

MAGIC CITY ACCEPTANCE

ACADEMY

**2021 – 2022
STUDENT & PARENT/GUARDIAN
HANDBOOK**

**MAGIC CITY ACCEPTANCE ACADEMY
A PUBLIC CHARTER SCHOOL**

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Core Beliefs

Mission Statement

The Magic City Acceptance Academy (MCAA) facilitates a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a BRAVE, LGBTQ-affirming learning environment.

Vision Statement

MCAA will motivate and prepare students, coming from a variety of settings, in grades 6-12 to engage students who have dropped out or are otherwise not thriving in traditional schools--specifically, students who have experienced trauma in their lives and are in need of a more supportive environment academically, socially, and emotionally. Mentors and teachers will be incorporated throughout the diverse MCAA curriculum to empower students in directing their own education. MCAA will provide a safe learning environment that emphasizes a culture of collaboration through social and emotional learning with a system of social and emotional justice.

Profile of a Graduate

We are a community of lifelong learners that is grounded in justice and acceptance for all through collaboration that leads to social emotional and academic growth with the following core values:

- Collaboration & Community
- Acceptance & Awareness
- Personal Growth & Passion
- Equity & Justice

Each MCAA student will be:

1. **Collaborative & Community-oriented-** Students will be resilient and able to work collaboratively across lines of differences. They will exhibit leadership and value collaboration. They will create meaningful relationships and build community.
2. **Accepting & Aware-** Students will build their self-awareness, self-confidence, and self-efficacy. They will value diversity, and will be aware of societal needs. They will have multi-cultural awareness and an understanding of current and historical issues facing different communities of people.
3. **Personal Growth & Passion-** Students will be intellectually curious, lifelong learners. They will have a solid understanding of the different pathways to their college and career interests and will have a passion to pursue those interests. They will have strong critical

thinking, problem-solving, and communication skills. They will zealously further their education and pursue their dreams.

4. **Equity & Justice-** Students will be caring to others while considering, valuing, and celebrating multiple perspectives. They will have a desire to serve their communities fueled by empathy, respect, and humility. They will be compassionate, showing concern for others and a willingness to help and advocate for others and themselves.

Welcome

It is both an honor and privilege to welcome you as the inaugural classes at this inclusive, diverse, and innovative learning space. The Magic City Acceptance Academy began as an idea that turned into a dream and then a vision for the creation of this brave and affirming space. A dream and a vision that is now a reality.

Parents and students please know that we operate with an “open door” policy, meaning that we encourage communication and collaboration at all levels. This means that any individual can address any issue with whoever they would feel could best solve it without the need to go through layers of bureaucracy. It is imperative that we hear and give value to every voice in our community.

As a school leader this is an opportunity that not many have, to create a learning environment/space beginning with a blank piece of paper and creating a space that, I believe, addresses the needs of so many students and giving them the opportunity to learn and achieve at high levels while affirming who they are as human beings.

Please join me in celebrating this great moment as we become a learning community that should be and should have existed in public education before and will be the example going forward.

Sincerely,

Michael Wilson

Magic City Acceptance Academy Student & Parent/Guardian Handbook

This handbook summarizes the policies, guidelines and procedures that will assure that our school operates safely and efficiently while holding true to our mission, vision, and values. It is of utmost importance to our Board of Directors, administration, teachers and staff that our students learn in a brave and supportive environment. Please take time to read this handbook and familiarize yourself with the policies and procedures that are explained.

Each student is required to sign the acknowledgement page found at the end of this document and return it to your homeroom teacher.

This handbook is not intended to be all-inclusive with regard to disciplinary variations. It should be noted that because specific offenses and/or incidents have not been addressed in this book, school officials have the right and duty to take the necessary actions to resolve the problems/issues.

Governance

The Magic City Acceptance Academy was granted its charter from the Alabama Department of Education in November of 2020. MCAA has an independent Board of Directors.

Notification of Rights under FERPA for Secondary Students

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA

allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Section 1: School Operations

School Hours

The office at MCAA will operate daily between the hours of 8:00 a.m. and 4:00 p.m.

Important note: Messages and deliveries from parents to students should be left at the front office to respect the educational opportunity of all students. Messages for students must be called into the school office and should only be in the case of emergency. Students are not allowed to use cell phones during school hours.

Phones are made available for student use upon reasonable request.

The school office will be closed on all school holidays listed on the school calendar. (see attachment) Parents and students may also refer to the school website at magiccityacceptanceacademy.org.

Important Contacts:

Email addresses:

Michael Wilson, Principal - mike@mcaa-bao.org

Charity Jackson, Chief Academic Officer - charity@mcaa-bao.org

Jim Gibbs, Director of Operations/Fine Arts - jim@mcaa-bao.org

Trevor Hauenstein, Director of STEM - trevor@mcaa-bao.org

Marixa Coward, Registrar- marixa@mca-bao.org

Attendance Policy

Alabama Compulsory Attendance Code

The Alabama compulsory attendance laws require Students between the ages of 7-16 to attend school. The law also states that parents or guardians having control over school age children are responsible for the children's regular attendance and proper conduct.

Truancy Definition

A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools (K-12) shall explain in writing the cause of any and every absence of the child no later than three (3) school days following return to school. A maximum of three parent notes per semester will be accepted. Beginning with the fourth absence, an excuse from a physician must be submitted or prior permission from the principal must be given in order for the absence(s) to be excused. A failure to furnish such (*written*) explanation shall be evidence of the child being truant each day he is absent. The child shall also be deemed truant for any absence determined by

the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. Four or more unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court. The Interagency Committee on Youth Truancy Task Force recommendations known as the Early Warning Truancy Prevention Program timeline for reporting truancy shall define the truancy statute of any student as follows:

1. First truancy/unexcused absence (warning)
 - a. Parent/guardian shall be notified by the school principal or his/her designee that the student was truant and the date of the truancy.
 - b. Parent/guardian shall also be provided with a copy of Alabama's compulsory school attendance laws and advised of the penalties that can be applied and the procedures that shall be followed in the event that other unexcused absences occur.
2. After the third unexcused absence (conference)
 - a. The parent, guardian, or person having control of the child shall (1) attend a conference with the attendance officer and principal or his/her designee and/or (2) participate in the early warning program provided by the juvenile court.
 - b. Attendance at one of these conferences shall be mandatory except where prior arrangements have been made or an emergency exists.
 - c. Failure to appear at the school conference and/or to appear at the early warning program shall result in the filing of a complaint/petition against the parent under *Code of Alabama* (1975), §16-28-12© (failure to cooperate), or a truancy against the child, whichever is appropriate.
3. After the fourth unexcused absence the principal or his/her designee will recommend a complaint/petition be filed against the child and/or parent/guardian, if appropriate.

Child under probation:

1. The school attendance officer should be notified by the juvenile probation officer of all children in the school system under probation supervision by the juvenile court as consistent with state statute, *Code of Alabama* (1975), §12-15-100 and 105.
2. Where a child under probation is truant, the school attendance officer should immediately notify the juvenile probation officer.

A student may not have more than three (3) absences per class within a semester (6 per year).

The day(s) that a student is suspended will be counted as excused absences. Credit and/or passing to the next grade may be withheld from students exceeding the allowable number of absences. If credit is denied or the student is retained as a result of excessive absences, the parent/guardian may appeal.

Failure to provide adequate documentation could result in the filing of a complaint/petition against the child or parent/guardian if appropriate (parent or guardian will go to Jefferson County Family Court).

SCHOOL CONDUCT INTERVENTION PROGRAM (ACT 94)

In addition to the Early Warning Program, the school system is also required by law, Alabama Code 16-28-12, Act 94 (1975), to inform you of the following:

Section I. Section 16-28-12, Act 94, of the Code of Alabama, 1975, reads as follows:

“(A) Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, denominational school, or parochial school or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal teacher of the school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section.”

"(B) Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the superintendent of education of the school system in which the suspected violation occurred. The superintendent of education or his or her designee shall report such suspected violations to the district attorney within 10 days. Any principal or superintendent of education or his or her designee intentionally failing to report such a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in public school.”

Parental responsibilities required in Section 16-28-12, Act 94, are as follows:

1. “To enroll their child” - “Every child between the ages of seven and sixteen years shall be required to attend school -”
2. “To regularly attend school”- Attendance requirements, as set forth in the Early Warning Program, will be followed to ensure regular attendance.
3. “To compel the child to properly conduct himself/herself in accordance with written policies on school behavior”

Carline and Parking Information

TBD, due to construction and undetermined details. This will be updated at a later date.

Health Office

MCAA will have a health professional (LPN or registered nurse) available on campus at all times. We will also have the services of a Licensed Professional Counselor on staff and have access to all of the wellness services provided by the Magic City Wellness Center.

Safety and Security

Two national response models serve as the framework for local policies, procedures and response plans. For larger-scale emergencies and disasters, the National Response Framework (NRF)¹⁶ offers guiding principles that enable all response partners to prepare for and provide a unified response to disasters and emergencies—from the smallest incident to the largest catastrophe. The term “response” (as defined by NRF) includes taking immediate action to save lives, protect property and the environment and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery. The NRF also describes how agencies, such as schools, can work together with communities, tribes, states, the federal government and private partners. Secondly, the National Incident Management System (NIMS)¹⁷ is a comprehensive national design for conducting incident management. NIMS provides the template, while the NRF provides the structure and mechanisms for incident management. A key component of NIMS is the Incident Command System (ICS),¹⁸ which provides a standardized approach for incident management, regardless of cause, size, location or complexity. By using ICS during incidents, schools and districts will be able to more effectively work with the responders in their communities. To maximize success, effective management of school emergencies requires training, preparation and planning. Schools are responsible for anticipating and preparing to respond to a variety of emergencies. The policies and procedures outlined below will help empower the students and staff to respond in an emergency, closely aligned with the phases of emergency management:

The Five Phases of Emergency Management Prevention Mitigation Preparedness Response Recovery



1. Prevention focuses on training, hazard response plans and exercises ahead of an event to prepare through proactive planning. The risk of loss of life and injury can be limited through good evacuation plans, environmental planning and design standards.
2. Mitigation is the effort to reduce loss of life and property by developing structural and non-structural measures that will mitigate the effects of a disaster.
3. Preparedness is a continuous cycle of planning, organizing, training, equipping, exercising, evaluating and taking corrective action. These elements are the cornerstones of preparedness and focus on readiness to respond to all-hazards incidents and emergencies.
4. Response is the management of resources including personnel, equipment and supplies and utilizes the incident command system in an all-hazards approach. The response phase is a reaction to the occurrence of the event.
5. Recovery activities continue beyond the emergency period and focus on restoring critical functions to stabilize operations and increase capacity to continue to serve their community after a disaster. The goal of the recovery phase is to bring the affected areas back to some degree of normalcy as soon as possible.

Weather Related Concerns

Emergency Closing Procedures

Notification Procedures:

1. In the event of inclement weather you should assume that school will open as usual but begin monitoring the news outlets and our website.
2. Advance Notice: Only when the evidence of severe weather predictions is clear, such as ice or snow, will we make announcements of school closings or delays a day in advance.
3. Same Day Notice: Decisions regarding cancellation or delayed start will be made between 5:30 and 6:00 a.m.
4. In the event that the Principal determines that closing schools is the appropriate course of action, we will immediately begin alerting parents and the public using the following methods.

Summary of Notification Methods

- Media Outlets – TV, Radio, Newspaper, MCAA website
 - Robocall
 - email
5. The following media outlets will be notified first. Keep in mind that due to the large number of schools in our area there may be a delay before our information is posted or announced:
 6. TV Stations
 - WBRC TV FOX 6
 - WBMA TVABC 33/40
 - WVTM TV NBC 13
 - WIAT TV CBS 42

- WTTO TV 21
 - WABM TV 68
7. Radio Stations
- WERC 960 AM
 - WJOX 690 AM
 - WMJJ 96.5 FM
 - WZZK 104.7 FM
 - WYSF 94.5 FM
8. In the event of a delayed start, cancellation, or early dismissal we will also issue phone notifications to the families of enrolled students via Robocall. Due to high call volumes in our area during such events these calls may take a longer or shorter time to process. Therefore, families should not rely solely on receiving a call, but should also monitor the media and check our website for information.
9. We will make every effort to post closing/delay/early dismissal information on the homepage of our website as soon as possible. Please do not call the schools, the Transportation Department, or the Central Office
- Most schools and departments have limited phone lines. If schools are in session and the weather is getting bad, it is important that we be able to keep them open for emergencies. If it is still very early in the morning, it is unlikely that there are staff members manning the telephones

Decision-making Process and Procedures:

The decision to close or delay school opening is a very important one and is made only after thorough consideration. The following information is provided to help parents understand how the Magic City Acceptance Academy determines whether or not to hold school on bad weather days. Please keep in mind that we have students traveling from all over Jefferson and other counties. We realize that there is no perfect decision for everyone. We hope that this explanation helps you understand our process.

1. MCAA's procedure for closing schools is as follows:
 - We closely monitor weather reports from NOAA as well as the major television and radio stations.
 - We are in contact with local police and the Jefferson County sheriff's department as needed.
 - We are in contact with neighboring school districts.
 - We are in contact with the Jefferson County EMA.
 - This input is provided to the principal and their leadership team to make a decision to close or not and then begin to inform employees, students, parents and the various media outlets.
2. The Principal and staff members advising considers several factors:
 - Road safety of students and staff and ability of school buses to travel safely
 - Whether utility services are affected such as electric power and gas.

- Some young students may not have adult supervision during the day if school is closed.
 - Other students may not have a warm place to stay during the day.
3. If/when the Principal makes the decision to close schools, all notification procedures are put into place between 5:30 and 6:00 a.m.
 4. If schools must be closed, the school day must be made up later in the year on one of the dates designated as an “inclement weather” day unless the Governor’s Office has declared a state of emergency.

Delayed Openings

While delayed openings are rare, the above procedures will be followed but with a designation of being a “Delayed Opening” with the time delay noted.

Considerations for Delaying School Openings:

1. Visibility during pre-dawn hours. The delay helps avoid the limited visibility during pre-dawn hours which is when buses normally start their routes. This limited visibility can impair a bus driver’s ability to see ice patches.
2. Identifying and locating icy road conditions. The delay allows county crews to locate and apply sand to icy patches.
3. Assessing traffic conditions. The delay can mean that traffic conditions are more relaxed and allow for safer travel.

Early/Delayed Dismissals

Early/Delayed dismissals school-wide schools can occur because of impending fast approaching weather such as ice, snow, severe thunderstorms, tornado warnings or by some type of facility failure such as a water main break or power failure. Utilizing all the resources mentioned above such a determination may be made by the Principal. Every effort will be made to notify parents utilizing the media listed above. In addition, schools will use their listserv email systems to alert parents. Students will remain under school system supervision until safely transported or picked up by a parent or guardian.

Section 2: Academic Program

Curriculum/Academic Policies

While many of our students will be over-aged and under-credited as a result of emotional distress, dropping out, or experiencing a lack of rigor in their homeschool environment, we nevertheless believe that our student population will have a vast range of academic readiness. Therefore, it is imperative that we maintain a small, intimate setting in which teachers can personalize instruction for their students and provide meaningful 1:1 mentorship.

To do so, MCAA will deliver an academic model that embraces the following core components:

- **High-quality, Aligned Curriculum** that allows for culturally-responsive adaptations;
- **Project-Based Learning** embedded in each content area and learning unit;
- **Blended Learning**, driven by excellent teachers and a world-class online platform that allows students to learn at their own pace and allows teachers to upload curriculum and lessons plans, monitor progress in real time, and make data-based decisions;
- **Arts-Infused Community Projects** emphasizing the a social/restorative justice theme;
- **1:1 Mentoring** wherein each student has an assigned adult mentor who helps set college and career goals, regularly monitors progress towards those goals on the online platform, gives real-time feedback on next steps, and serves as a personal ally; and
- **Mental and Physical Health Services** using Birmingham AIDS Outreach (BAO) wrap-around resources for students.

In our core content areas, MCAA has utilized the research of EdReports.org to identify high-quality, rigorous, and aligned curricula to ensure that our students are engaging with first-rate content.

After careful review, for the core content areas of English Language Arts (ELA) and Math, we have chosen EngageNY as our base curriculum. For science, we have chosen Amplify Science. EngageNY is among the highest-rated curricula on EdReports, receiving their highest-possible ratings in every single category, including text quality, rigor, alignment, and usability. Similarly, Amplify Science is one of the few highly-rated curricula that is also aligned to Next Generation Science Standards, which we will use for our standards. Amplify will allow us to ensure horizontal and vertical alignment from one grade level to the next and is built for three dimensional learning, allowing MCAA to fully embrace the project-based learning aspect of our model in science. Perhaps more importantly, however, Amplify will prepare our middle school students for success in high school science courses.

We have chosen EngageNY for ELA and Math for numerous reasons. First, EngageNY is rigorous and standards-aligned in both ELA and Math. Second, having used the curriculum in his schools previously, Dr. Wilson can attest that materials are user-friendly and easily adaptable for teachers, allowing them to make culturally responsive modifications where

necessary. Third, the materials are open source, allowing MCAA to adopt a first-rate curriculum at little-to-no cost to the school in its startup years. And finally, because the curriculum spans grades 6-12 in both ELA and Math, we will benefit from strong horizontal and vertical alignment by adopting EngageNY across all grade levels. This is especially important, because our students will be learning at their own pace, meaning that some may have a more accelerated path than others, and therefore, might need to access vertically materials from the next grade level up for enrichment purposes.

While we have preliminary selected these base curricula for their excellent quality and adaptability to better serve our student population, we will work with our chief academic officer and faculty upon approval to refine our selections.

Assessment/Testing

MCAA will assess the chosen curriculum and will measure student mastery through both formal and informal assessment. The principal or designee will establish assessment approaches for determining the effectiveness of instructional programming at MCAA for all classrooms.

Assessments will focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms. MCAA leadership staff will design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Students at MCAA will also take state-mandated assessments such as the ACT, pre-ACT, ACCESS for ELLs, and ACAP. They will also take benchmark assessments through NWEA, a nationally recognized and nationally normed assessment.

Reports will be made periodically to the MCAA Board, staff, and families concerning these assessments and results. Teachers will be expected to conduct frequent assessment of students on the curriculum objectives. These will include:

- Teacher-made assignments/assessments
- MCAA grade-level benchmark assessments
- Advanced Placement Common Assessments
- Criterion-referenced tests will be utilized to determine patterns of student achievement

Teachers and supervisors will utilize test results to assess the status of individual student's achievement in order to

- Continuously regroup students for instruction
- Identify General achievement trends of various groups of students
- Modify instruction as warranted by assessment results
- Modify individualization of instruction
- Perform continuous goal-setting and progress monitoring

Grading Policy

The following outlines the grading system and policy for MCAA.

Grade Setup for total grade in each class:

Classwork = 50%

Assessments (Tests, Quizzes, Projects) = 40%

Homework = 10%

Final Grade Setup for the year:

1st 9 weeks grade (40%) + 2nd 9 weeks grade (40%) + 1st Semester Exam (20%)
= **Semester 1 Grade**

3rd 9 weeks grade (40%) + 4th 9 weeks grade (40%) + 2nd Semester Exam (20%)
= **Semester 2 Grade**

Semester 1 grade (50%) + Semester 2 grade (50%) = Final Grade

Grading Scale:

Percentage	Letter Grade	GPA (only applies to High School courses)
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
0-59%	F	NO CREDIT (0.0)

Gifted Referral Protocol

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

To make a referral, contact the Gifted Specialist at the student's school.

Section 3: School Guidelines

Standards of Student Safety and Security

MCAA will incorporate all required elements in the Alabama Code in ensuring the safety and security of students and staff.

AL Code § 16-1-44 (2018)

Section 16-1-44

School Safety Plans

(a)(1) Each local board of education shall adopt a comprehensive school safety plan for each school under the authority of the board.

(2) The local board or its agent shall examine the conditions and operations of each school under the authority of the local board to determine hazards to student and staff safety and shall propose changes, if needed to promote the prevention of dangerous problems and circumstances.

(3) In developing the plan for each school, the local board or its agent shall involve community law enforcement, safety officials including community fire and emergency management assigned to the school.

(b)(1) The board shall incorporate into the plan the following:

a. A protocol for addressing serious threats to the safety of school property, students, employees, or administrators including, but not limited to, a specific code red school safety plan.

b. A protocol for responding to emergency events that compromise the safety of school property, students, and employees.

(2) Each protocol shall include procedures for responding to threats and emergency events, respectively, including such action as notification of appropriate law enforcement and emergency response personnel for assistance, and informing parents of affected students.

(c)(1) The board shall update the safety plan whenever a major modification to the building requires changes in the procedures outlined in the plan, and at other necessary times. The code red school safety plan shall be reviewed and revised annually, as needed, by the local board of education in consultation with the principal, administrative staff, faculty, and employees of the school.

(2) Upon request of law enforcement or safety officials, or both, the local board shall provide a copy of the current school site and safety plan, which shall be kept in a secure place and not considered public record.

(d) The local board shall grant access to each school under its control to law enforcement and fire department personnel to enable them to prepare for responding to threats and emergency events affecting the school. Such access shall occur outside of student instructional hours and an employee of the board shall be present.

(e) The principal or his or her designee shall instruct and train students concerning procedures to be used for emergency drills and evacuations. The principal or his or her designee shall ensure that all safety and security drills and procedures are conducted and performed no less than what is required by state or federal law, or both. The doors and exits of each school may be locked from the outside but shall allow for immediate egress by those inside the building during school hours and at all school functions. An emergency drill shall include, but not be limited to, safety, security, severe weather, fire, and code red drills.

(f) In conjunction with drills or evacuations required by subsection (e), a principal or his or her designee shall instruct students in safety precautions to be taken in case of a severe weather watch, alert, or warning. A principal or his or her designee shall designate, in accordance with standards prescribed by the local superintendent of education in conjunction with local public safety officials and the fire marshal, or appropriate local fire safety official in counties that do not have a fire marshal, appropriate locations to be used to shelter students in case of a severe weather watch, alert, or warning.

(g) In the event of a perceived immediate threat to a school involving acts of violence, such as terrorism, a person possessing a firearm or a deadly weapon, or any other threat of violence, the principal, or his or her designee, may institute a code red safety alert level for the school. In addition to the requirements of subsection (e), the principal or his or her designee shall conduct a code red school safety drill during the first six weeks of the fall and spring semesters of each school year to provide students with instruction in the procedures to follow in the case of a code red. The principal or his or her designee shall hold an annual training session for employees of the school regarding the code red school safety plan, drills, and procedures to be conducted during a school year.

(h) Appropriate disciplinary action shall be taken against any principal or his or her designee who knowingly neglects or refuses to comply with the requirements of this section.

(i) This section shall be read in *pari materia* with other laws relating to school safety and emergency planning.

(Act 2009-655, p. 2015, §§1,2; Act 2013-329, p. 1152, §1.)

Classroom Policies and Guidelines

- Set yourself high expectations every day.
Shoot for the moon. If you miss, you'll make it to the stars.
- Take measured risks in order to achieve great things.
- Collaborate together because collaboration is the highest form of achievement!
- Visualize what or who you want to be and make decisions each day that lead you to your goal!
- Believe in yourself and your friends. You are the future of the world
- Make someone smile today.
- Be humble in success and proud in failure. Humble winners are willing to take constructive feedback. Proud losers hold their head high for having a go.
- Stand up for each other and stand against bullies.
- Set yourself a goal for today.
- Get involved. The world is changed by those who show up.
- Be your true self. You'll regret it if you don't.

Extra-Curricular Activities

TBD

Schedule Changes

TBD

Technology Information

Magic City Acceptance Academy (MCAA) believes that access to technology in school gives students greater opportunities to learn, create, communicate, collaborate, and develop skills that will prepare them for work, life, and citizenship. We expect all students to exercise responsible and ethical behaviors while online as a demonstration of good digital citizenship. We are committed to helping students develop the technology and problem-solving skills necessary to support their future successes. Therefore, we believe all students should have access to technology tools when students act in a responsible and legal manner. The Technology Resource Agreement outlines the guidelines and behaviors that students are expected to follow when using school technology resources or when using personally-owned devices on the school campus. So please reference that document for the most updated information.

Users of MCAA's technology resources acknowledge their responsibility for actions and conduct while using any electronic resource. MCAA's technology resources are intended for the sole purpose of academics as directed by the MCAA staff and not to be used for any other purpose. Any action by a user that is determined by an administrator to constitute an inappropriate or unauthorized use of any resource or to improperly restrict or inhibit other members from using any system is strictly prohibited and will result in terminating the user's access privileges and potentially disciplinary action. Actions taken to circumvent the district's network, which is filtered for students, is a violation of this agreement. Users specifically agree not to submit,

publish, or display on the system any defamatory, inaccurate, abusive, violent, obscene, profane, sexually oriented, threatening, racially offensive, illegal material, or to encourage the use of controlled substances. The alteration of the setup and configuration of any computer or system component is unacceptable unless such activities are curricular objectives, in a specific course, under direct teacher supervision. Also forbidden is any breach of security including, but not limited to, divulging individual logins and passwords, hacking, or otherwise gaining unauthorized access to electronic resources. Transmission of material, information, or software in violation of any local, state, or federal law (such as copyrighted material, software piracy, harassment, vandalism, etc.) is a breach of the above terms and conditions; and all assistance will be provided to authorities in the investigation, arrest, and conviction of offenders. It is an expectation that students log in to devices using their unique credentials. MCAA assumes no responsibility or liability for any actions taken that violate this agreement including but not limited to credit fraud, slander, cyber bullying, identity theft, data mining, and hacking.

School Dress Code

The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants, shorts (5 inch inseam minimum) or skirt/dress (relaxed shoulder-fingertip length (18 inch minimum), or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps.
- Fabrics covering all private parts must not be transparent or see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- The carrying of chains or chains connected to wallets are prohibited.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

MCAA protects the rights of its employees and students to maintain natural hair or hairstyles that are closely associated with their racial, ethnic, or cultural identities. For Black people, this includes the right to maintain natural hair, treated or untreated hairstyles such as locs, cornrows, twists, braids, Bantu knots, fades, Afros, and/or the right to keep hair in an uncut or untrimmed state.

Section 4: Parent Responsibilities and Communication

Change of Information

Should you need to change any information that we have saved in the Student Information System (PowerSchool) please call or see someone in the front office. Please make sure that we always have a current phone number and if your emergency contacts change it is imperative.

Parent/Teacher Conferences

TBD

Custody Notification

Should there be any custody changes for a student please let the office know asap and provide legal documentation.

Permanent School Records

Visitors and Volunteer Information

TBD

Section 5: Attachments

2021-2022 Board Approved Calendar

Magic City Acceptance Academy | 2021-2022 PROPOSED CALENDAR

Month	Calendar Grid	Notes																																																								
<p>16-20 Teacher PD</p> <p>23-27 Teacher PD</p> <p>31 First Day for Students</p>	<table border="1"> <thead> <tr> <th colspan="7">AUGUST '21</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	AUGUST '21							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>4 Report Cards Sent Home & Early Dismissal @ 1:15 for Students</p> <p>18 Early Dismissal @ 1:15 for Students</p> <p>21 Presidents' Day- No School</p>							
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