

### **BIRTHDAY CELEBRATIONS**

If your child would like to celebrate a birthday at school, we ask that you please notify your child's classroom/homeroom teacher before providing treats that day. You are welcome to provide store-bought cupcakes, cookies, fruits, etc. Nuts, candles and serving knives are prohibited. We ask that you avoid bringing sheet cakes, ice cream and other items that require more preparation than individual treats. Along with your child's treats, please bring in any festive birthday paper plates, utensils and napkins that may be needed during treat time.

Invitations may not be distributed at school.

## **VISITORS TO CAMPUS**

Visitors to BCA, including parents, are not allowed to enter the school unaccompanied, they should wait in the reception area until a staff person accompanies them to the meeting area. Visitors will be required to sign-in, wear a visible visitor badge, and review the school's Safeguarding/Health and Safety guidelines posted at the visitor sign-in at each building at the start of their visit.

## **WHOM TO CONTACT**

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### **COMMUNICATION**

At BCA, we believe that honest, respectful communication is the best way to mitigate concerns and disputes that arise. Problems are always best resolved when they are addressed early and directly with the person(s) most able to rectify the issue.

Students learn to settle disagreements and differences among peers and adults at differing rates. However, practice helps, particularly when parents and teachers are available as mentors to help students learn to problem-solve and negotiate. Over time, students learn to advocate for themselves, developing necessary skills as they progress through school and transition to adult life.

If parents have questions or concerns about a specific subject they should communicate with the teacher. Please be assured that messages of a confidential nature will be kept confidential. Please be mindful that teachers have a full schedule during the school day, and that responses will not be immediate. BCA teachers will respond within 48 hours to all parent inquiries.

### **VOLUNTEER OPPORTUNITIES**

We greatly appreciate all of our parent volunteers who so graciously donate their time and talents throughout the school year. If you are interested in volunteering, please contact any member of the BCA Parent Association (BCA PA).

Our Parent Association is the primary organization through which parents may volunteer to help at school. Your participation is welcome and encouraged. Please visit the Parent Association information section on the BCA website for more information.

Volunteers that come on campus or chaperone on field trips are required to attend a volunteer information session.

### **WEBSITE INFORMATION**

You are invited to view information pertaining to curriculum, the school calendar, lunch ordering, and other important school forms. Information specific to enrolled BCA families is available in the [Family Page section](#). Login information will be sent via email and updated each academic year.

## **ACADEMIC EVENTS**

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### **MEET YOUR TEACHER**

Meet Your Teacher Day, held at the end of the summer, is designed for parents and students to meet their teachers and see the classroom before the first day of school. Students can become familiar with the location of his or her classroom, desk, and cubby to ensure a smooth transition on the first day of school. Meet Your Teacher Day is a great time to bring in your child's

Emergency Kit and school supplies as well. If you are unable to attend, your child may bring these on the first day of school.

## **CURRICULUM NIGHT**

Within the first month of school, you will be invited to attend Curriculum Night in your child's classroom for an in-depth overview of the school year. During this **Parent Only** event, teachers will present information pertaining to the curriculum utilized through the sharing of grade level curriculum maps. Parents will obtain a daily student schedule and go over school and classroom procedures. This is a wonderful opportunity to receive information, ask questions, and hear directly from your child's teacher.

## **PARENT TEACHER CONFERENCES**

Parent/teacher conferences are scheduled twice during the school year, after the 1st and 2<sup>nd</sup> trimesters, so that parents have the opportunity to learn about their child's progress.

## **TESTING**

All students will participate in various informal assessments throughout the year to monitor their progress. Students in grades K-4 will also participate in MAP Growth Testing. MAP Growth is an online adaptive assessment that may be used up to 3 times per year to monitor student progress in math, reading, language skills (2<sup>nd</sup>-4<sup>th</sup> grades), and science (3<sup>rd</sup> and 4<sup>th</sup> grades).