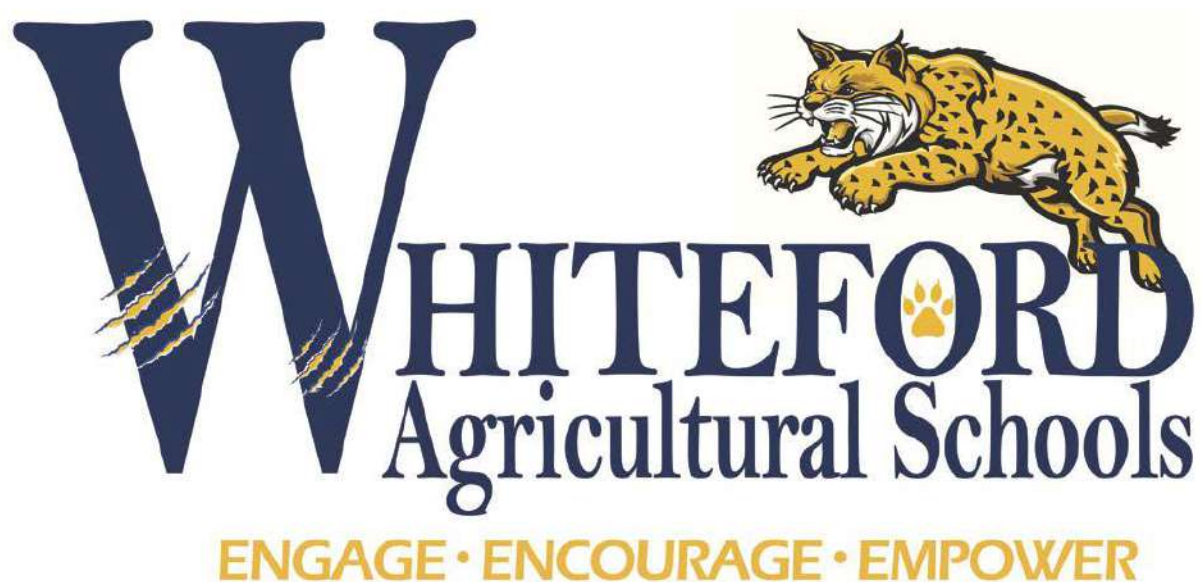


**WHITEFORD MIDDLE / HIGH SCHOOL  
STUDENT HANDBOOK  
2020-2021**



*Welcome to the Whiteford High School/ Middle School. All the members of the staff and I are pleased to have you as a student and will do our best to help make your experience as productive and successful as you wish to make it.*

Valerie Orr, Principal

*Handbooks are always subject to revision and generally updated after each school year. In light of the unique challenges posed by the outbreak of COVID-19 and the measures necessary to mitigate transmission of COVID-19 at school, as well as the expansive, recently-issued federal Title IX regulations, the rules and information provided in this handbook may be supplemented or amended by the District's administration at any time, consistent with applicable law, state or federal guidance, and board policy. All parents/guardians will be notified of any changes to handbook language by the District's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your student, and recognize that you and your student must comply with all rules, procedures, and requirements as they apply at that time.*

This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in August 2020. If you have questions or would like more information about a specific issue or document, contact your school principal, or access the document on the District's website: [whiteford.k12.mi.us](http://whiteford.k12.mi.us) by clicking on "Board of Education" then "Bylaws and Policies" and finding the specific policy or administrative guideline in the Table of Contents for that section.

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## WHITEFORD MS/HS PERSONNEL

### Board of Education

Tracy Malhoit .....	President
David Dixon .....	Vice President
Christine Bischoff .....	Secretary
Shane Hillard.....	Treasurer
Janelle Young .....	Trustee
Mike Iott .....	Trustee
Kristi Mock .....	Trustee

### Administration

Valerie Orr .....	Superintendent/Interim MS/HS Principal .....	x101
Jason Mensing.....	Director of Student Advancement/AD.....	x103
Ken Groch .....	Dean of Student Services/Career Coach.....	x122
Jennifer Head .....	MS/HS Counselor/504 Coordinator, Social Studies .....	x102
Charlie Butz .....	Director of Transportation, Buildings & Grounds .....	x107
Michelle Strick.....	Chief Financial Officer.....	x105
Deputy Mike Bomia .....	School Resource Officer .....	x232
Jaime Hoffer .....	Director/The Nutrition Group.....	x117

### Faculty and Staff

Monica Adams .....	Mathematics.....	X227
Anna Antal.....	Mathematics.....	x209
Ben Avis.....	Special Education.....	x206
Crystal Beasley .....	Nutrition Group .....	X117
Corrinn Bruce.....	Science.....	x203
Sarah Carmody.....	MCISD Psychologist .....	x236
Lisa Childers.....	Art.....	x211
Michelle Delmotte .....	English/Yearbook .....	x207
Judy Denomy.....	The Nutrition Group.....	x117
Jim DeSilvis.....	Social Studies.....	x204
Kim DeSilvis .....	Spanish .....	x219
Melisa Flanner .....	Special Education.....	x229
Trevor Funchion .....	Technology/Network Specialist.....	x120
Cathy Granata .....	The Nutrition Group.....	x117
Jacob Gust .....	Agri-Science .....	x222
Melissa Haley .....	6th Grade .....	x213
Shannon Henry.....	Special Education .....	x224
Tim Hildebrand .....	Maintenance.....	x112
Tom Howard .....	English .....	x217
Kirk Hubbard.....	Physical Education.....	x118

Julia Huntington .....	STEM .....	XTBD
Tonia Irmen .....	Speech and Language Pathologist.....	x345
Donella Kazmierczak.....	The Nutrition Group .....	x117
Lindsey Kunkel .....	MS Math/Science. ....	X225
Allison Kwasniak .....	Foreign Language.....	x210
Amanda Laroy.....	MCISD Social Worker .....	x236
Malinda Luzier .....	MS/HS Administrative Assistant .....	x109
Diane Meyer.....	Administrative Assistant to the CFO .....	x106
Les Manley.....	6th Grade.....	x212
Cari Mitchey .....	District Instructional Coach/HS/MS English.....	x214
RJ Rios .....	Health/Physical Education.....	x218
Jim Ross.....	English .....	x228
Melissa Roth .....	Mathematics.....	x216
Todd Schreiber.....	Vocal Music .....	x202
Christine Seiser .....	Art .....	X205
Jeremy Simmons .....	Social Studies.....	x220
Brad Stevens.....	Mathematics.....	x226
LeeAnn Thomas .....	English.....	X210
Matt VanBrandt.....	Virtual Coordinator .....	x121
Ashley Vittore .....	Science.....	x215
Jay Yockey.....	Social Studies.....	x308
Angel Webb.....	MS/HS Administrative Assistant .....	x108
David Welling.....	Computers/Instrumental Music.....	x201
Chris Andrews .....	Technology Liaison/Library .....	x121
Deb Motka-Iott.....	Administrative Assistant to Superintendent & Maintenance/Transportation Director .....	x401

## FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of **September 8, 2020**. If any of the policies or administrative guidelines referenced herein are revised after September 3, 2020 the language in the most current policy or administrative guideline prevails.

## MISSION OF THE SCHOOL

Our Mission: *ENGAGE, ENCOURAGE, EMPOWER!*

Our Vision: **ENGAGED** in our learning, **ENCOURAGED** by our community, **EMPOWERED** for our world! **WE ARE WHITEFORD!**

## EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

**Michaele Shepherd**  
Elementary Principal  
(734)856-1443 x 104

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

## PARENT INVOLVEMENT PLAN

### *In accordance with The No Child Left Behind Act of 2001*

Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at **Whiteford Agricultural School District** in the ways listed in each section.

NCLB Section	Ways in Which Whiteford Staff Accomplish these Activities
<b>1118 (c) (1)</b> Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved	<p>All Whiteford parents are invited to an annual meeting is held in September in the evening which includes information for parents on:</p> <ul style="list-style-type: none"> <li>• Informs parents that Whiteford Elementary is a Title I School and the requirements of Title I. Parents are also advised on how they can be involved in planning and evaluating the school's Title I Program. Parents are encouraged to attend monthly school improvement meetings to evaluate the school's Title I program.</li> <li>• Parents are informed that they have the right to attend the monthly school improvement meetings are we encourage their input, especially on ways we can involved parents and utilize Title I resources to support their children.</li> </ul>
<b>1118 (c) (2)</b> Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged by the school district:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher conferences are offered during the daytime and evening hours. Parents who cannot attend are still offered additional meeting times by contacting the building Principal.</li> <li>• IEP meetings and 504 meetings are arranged at the convenience of the parent</li> </ul>
<b>1118 (c) (3)</b> Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan	<p>Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> <li>• Parents are encouraged to attend monthly school improvement team meetings and share input on the development of the parental involvement plan</li> <li>• During the monthly school improvement team meetings, parents review school data collaboratively with staff and discuss goals and strategies to support student learning. An annual parent survey is given to all district parents and the results of the parent survey are also reviewed during the school improvement team meetings.</li> <li>• During the monthly school improvement team meetings, parents share input on how they believe the school should utilize Title I monies.</li> <li>• Parents are also encouraged to attend monthly WPA (Whiteford Parent Association) meetings. The building Principal presents information from the school improvement meetings and seeks more parental input on the school improvement plan, Title I Targeted Assisted plan, and the parental involvement plan. Information from the WPA meeting is then taken back to the next scheduled School Improvement Team Meeting for review.</li> <li>• Minutes from the Annual Meeting, School Improvement Team meetings, and the WPA meeting are posted on the district web-site for parents to review who were not able to attend any of the meetings.</li> </ul>



<p><b>1118 (c) (4) (A)</b> Provide parents of Title I children timely information</p>	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <li>• Teachers send home information regularly through school newsletter informing parents about school programming</li> <li>• School website is updated regularly to inform parents about school events, on-line resources available for parents to assist their children, access school curriculum documents, and copies of parent communications that are sent out.</li> <li>• Classroom blogs are utilized by teachers to keep parents informed about school programming</li> <li>• The Home Access Center is available online to all parents to assist them in staying informed about their child's academic progress, attendance, nutrition information, school events, and school programming. Parents without internet access are encouraged to use district facilities to access the Home Access Center.</li> </ul>
<p><b>1118 (c) (4) (B)</b> Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet</p>	<p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> <li>• Building Principal presents this information at the Annual meeting</li> <li>• Staff provides this information to parents during the annual Open House</li> <li>• Building Principal presents this information annually at a WPA meeting (Whiteford Parent's Association)</li> <li>• Staff meet individually with parents during day and evening Parent-Teacher Conferences and discuss the school's curriculum, assessments, and expected proficiency levels for their children.</li> </ul>
<p><b>1118 (c) (4) (C)</b> Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> <li>• Parents are encouraged to attend monthly School Improvement meetings to share suggestions, participate in decision making, and respond to any suggestions.</li> <li>• School Improvement meetings are made up of members from all stakeholder groups so parents have an opportunity to share ideas with other parents, staff members, administrators, and support staff.</li> <li>• School Improvement Plans are developed during the monthly School Improvement meetings so parents have the opportunity to make a significant contribution to the school improvement plan by participating in the School Improvement meetings. These meetings are open to all parents and Title I parents are encouraged to attend by receiving a personal invitation from a Whiteford Staff member.</li> </ul>
<p><b>1118 (c) (5)</b> Ensure that if the schoolwide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education</p>	<p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> <li>• Scheduling a meeting with the Building Principal or Superintendent</li> <li>• Attending school improvement team meetings and sharing input</li> <li>• Sharing concerns with their child's teacher</li> </ul>

Agency	
<b>1118 (d) (1)</b> Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement	The Parent/School Compact was developed... to assure that all parties involved in the Title 1 Program were aware of the assistance that would take place during the school year. Every student getting Title I services is asked to sign and the compact is reviewed. During the annual Title I meeting the parent compact is reviewed and changes are recommended to the district school improvement team. The district school improvement team then will make final changes from recommendations from the parent meeting and school improvement team.
<b>1118 (d) (2) (A)</b> Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement	The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.
<b>1118 (d) (2) (B)</b> Provide frequent reports to parents on their child's progress	Student progress is reported to parents in several different ways at a variety of time throughout the school year including: <ul style="list-style-type: none"> <li>• Parents receive progress reports quarterly</li> <li>• M-STEP results are explained to parents during Parent-Teacher Conferences</li> <li>• NWEA and STAR reports are shared quarterly with parents</li> <li>• Staff members regularly share Oral Fluency Running Records and Rigby results with parents</li> <li>• Parents receive communication from the CLAWS coordinator regarding their child's progress</li> <li>• Parents can access the Home Access Center online on a daily basis which will provide parents with information on their child's academic progress, attendance, nutrition, and school events.</li> </ul>
<b>1118 (d) (2) (C)</b> Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities	School staff ensure parents have access to communicate with them about their child's education in a variety of ways including: <ul style="list-style-type: none"> <li>• Two-way communication is provided through emails, phone calls and voicemail, Parent-Teacher conferences, CLAWS meetings, Curriculum Nights, volunteer opportunities through field trips, and school activities</li> <li>• One-way communication is provided by online Home Access Center, classroom newsletter, and school web-site</li> </ul>
<b>1118 (e) (1)</b> Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress	We will annually share the State's content expectations with parents, the state's annual assessment with parents, and how to monitor their child's progress through the following means: <ul style="list-style-type: none"> <li>• Provide parents with information at Curriculum night, Title I parent activities, and Open House.</li> <li>• Parent teacher conferences</li> <li>• STAR, NWEA and local assessments are provided quarterly with parent summary reports.</li> <li>• M-step results explained to parents at Parent-Teacher Conferences</li> </ul>

<b>1118 (e) (2)</b> Shall provide materials and training to help parents work with their children at home to improve their children's achievement	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</p> <ul style="list-style-type: none"> <li>• New student orientation</li> <li>• Curriculum Night</li> <li>• Title I Annual Meeting</li> <li>• District Website</li> <li>• Online access to AR, iXL, Reading Eggs, Everyday Math, and classroom links for educational links</li> <li>• Parent training in Home Access Center for monitoring student progress</li> </ul>
<b>1118 (e) (3)</b> Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school	<p>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> <li>• Once we identify the needs of the staff regarding professional development in this area, we will provide specific professional development activities for our entire staff to effectively work with parents.</li> <li>• We will also provide professional development to Title I Para-professionals, teachers, and administration on the importance of parent involvement and ways to communicate effectively with parents.</li> <li>• Staff meetings will address how to improve and implement effective ideas on ways to improve parent involvement.</li> <li>• Parent survey results will be analyzed by the school improvement team to evaluate if these professional development opportunities are helping our staff and parents work together to help their children.</li> </ul>
<b>1118 (e) (4)</b> Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> <li>• Whiteford School District coordinates with the community-based pre-school program. Whiteford School District does not have any pre-school program, GSRP, or Head Start programs, so we rely on the relationship we have with our local pre-school directors to support our families. The Elementary Principal attends a yearly meeting with the pre-school director and they discuss parental involvement activities as well as the pre-school's curriculum.</li> </ul>
<b>1118 (e) (5)</b> Shall ensure information is shared with parents in a language and format they can understand	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <li>• Honeywell - electronic messages sent by phone, email, and/or text.</li> <li>• Website and classroom blogs which communicate upcoming events and timelines.</li> <li>• Language that is understood for parent with cognitive impairments by using TC consultant and staff.</li> <li>• Teachers and counselors review assessments and academic results using a "parent" friendly vocabulary and use visual graphs for better understanding of data. Parent summary print out with results to clarify any questions or concerns.</li> </ul>
<b>1118 (e) (14)</b> Shall provide other reasonable support for parental involvement activities as parents	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <li>• We will create an environment where parents feel comfortable</li> </ul>

may request	communicating their needs with us and we work hard to do whatever we can to help accommodate their request.
<b>1118 (f)</b> Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> <li>• Flexible meeting times.</li> <li>• Phone conferences.</li> <li>• School website/district website offer translations</li> <li>• Accommodations for deaf parents through special services or technology.</li> <li>• Provide paper copies for all parents requesting them.</li> </ul>

## **2020-2021 MIDDLE/HIGH SCHOOL BELL SCHEDULES**

### **REGULAR DAY A**

7:55 a.m. – 9:20 a.m. .... Period 1  
 9:25 a.m. – 9:55 a.m. .... Seminar  
 10:00 a.m. – 12:00 p.m. .... Period 2  
     10:00 a.m. – 10:30 a.m. .... A lunch  
     10:30 a.m. – 11:00 a.m. .... B lunch  
     11:00 a.m. – 11:30 a.m. .... C lunch  
     11:30 a.m. – 12:00 p.m. .... D lunch  
 12:00 p.m. – 1:25 p.m. .... Period 3  
 1:30 p.m. – 2:55 p.m. .... Period 4

### **REGULAR DAY B**

7:55 a.m. – 9:20 a.m. .... Period 5  
 9:25 a.m. – 9:55 a.m. .... Seminar  
 10:00 a.m. – 12:00 p.m. .... Period 6  
     10:00 a.m. – 10:30 a.m. .... A lunch  
     10:30 a.m. – 11:00 a.m. .... B lunch  
     11:00 a.m. – 11:30 a.m. .... C lunch  
     11:30 a.m. – 12:00 p.m. .... D lunch  
 12:00 p.m. – 1:25 p.m. .... Period 7  
 1:30 p.m. – 2:55 p.m. .... W.I.N  
     1:30 p.m. – 2:12 p.m. .... Session 1  
     2:15 p.m. – 2:55 p.m. .... Session 2

### **TWO-HOUR DELAY**

9:55 a.m. – 10:25 a.m. .... Period 1  
 10:29 a.m. – 10:59 a.m. .... Period 2  
 11:03 a.m. – 11:33 a.m. .... Period 4  
 11:37 a.m. – 1:13 p.m. .... Period 3  
     11:37 a.m. – 12:01 p.m. .... A lunch  
     12:01 a.m. – 12:25 p.m. .... B lunch  
     12:25 p.m. – 12:49 p.m. .... C lunch  
     12:49 p.m. – 1:13 p.m. .... D lunch  
 1:17 p.m. – 1:47 p.m. .... Period 5  
 1:51 p.m. – 2:21 p.m. .... Period 6  
 2:25 p.m. – 2:55 p.m. .... Period 7

### **FIRST DAY OF SCHOOL**

Noon – 12:10 p.m. .... Orientation  
 12:14 p.m. – 12:34 p.m. .... Period 1  
 12:38 p.m. – 12:58 p.m. .... Period 2  
 1:02 p.m. – 1:22 p.m. .... Period 3  
 1:26 p.m. – 1:46 p.m. .... Period 4  
 1:50 p.m. – 2:09 p.m. .... Period 5  
 2:13 p.m. – 2:32 p.m. .... Period 6  
 2:36 p.m. – 2:55 p.m. .... Period 7

### **HALF DAY OF SCHOOL (11:00 A.M. DISMISSAL)**

7:55 a.m. – 8:18 a.m. .... Period 1  
 8:22 a.m. – 8:45 a.m. .... Period 2  
 8:49 a.m. – 9:12 a.m. .... Period 3  
 9:16 a.m. – 9:39 a.m. .... Period 4  
 9:43 a.m. – 10:06 a.m. .... Period 5  
 10:10 a.m. – 10:33 a.m. .... Period 6  
 10:37 a.m. – 11:00 a.m. .... Period 7

### **ASSEMBLY SCHEDULE**

7:55 a.m. – 9:20 a.m. .... Period 5  
 9:25 a.m. – 10:50 a.m. .... Period 6  
 10:55 a.m. – 12:55 p.m. .... Period 7  
     10:55 a.m. – 11:25 a.m. .... A lunch  
     11:25 a.m. – 11:55 p.m. .... B lunch  
     11:55 p.m. – 12:25 p.m. .... C lunch  
     12:25 p.m. – 12:55 p.m. .... D lunch  
 1:00 p.m. – 1:25 p.m. .... Seminar  
 1:30 p.m. – 2:55 p.m. .... Assembly

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the Dean of Student Services.

- Adult students (age eighteen (18) or older) must follow all school rules.
- If residing at home, adult students should include their parents in their educational program.

## **STUDENT WELL-BEING**

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

## **INJURY AND ILLNESS**

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

**Homebound Instruction**

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the building Principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE SCHOOL**

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides.

- A. unless enrolling under the District's School of Choice Policy.
- B. unless enrolling and paying tuition.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. The Director of Student Advancement will assist in obtaining the transcript, if not presented at the time of enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children regarding enrollment procedures.

New students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.



## **SCHEDULING AND ASSIGNMENT**

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the Director of Student Advancement. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules. Any variation should be approved with a pass or schedule change. Foreign students and foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students.

All traditional seated courses may also be held virtually. Students requesting a fully virtual course option must indicate interest during the regular scheduling process and must amend their Education Development Plan (EDP) plan to include virtual learning prior to submitting their course request form. For students who do not currently have an EDP, students must complete an EDP within the first two weeks of the start of the semester. All virtual courses have two-way communication requirements and students must respond to teacher and/or mentor-initiated communications

### **EARLY DISMISSAL**

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian, or the parent/guardian coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian. Due to the COVID-19 pandemic, the district will be releasing students on a staggered release schedule. Students should follow the schedule provided by the district.

### **TRANSFER OUT OF THE DISTRICT**

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from **Whiteford Agricultural Schools**, the parent must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact the building Principal for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.

### **WITHDRAWAL FROM SCHOOL**

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

### **IMMUNIZATIONS**

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the Administrative Assistant to the building Principal.

## **EMERGENCY MEDICAL AUTHORIZATION**

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

## **USE OF MEDICATIONS**

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication (prescribed or non-prescription), during school hours.
- C. All medications must be registered with the principal's office.
- D. Medication that is brought to the office will be properly secured.
  - i. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.
  - ii. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about his/her person, except for emergency medications for allergies and/or reactions.
- E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.
- F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
- G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

## **Asthma Inhalers and Epi-pens**

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually.

## **CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS**

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the school's administrative guidelines.

## **INDIVIDUALS WITH DISABILITIES**

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact School District Counselor at 734.856.1443 x309 to inquire about evaluation procedures and programs.

## **LIMITED ENGLISH PROFICIENCY**

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the Superintendent at 734.856.1443 x101 to inquire about evaluation procedures and programs offered by the District.

## **STUDENT RECORDS**

The School District maintains many student records including both directory information and confidential information.

Neither the Board nor its employees shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name
- B. major field of study
- C. participation in officially recognized activities and sports
- D. dated of graduation
- E. height and weight if member of an athletic team
- F. awards received
- G. honor rolls
- H. scholarships
- I. telephone numbers for inclusion in school PTO directories
- J. school photographs or videos of students participating in school activities, events or programs

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes and for inclusion in internal e-mail address books. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

The building principal will also develop a list of uses for which the District commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his/or her child's directory information disclosed for one (1) or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first thirty (30) days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the District by a student's parent or legal guardian, the District shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age eighteen (18) or is an emancipated minor may act on his/her own behalf with respect to the opt-out form.

Parents and eligible students may also refuse to allow the District to disclose any or all of such "directory information" upon written notification to the District within ten (10) days after receipt of the District's public notice.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found on the District Website.

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to the building Principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW 20202-4605  
Washington, D.C.  
[www.ed.gov/offices/OM/fpc](http://www.ed.gov/offices/OM/fpc)

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

[FERPA@ED.Gov](mailto:FERPA@ED.Gov); and  
[PPRA@ED.Gov](mailto:PPRA@ED.Gov).

### **ARMED FORCES RECRUITING**

The School must provide at least the same access to the high school campus and to student directory information as is provided to other entities offering educational or employment opportunities to those students. “Armed forces” means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request (Form 8330 F13) to the Board that indicates that the student or the parent or legal guardian does not want the student’s directory information to be accessible to official recruiting representatives then the school officials of the school shall not allow that access to the student’s directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all “directory information” including in the armed forces of the United States and the service academies of the armed forces of the United States.

Annually the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.

### **STUDENT FEES, FINES, AND SUPPLIES**

**Whiteford Agricultural Schools** charge specific fees for various noncurricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

## **STUDENT FUND-RAISING**

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. Please refer to Board Policy 5830 for further information.

## **STUDENT VALUABLES**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

## **REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES**

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

## **MEAL SERVICE**

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. Parents interested in being involved should contact Jason Mensing.

The school participates in the National School Lunch Program and makes lunches available to students for a minimal fee. More information about the meals served and their pricing can be found on the District's Food Service Page. You can follow the link below:

<http://www.whiteford.k12.mi.us/our-district/food-service/>

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. You can also apply online from our District Food Service Web Page. The link above will take you to the page.

## **EVACUATION DRILLS**

### **FIRE, LOCK DOWN AND TORNADO DRILLS**

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State.



Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year.

## **UNUSUAL SITUATIONS**

### **EMERGENCY CLOSINGS AND DELAYS**

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will send an alert through the Honeywell Instant Alert® System and notify the following radio and television stations:

A. Channel 11 (CBS)

B. Channel 13 (ABC)

Parents and students are responsible for knowing about emergency closings and delays.

Parents and students are asked NOT to call the school or school officials. It is important to keep the phone lines open for official use. When school is delayed due to fog/snow/ ice, it will automatically be delayed for a minimum of two (2) hours.

### **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Board offices upon request.

## **VISITORS**

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

### **USE OF SCHOOL EQUIPMENT AND FACILITIES**

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

### **LOST AND FOUND**

The lost and found area is in each building. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of each semester.

### **STUDENT SALES**

No student is permitted to sell any item or service in school without the approval of the building Principal. Violation of this may lead to disciplinary action.

### **USE OF TELEPHONES**

Office telephones are not to be used for unnecessary personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

### **ADVERTISING OUTSIDE ACTIVITIES**

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

## SECTION II - ACADEMICS

### COURSE OFFERINGS

Click on the link below for the 2020-2021 curriculum guide:

[https://www.whiteford.k12.mi.us/downloads/publications/curriculum\\_guide\\_2020-21.pdf](https://www.whiteford.k12.mi.us/downloads/publications/curriculum_guide_2020-21.pdf)

### FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips.

### GRADES

Whiteford Agricultural Schools has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

### GRADING SCALE

**Grade point average** is computed by dividing the total honor points earned by the attempted credits. Honor points for each grade per year are listed below with the exception of calculus which is indicated in parenthesis.

A+ = 4.33 (5.33) 100% above	C+ = 2.33 (3.33) 77-79
A = 4.00 (5.00) 94-99	C = 2.00 (3.00) 73-76
A- = 3.66 (4.66) 90-93	C- = 1.66 (2.66) 70-72
B+ = 3.33 (4.33) 87-89	D+ = 1.33 (1.33) 67-69
B = 3.00 (4.00) 83-86	D = 1.00 (1.00) 63-66
B- = 2.66 (3.66) 80-82	D- = 0.66 (0.66) 60-62
	F = 0.00 (0.00) Below 60

One extra honor point is awarded to AP Calculus and AP United States History because of the rigorous academic demands of this course exceed other courses in the curriculum.

**Transfer Students:** Students transferring from another school will have their grade point averages computed according to the guidelines explained above. Weighted grades **are not** accepted for purposes of computing grade point averages except for a student transferring who has weighted grades in calculus.

## **Grading Periods**

Students shall receive a report card at the end of each 9 week period indicating their grades for each course of study for that portion of the academic term.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades.

## **PROMOTION, PLACEMENT, AND RETENTION**

Promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity

### High School

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met. It is the student's responsibility to keep in contact with the Director of Student Advancement and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Office.

## **GRADUATION REQUIREMENTS**

### **DIPLOMA/GRADUATION**

**To graduate from Whiteford High School a student must successfully complete the following:**

1. Credit shall be given after successful completion of the course work presented.
2. Whiteford High School credits earned in grades 9-12 shall be applied towards graduation requirements. Advance placements credits earned at Whiteford, prior to entering the ninth grade, shall also apply towards graduation.
3. All high school students must participate in all portions of the District and State of Michigan assessment process. The Michigan Merit Exam (MME) or other state-approved assessment instruments will be administered during the junior year.
4. All students, including seniors, must be enrolled and attending all 8 classes to be considered a full-time student. If a student is participating in flexible learning options, s/he may be required to attend less periods based on the daily/hourly calculations.

5. A student receiving a diploma, based on the above criteria from the Whiteford Agricultural School Board of Education, must be registered and in attendance for one (1) full year prior to receiving their diploma. Seniors who move into the district after the start of the school year will be dealt with on an individual basis.
6. The minimum grade point average for graduation shall be 1.00 (D) average.

**Graduation Requirements: Beginning with the 2019-2020 school year, the following credits are required to earn a diploma from Whiteford High School.**

*Class of 2020 – 27 Credits*

*Class of 2021 – 28 Credits*

*Class of 2022 – 29 Credits*

*Class of 2023 – 30 Credits*

**English Language Arts**

English 9 - 1 credit

English 10 - 1 credit

English 11 - 1 credit

English 12 - 1 credit

**Mathematics**

Algebra I - 1 credit

Geometry - 1 credit

Algebra II - 1 credit

One Additional Math or Math-Related Class in senior year - 1 credit

**Science**

Biology -1 credit

Chemistry - 1 credit

Anatomy/Physiology, Horticulture, Zoology or Physics - 1 credit

**Social Studies**

World History and Geography - 1 credit

Civics/Economics - 1 credit

American History and Geography - 1 credit

Health - 1/2 credit Physical Education - 1/2 credit

Visual, Performing, Applied Arts - 1 credit

World Language - 2 credits

**Electives**

*\*Class of 2022 – 11 Credits*

*\*Class of 2023 – 12 Credits*

*\* W.I.N. (What I Need) is a required course and will count as elective credit toward high school graduation starting with the 2019-2020 school year.*

**ALL CREDITS MUST BE EARNED PRIOR TO PARTICIPATION IN COMMENCEMENT EXERCISES.**

**STUDENTS IN DIRECT COLLEGE OR DUAL ENROLLMENT:** Students enrolled in direct college or dual enrollment courses will follow an alternate credit scale based on the number of direct college or dual enrollment courses they enroll in. The 28 credit graduation requirement will be reduced by one half credit for each period of Whiteford's 7 period day that is filled with a college course.

## **FLEXIBLE LEARNING OPTIONS**

Beyond earning credit through a traditional course setting, students may earn credit in a variety of ways, including, but not limited to:

### **Testing Out**

Students wishing to enroll in more curriculum than is otherwise possible may be interested in policies permitting students to “test out” of certain classes. The Whiteford Board of Education shall grant high school credit in any course to a pupil enrolled in high school but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or if there is not a final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation or combination thereof.

To be eligible to test out of classes for the upcoming school year, a student must complete a “Testing Out” application, available in the high school office, by the April 29, 2019 deadline. Upon receiving the application, information regarding the course will be made available to the student including a list of testing out requirements.

### **Direct College at Whiteford HS**

Direct College Credit courses provide students with the opportunity to take college level courses at high school and are generally taught by college faculty. Courses can count for high school credit and/or college credit. Direct College credit courses are really college courses offered at the high school, however the college tuition fees are paid for by the Whiteford Agricultural School District. Direct College classes are offered to 9th – 12th grade students, provided they earn a qualifying score on the state assessment.

\*\*\*Direct College courses are rigorous courses taught at a college level. Students MAY NOT drop Direct College classes after they are registered for the course. Any students who fails a Direct College course MUST repay the Whiteford Agricultural School District for any fees (tuition, lab fees, etc...) incurred by the district. Direct College courses may or may not transfer to other colleges and universities for credit. Students should contact the university or visit the Michigan Transfer Network online to inquire about credit transfer.

### **Dual Enrollment**

Public Act 160 and Public Act 258 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs us to assist eligible high school students in paying tuition and fees for courses at Michigan public or private colleges, or universities while in high school as well as Ohio universities located within a designated radius of the school district. Eligible students will receive a letter with more detailed information regarding this option.

### **Personal Curriculum**

The Personal Curriculum option is a process used to modify specific credit requirements and/or content expectations for high school students. These modifications are based on the individual learning needs of the student. It is designed mainly for two groups of students: (1) students who want to accelerate their learning or go beyond the Michigan Merit Curriculum

(MMC) requirements, and (2) students who need to individualize their learning requirements in order to meet the MMC requirements for graduation. All students are entitled to apply for a Personal Curriculum and should contact the school office for more information.

### **Career and Technical Education (CTE)**

Career Technical Education (CTE) is a program of study that involves the integration of academic knowledge with technical and occupational knowledge. CTE provides students with a pathway to the postsecondary education and careers required in our global economy. All approved CTE programs in Michigan must align their local curriculum to postsecondary and industry standards. Students meeting the program standards have the opportunity to earn college credit and/or certifications. Whiteford High students may take CTE courses in agriculture on campus or may show interest in other CTE programs/courses at high schools within Monroe County. Students with a serious interest in other areas of study should contact the Director of Student Advancement to discuss available course/program options.

### **21f- Digital Learning Options**

The Michigan Legislature took action in 2013 to expand student access to digital learning options through Section 21f of the State School Aid Act. As a result, students enrolled in a public local district or public school academy in grades 6-12 are eligible to enroll in up to two online courses during an academic term.

Online learning holds great promise as an instructional approach to expand and customize learning opportunities for students. However, it is substantially different from face-to-face instruction and usually works best when thoughtful planning supports individual enrollment decisions. I encourage you to talk with your student to examine if online learning is a good fit for her or him.

Students interested in any of the above options should contact the Director of Student Advancement to discuss eligibility, readiness, and/or other requirements.

## **RECOGNITION OF STUDENT ACHIEVEMENT**

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the building Principal.

## **HONOR ROLL**

At the end of each marking period, an honor roll list of students in grades 6-12 who have received no grade lower than a B- shall be posted in the school newsletter, local newspaper, and posted on the school bulletin boards. Students receiving no grade lower than an A- shall be given special recognition on the honor roll. Students who receive an incomplete will not be included on the honor roll.



## **NATIONAL HONOR SOCIETY**

Students having a 3.40 grade point average or higher are sent a letter inviting them to join the NHS. Interested students must submit an application by a specified date. Failure to do so will result in name being removed from consideration for membership. Teachers fill out an evaluation form for each student based on scholarship, character, leadership, and service. A five-member faculty committee reviews applications and teacher evaluations and votes on whether the student meets the NHS membership criteria. A majority vote of the committee approves students for membership.

Failure to maintain the required grade point average or conduct unbecoming a member of the NHS may be grounds for dismissal. The five-member faculty committee will conduct a hearing on any such requests for dismissal, place students on probation, or by majority rule, remove a student from NHS.

A three-tier system of honoring seniors at commencement is utilized with engraved medals awarded to students with the following grade point averages:

- 3.50 - 3.749..... Cum Laude (with honor)
- 3.75 - 3.899..... Magna Cum Laude (with great honor)
- 3.90 or higher..... Summa Cum Laude (with highest honor)

## **ACADEMIC LETTER CRITERIA**

Academic letters will be awarded at the end of and including the odd numbered semesters to students maintaining the following grade point average:

- |                   |                   |
|-------------------|-------------------|
| 9th Grade - 3.90  | 11th Grade - 3.60 |
| 10th Grade - 3.80 | 12th Grade - 3.40 |

Only one academic letter per student will be awarded, but a special certificate will indicate whether a student is a first, second, third or fourth year letter winner and a bronze, silver or gold medal will be given to second, third and fourth year letter winners respectively.

## **HOMEWORK**

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will be assigned to enhance the student's learning.

## **COMPUTER TECHNOLOGY AND NETWORKS**

Before any student may take advantage of the School's computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all the terms of the agreement may lead to termination of the student's computer account and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School

District's *Student Network and Internet Acceptable Use and Safety Policy* and the requisite student and parent agreement will be distributed at registration.

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an e-mail address.

### **7540.03 – Student Technology Acceptable Use and Safety**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy **5136**).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in

the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. Safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communication
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.) cyberbullying and other unlawful or inappropriate activities by students online, and
- D. Unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other

individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

## **STUDENT ASSESSMENT**

The Michigan Merit Exam (MME), which will include the SAT, ACT Work Keys, and the MSTEP for high school juniors

All 11th graders will take this state assessment test in April of each year. It will provide students with a regular SAT score report that they can use to apply to a college or a university. SAT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work.

The SAT will be administered in a full day session and the Work Keys will be administered on the following day. The Michigan science and social studies tests will be given on additional days during the testing window.

Parents and students should watch school newsletters and the local press for announced testing times.

Sophomores will take the PSAT 10, a preparatory assessment primarily used to help students prepare for the SAT. Freshman and 8<sup>th</sup> grade students will take PSAT 8/9.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs. (NWEA)

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Any high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

Students may receive credit toward high school graduation who successfully completes, prior to entering high school, a State mandated curriculum requirement, provided the course meets the same content requirements as the high school course, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Students will not be required, as part of the school program or District curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. Whiteford Schools will not violate the rights of consent and privacy of a student participating in any form of evaluation.

### High School

College entrance testing information can be obtained from the Office.

## **SECTION III - STUDENT ACTIVITIES**

### **SCHOOL-SPONSORED CLUBS AND ACTIVITIES**

**Whiteford Agricultural Schools** provide students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation.

The Board authorizes many student groups that are sponsored by a staff member.

Extra-curricular activities do not reflect the School curriculum but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

### **NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES**

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during noninstructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No nondistrict-sponsored organization may use the name of the school or school mascot.

### **ATHLETICS**

**Whiteford Agricultural Schools** provide a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. For further information, contact Jason Mensing, the Athletic Director, at 734.856.1443 x103.

All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Athletic Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

## **MHSAA Eligibility**

There are certain rules for eligibility that are set down by the Michigan High School Athletic Association and the Whiteford Board of Education which are administered and enforced by our school. You should be familiar with these rules.

- Be under 19 years of age on August 31.
- Not have competed for more than three seasons previously in the sport you select.
- Have been enrolled in high school for not more than seven semesters beyond the eighth grade.
- Play only with teams representing the school.
- Not be a professional.
- Not have been graduated from any secondary school.
- Transfers - A student who transfers from one high school to another high school is ineligible to participate in interscholastic athletic contests for any sport they participated in in the prior school unless one of the 15 state mandated exceptions apply.
- A student may accept, for participation in athletics, a symbolic or merchandise award which does not have a value or cost in excess of \$40.00.
- Awards for athletic participation in the form of cash, merchandise certificates, or any other type of negotiable documents are never allowed.
- Any athlete ejected from a contest for un-sportsmanlike conduct is disqualified from the next scheduled athletic contest.

## **Athletic Participation Agreement**

Representing Whiteford Middle/High School in interscholastic competition is a privilege and not a right. Students who participate in interscholastic competition are expected to represent the highest ideals of character by exemplifying good conduct, good sportsmanship, good citizenship, and good training, which includes abstaining from the use of tobacco, alcohol, and drugs. Separate and apart from a student's performance as an athlete, the student's conduct, sportsmanship, citizenship, and training reflect at all times on the student athlete, his or her team, our school, and our community. Accordingly, this Athletic Participation Agreement has been established for all students who aspire to participate in interscholastic athletics at Whiteford Middle/High School.

## **Physical Examinations**

No athlete shall participate in any phase of the athletic program that does not have on file in the office of the athletic director a physical examination statement for the current school year. This statement must be signed by the examiner (M.D., D.O., Physician's Assistant or Nurse Practitioner) indicating that the student is physically able to compete in the athletic activity concerned. For the card to be valid, the physical examination must be given on or after April 15 of the previous school year. As a further condition of participation, an unemancipated minor's parent or guardian must also consent to the student's athletic participation. In cases of serious injury or extended illness, school officials reserve the right to require an athlete to be reexamined by a physician (M.D. or D.O.) before being allowed to participate in interscholastic athletics.

## **Athletic Eligibility**

Student academic eligibility to participate in interscholastic athletics is governed by the policies and rules of the Whiteford Agricultural Schools, as well as the rules and regulations of the Michigan High School Athletic Association (MHSAA). Students can be declared ineligible for academic reasons under any of the following circumstances:

- 1. Students who fail to pass at least 75% (6 of 8) of their classes during the previous semester will be ineligible for sports for one full semester as outlined in the MHSAA Handbook*
- 2. No student shall compete or cheer for one week, Monday through Sunday, if they fail to pass more than 75% (6 of 8) of their classes on the weekly eligibility list. The weekly eligibility list is re-turned to the athletic director by 12:00 p.m. on Friday and covers all work from the beginning of the semester to the current date of eligibility. Students who are ineligible for any two weeks of the season under this rule will be dismissed from the team for the season.*

## **Attendance Requirements for Athletes**

Regular attendance at practice sessions is required when present in school during the day unless excused in advance by the coach. Absence from school and reasons for such absences may affect a player's standing in the athletic program. Excessive tardiness that results in a penalty hall will be reported to the in-season coach and athletic director. Penalty halls or suspensions assigned for any school attendance or conduct violation will not be rescheduled due to conflict with practices or games.

1. No player will be permitted to practice or participate in a game if absent for any part of the day. Exceptions to this policy will be granted for:
  - a. Absences that are for periodic preventative medical, dental or optical appointments where the office has received 24 hours written notification prior to the absence.
  - b. Funerals, college visits (2 per year), field trips and absences while on other school business that are excused beforehand.
  - c. Each student athlete will be granted two exemptions (per sports season) to the policy where the student was ill for a portion of the day but attended a minimum of four classes.

Only the Director of Student Advancement or Principal can grant deviation for an absence for other reasons or with less than 24 hour notice. A player who violates this provision shall not be permitted to participate in the next contest.

## **Code of Conduct for Whiteford Athletes**

### **Conduct Penalties for Athletes**

The following behaviors constitute a violation of the Whiteford Middle/High School Athletic Participation Agreement and subject the athlete to discipline as outlined in the penalty section below:



1. Violation of the Student Code of Conduct as set forth in the Middle/High School Student Handbook, which results in a school suspension, will also result in suspension from athletics for the time the student is suspended.
2. Violation of federal, state, or local law/ordinance include a felony or misdemeanor acts other than minor traffic offenses, conviction of said act not necessary to establish a violation of the Athletic Participation Agreement but will be determined through an independent school investigation and may result in an athletic penalty determined by the athletic council.
3. Cumulative or gross misconduct, including behavior which school officials consider conduct unbecoming an athlete and a representative of Whiteford Middle/High School, may result in a penalty as determined by the athletic council.

Students suspended for insubordination, persistent disobedience of school rules, or disrespectful and vulgar language directed at any school personnel will be penalized as follows: first offense-one game suspension, second offense-two game suspension, and third offense-dismissal from the squad. If the student is out of season, penalty will be assessed during the next regular season the athlete plays.

### **Transfers Following Violations of Previous School's Student-Athlete Code of Conduct**

Whiteford Agricultural Schools will enforce upon a transfer student any period of ineligibility to which that student would have been subject as a result of a student or athletic code violation(s) at that student's most recent previously attended school.

A student who transfers to Whiteford Agricultural Schools after becoming ineligible because of a student or athletic conduct code violation(s) at the previously attended school shall remain ineligible at Whiteford Agricultural Schools for not less than the period of ineligibility imposed by the previously attended school. This would be the case even if the student's situation would otherwise satisfy one or more of the exceptions to the transfer regulation of Whiteford Agricultural Schools and the Michigan High School Athletic Association (Regulation I, Section 9), and even if the act which caused the student's ineligibility at the previous school would not be a violation or cause the same period of ineligibility at Whiteford Agricultural Schools.

That student was subject to the rules and penalties of the previous school and shall not be allowed to escape the consequences of his/her conduct and, in doing so, displace students of Whiteford Agricultural Schools from teams, positions, events, and awards at least until the full period of ineligibility has been served.

### **Illicit Substances**

An athlete shall not use, possess, conceal, distribute, sell or be under the influence of those substances listed in items A-F below:

- a. tobacco or tobacco products in any form, including electronic cigarettes and their devices;
- b. alcohol or alcoholic beverages in any form;
- c. illegal drugs, including but not limited to those substances defined as "controlled substances" pursuant to federal or state law;
- d. steroids, human growth hormones, or other performance-enhancing drugs;

- e. substances purported to be illegal, abusive, or performance-enhancing (i.e., “look-alike” drugs);
- f. misused prescription drugs.

### **Penalties for Use of Tobacco, Alcohol, or Illegal Drugs**

#### **First offense penalty:**

Minimum penalty is a suspension for 1/3 of the games scheduled. A student wishing reinstatement must make written application to the athletic director; included in the request should be a statement as to what will be done to correct the student’s behavior and why the student wishes to be reinstated. A review committee consisting of principal, Director of Student Advancement and coach of the sport currently in season will be organized to review and discuss application and possible reinstatement. The suspension will be extended on a week by week basis, during the season, if certain conditions outlined below are not met.

- A student is expected to attend and participate in all practices.
- A student is expected to go to all games, sit on the bench in street clothes, and follow all other training rules.
- A student must enroll in and attend all meetings of a drug awareness program as directed by the committee. A student wishing reinstatement into a subsequent sport season must attend the drug awareness program. For each meeting missed the student athlete will miss one additional week of the games scheduled.
- No truancy for school. For each truancy, the student athlete will miss one additional week of the games scheduled.
- Passing all subjects. For each violation the student athlete will miss one additional week of the games scheduled.
- No suspensions from school for any misconduct. For each suspension the student athlete will miss an additional week of the games scheduled.

If less than 1/3 of the season remains when a student commits the infraction, the remainder of the suspension will apply to the next sport season as directed by the review committee. If the student athlete quits the team or their parents make them quit, that athlete must still follow the last four conditions outlined above to be reinstated in a subsequent sports season.

#### **Second offense penalty:**

The student athlete will be suspended from all athletics for a period of one calendar year from the date of the violation. The suspension can be decreased by six months if the student athlete participates in an established drug/alcohol assessment program at their parent’s expense and attends treatment sessions as prescribed in the assessment. If no treatment sessions are prescribed, the student athlete must enroll in and attend all meetings of a drug awareness program as directed by the committee. Reinstatement six months earlier will be subject to the approval of the review committee and fulfilling the criteria described in the first offense.

The minimum penalty for second offense is the loss of a season of a sport the student has previously played.

#### **Third offense penalty:**

Permanent suspension from all athletics.

## **Rules Relating to Team Membership**

1. Bus Transportation - All athletes and cheerleaders must ride the bus to all games. Transportation home from athletic events is the responsibility of the parent(s). At no time will a student be allowed to drive to a regular or post season game.

**Penalty** - One game suspension

2. All athletes and cheerleaders are expected to attend all practice sessions unless they are excused by the coach. No player will be permitted to practice or participate in a game if absent for any part of the day. Exceptions to this rule can be found on page 22 of this handbook. Coaches may penalize suspended players and those serving detentions at their discretion.
3. All student athletes and cheerleaders are expected to be loyal to their team, their coach, and other team members. Athletes and cheerleaders who argue or can't get along will be punished.

### **Penalty**

1st offense.....Warning  
2nd offense.....One game suspension  
3rd offense.....Dismissal from squad

4. Sportsmanship - All athletes and cheerleaders are expected to maintain the highest standard of sportsmanship both as contestants and as spectators. Flagrant acts of unsportsmanlike conduct may result in suspension or dismissal from the squad.
5. Care of equipment - The equipment issued to you as a participant in athletics represents a capital investment of hundreds of dollars annually. The proper care of this equipment is expected and is your responsibility. You will be held responsible for reimbursing the cost of lost equipment. No athlete may go out for or participate in another sport unless lost equipment is returned or paid for.
6. Injuries - All athletes are expected to report all injuries immediately to their respective coaches. Failure to do so may affect the processing of insurance claim forms. Parents should submit claims to their health carrier first.

A student should realize that the conduct standards in the Athletic Participation Agreement apply on a year-round basis and are not limited to student behavior at school sponsored activities or on school property. A student who violates these rules will be subject to disciplinary action as outlined in the penalty provisions. In addition, a student participant and his/her parent or guardian must sign and return to the athletic director this form which acknowledges that the student and his/her parent understands and agrees to abide by rules as set forth in the rules.

## **Athletic Council**

1. The purpose of the Athletic Council is to interpret the Athletic Code and Training Rules when requested to do so. A request for interpretation may be made by a coach, faculty member, athlete, or parent by applying to the athletic director in writing.

2. The Athletic Council shall consist of the Director of Student Advancement all head coaches, the cheerleading advisor, and one faculty representative. The principal will sit in as an advisor.
3. The Director of Student Advancement will act as chairman of the Athletic Council meetings. If he is not present, he may designate another member to chair the meeting.
4. When it becomes necessary for the Athletic Council to interpret the Athletic Code and Training Rules, decisions will be reached by a majority vote of the members present at the meeting. A quorum (which consists of 51% of the members of the council) must be present for the Athletic Council to function.
5. All decisions reached by the Athletic Council will be announced as unanimous and decisions will be reached by secret ballot. Any athlete has the right to ask for an appearance before the Athletic Council by applying to the athletic director in writing.

### **NCAA Information**

Any student-athlete looking to compete athletically at the college level should refer to the NCAA Eligibility Center found at [www.ncaa.org](http://www.ncaa.org) found under academics and athletes.

It is important to closely follow the guidelines and recommendations found here as soon as a student enters high school. When a student feels he/she is interested in post-secondary athletic competition, he/she should contact their coach(es), athletic director, and school counselor. The NCAA has strict eligibility requirements, as well as an application process that must be followed to ensure a student-athlete is academically eligible for college athletics. It is the responsibility of the student to complete all necessary requirements, forms and applications.

## **SECTION IV - STUDENT CONDUCT**

### **ATTENDANCE**

#### **School Attendance Policy**

Whiteford Agricultural Schools is dedicated to academic achievement and success for all students. Consistent school attendance is a critical part of that success. Regular attendance improves academic skills, as well as social and emotional growth for our students.

We understand some absences from school are unavoidable. However, chronic absenteeism can be a barrier to your child's education. Chronic absenteeism is linked to drop out rates and academic struggles. We care about your child and their future success.

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in classroom and other school activities which cannot be replaced by individual study.

Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

Whiteford Agricultural Schools follows the Monroe County Truancy Protocol and documents any time a student is absent from class. Parents are required to call the school attendance line to report the reason for their child's absence. Documentation received from parents regarding student absences will be kept on file and reviewed to determine the need for further truancy action. (See below and attached Monroe County Truancy Protocol)

After 5 days of absence in any grading period, a student may be considered a "habitual truant" which can result in:

- a review of the Monroe County Truancy Protocol by the Dean of Students;
- a meeting with the Dean of Students and a letter sent home;
- development and monitoring of an Attendance Improvement Plan;
- student and family referral to the Monroe County Prosecutor's Office
- a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

## **Suspension from School**

Absence from school due to suspension shall be considered an authorized absence.

A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained by contacting teachers beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school. The student will be given credit for properly-completed assignments and a grade on any made-up tests.

## **Notification of Absence**

If a student is going to be absent, parents must contact the school at 734-856-1443 within 24 hours and provide an explanation.

The skipping of classes or any part of the school day is prohibited and disciplinary action will follow.

## **Tardiness**

Middle/High School students are expected to be in their assigned locations throughout the school day. Middle/High School students arriving late for school or a class are to report directly to their class and will be marked tardy by the teacher. Students who leave early from class will be marked tardy.

Students who are tardy 3 times during a semester to the same class shall be given a detention. Students who are chronically tardy will meet with the Dean of Students and may be given additional consequences or recommended for further truancy action (see page 47).

## **Vacations During the School Year**

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

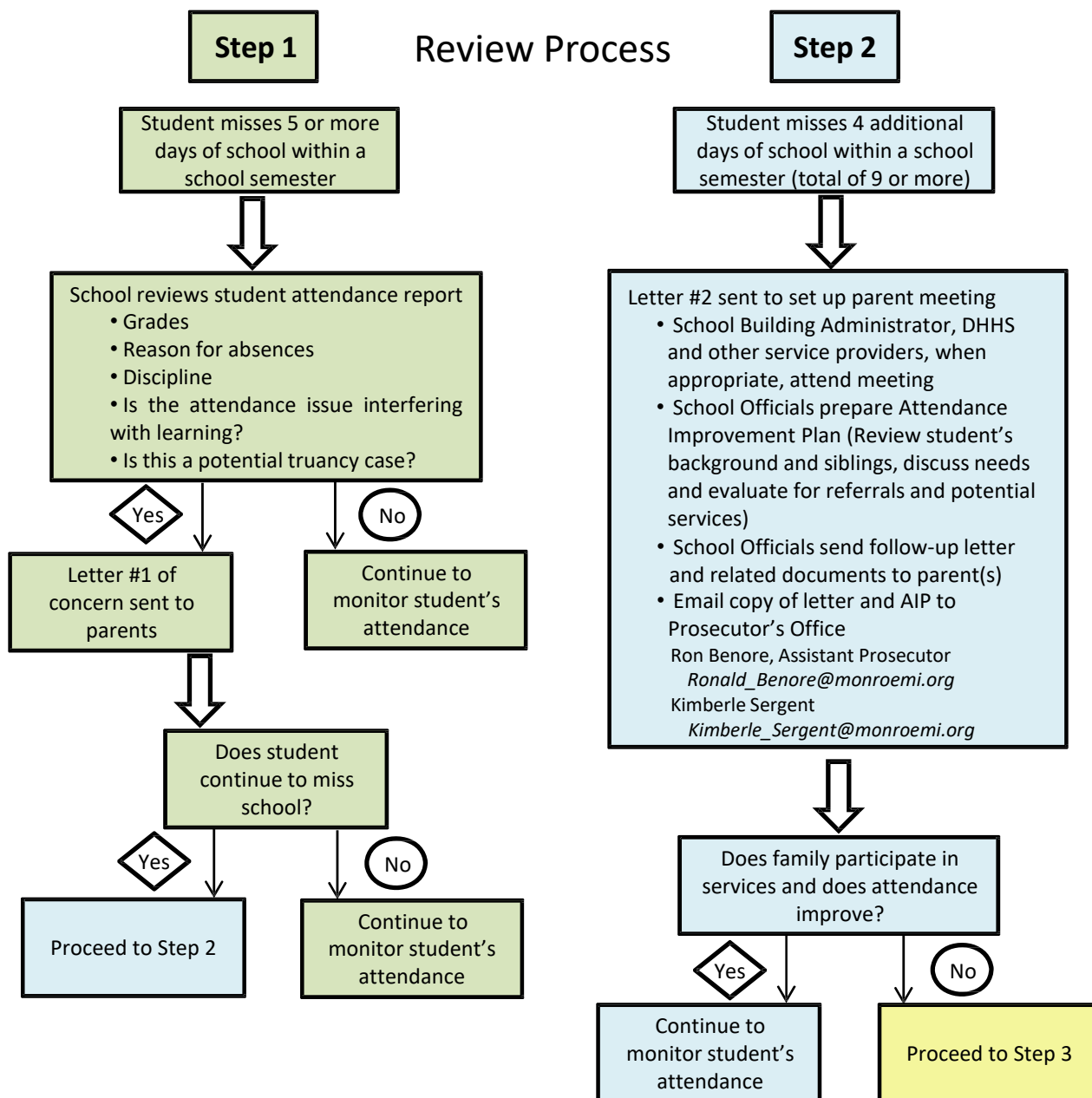
## **Make-up of Tests and Other School Work**

Students who are absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact their teachers as soon as possible to obtain assignments.

- Make-up work due to suspension must be completed
- Students will be given the number of days of absence within which to make-up work.

If a student misses a teacher's test due to absence, she/he may make arrangements with the teacher to take the test. If she/he misses a State mandated test or other standardized test, the student should consult with the Director of Student Advancement to arrange for taking the test.

# MONROE COUNTY TRUANCY PROTOCOL "Project Graduation"



### Step 3

Email Prosecutor the Prosecutor Truancy Referral Form with attachments:

- Copy of Letter #1
- Copy of Letter #2
- Student's Attendance Report
- Attendance Improvement Plan
- Other documents

*Ronald\_Benore@monroemi.org and  
Kimberle\_Sergent@monroemi.org*



Prosecutor meets with family and/or student to review potential consequences and offer an Attendance Agreement to avoid prosecution

- Copy of Agreement will be emailed to School Attendance Officer



Do family and student follow attendance agreement and does attendance improve?

Yes

Continue to monitor student's attendance

No

Proceed to Step 4

### Step 4

Email local Police Agency the Law Enforcement Truancy Referral Form with attachments:

- Letters to Parents
- Student's Attendance Report
- Attendance Improvement Plan
- Prosecutor Truancy Referral Form
- Prosecutor Attendance Agreement
- Additional Documents



Criminal charge(s) will be filed against parent(s) (when appropriate) and/or delinquency charge will be filed against the juvenile (when appropriate)

### Monroe County Schools "Project Graduation" Contact Information

#### Monroe County Office of Prosecuting Attorney

125 E. Second Street  
Monroe, Michigan 48161  
734-240-7600 (main)  
734-240-7626 (fax)

William Paul Nichols, County Prosecutor

*William\_Nichols@monroemi.org*

Ron Benore, Assistant Prosecutor

*Ronald\_Benore@monroemi.org*

Kimberle Sergent

*Kimberle\_Sergent@monroemi.org*



## **STUDENT ATTENDANCE AT SCHOOL EVENTS**

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

## **CODE OF CONDUCT**

A major component of the educational program at **Whiteford Agricultural Schools** is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

### **Expected Behaviors**

Each student shall be expected to:

- A. abide by national, State, and local laws as well as the rules of the school
- B. respect the civil rights of others
- C. act courteously to adults and fellow students
- D. be prompt to school and attentive in class
- E. work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background
- F. complete assigned tasks on time and as directed
- G. help maintain a school environment that is safe, friendly, and productive
- H. act at all times in a manner that reflects pride in self, family, and in the school

### **Dress and Grooming**

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

- Does my clothing expose too much? (no)
- Does my clothing advertise something that is prohibited to minors? (no)
- Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)

- Would I interview for a job in this outfit? (yes)
- Am I dressed appropriately for the weather? (yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, they may be removed from the educational setting.

The following guidelines for styles or manners of dress must be followed:

- All tops must have at least two inches of material on the top of their shoulders. Shirts, tops, t-shirts that are too revealing are not allowed. Low-cut tops revealing cleavage, halter tops, off the shoulder tops, muscle shirts, shirts cut to expose side of torso, and tops that reveal the midriff or torso are prohibited.
- Any pants that are skin tight may not be worn unless student has shorts, a skirt, or shirt to cover the lower body.
- All shorts, skirts, and dresses must be appropriate in length (mid-thigh). Low riding, baggy pants/jeans are not allowed. Jeans/pants with tears that expose body parts above mid-thigh are not allowed.
- Hats are to be removed as you step foot into the building or before. Hoods may not be put up to cover a student's head.
- Shoes must be worn at all times. Slippers are not appropriate footwear for school.
- Additionally, the following are not acceptable: bandanas, pajamas, exposed underwear, apparel with profanity, obscene or suggestive remarks, clothing advertising drugs or alcohol stores or establishments, clothing that displays drugs or alcohol of any sort or any see through tops or bottoms.

Students who are representing [the school] at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

**Masks will be worn in accordance with any current or future executive order, or consistent with building rules. At the time of publishing, masks must be worn:**

- 1. While on a school bus;**
- 2. When in indoor hallways or common areas;**
- 3. In classrooms (Grades 6-12)**

**Accommodations may be made if sufficient medical documentation is provided.**

**Students who do not comply with masks rules may be disciplined or required to participate in virtual education.**

## **Gangs**

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated.

Incidents involving initiations, hazing, intimidations or related activities which are likely to cause harm or personal degradation are prohibited.

Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined. Prohibited gang paraphernalia will be specifically identified and posted by the building principal.

## **Care of Property**

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

## **STUDENT DISCIPLINE CODE**

It is the Board's policy to provide students and staff with a safe learning environment free from substantial disruption. Consistent with this policy, the District may discipline students who engage in misconduct. Discipline may, but need not, include suspension or expulsion from school.

It is the Board's policy that students should rarely be suspended or expelled from school and that steps should be taken to minimize occurrences of suspension and expulsion. It is further the Board's policy to comply with all applicable state and federal laws related to student discipline.

It is the Board's expectation that this Board Policy, especially those provisions that require consideration of specific factors and the possibility of restorative practices before suspending or expelling a student, will reduce the number of out-of-school suspensions that exceed 10 days and the number of expulsions.

This Board Policy applies to all student conduct that occurs: (1) on school property; (2) at a school-sponsored or school-related event; (3) on the school bus; (4) traveling to or from school, including at a school bus stop; and (5) at any other time or place if the conduct has a direct nexus to the school environment.

## **Student Code of Conduct**

The Board directs the Superintendent to develop and regularly update a student code of conduct. The student code of conduct must: (1) identify offenses that may result in discipline; (2) identify the possible disciplinary consequences for each offense, which may, but need not, include suspension or expulsion; (3) be consistent with Board policy and applicable state and federal laws, including laws requiring mandatory suspension or expulsion; and (4) include a copy of the section of this Board Policy entitled “Suspension from Class, Subject, or Activity by Teacher.”

### **Definitions**

For purposes of this Board Policy:

- “Suspend” or “Suspension” means a disciplinary removal from school for less than 60 school days.
- “Expel” or “Expulsion” means a disciplinary removal from school for 60 or more school days.
- “Restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct.

### **Restorative Practices**

Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student’s misconduct, recognizing the Board’s policy to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

A victim-offender conference is one type of restorative practice. Although not mandatory, a victim-offender conference allows the offender to repair harm caused to the victim through a formal, safe conference that includes the victim, a victim advocate, supporters of the victim, the offender, supporters of the offender, and other relevant members of the school community. A victim-offender conference must be initiated by the victim and, if the victim is under 15, must be approved by the victim’s parent/guardian. The attendees may require the offender to do one or more of the following: (1) apologize; (2) participate in community service, restoration, or counseling; or (3) pay restitution. The selected consequences will be described in a written agreement signed by all attendees and must identify the time frame for the offender to complete the consequences. No person who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

### **Suspension from Class, Subject, or Activity by Teacher**

A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe that the student: (1) intentionally disrupted the class, subject, or activity; (2) jeopardized the health or safety of any of the other participants

in the class, subject, or activity; or (3) was insubordinate during the class, subject, or activity. Before suspending a student from a class, subject, or activity, a teacher must first determine whether suspension is warranted based on the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

The Board directs any teacher who suspends a student from a class, subject, or activity to immediately report the suspension and the reason for the suspension to the building administrator or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the Board directs the building administrator or designee to ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures that apply to students with disabilities are followed.

The Board directs any teacher who suspends a student from a class, subject, or activity to, as soon as possible following the suspension, request that the student's parent/guardian attend a parent-teacher conference to discuss the suspension. The Board directs the building administrator or designee to attend the conference if either the teacher or the parent/guardian requests the attendance of a school administrator. In addition, the Board directs the building administrator to make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

### **Discretionary Suspension or Expulsion**

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of greater than 10 school days, or an expulsion, is, in most circumstances, presumed not to be warranted. Before imposing a suspension of more than 10 school days or an expulsion, District administration or the Board must rebut the presumption (i.e., explain why the suspension or expulsion is warranted despite the presumption) by considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

### **Building Administrators – 10 or fewer days**

The Board delegates to all building administrators the authority to suspend a student for up to 10 school days for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension. The building administrator may also suspend a student pending further investigation and possible further disciplinary

consequences, including a longer-term suspension or expulsion. Before exercising this authority, the building administrator must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

### **Superintendent – 20 or fewer days**

The Board delegates to the Superintendent the authority to suspend a student for up to 20 school days for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension of up to 20 school days. Before exercising this authority, the Superintendent must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Any time the Superintendent finds that a suspension of more than 10 school days is warranted, the Superintendent must explain his or her rationale in writing. The Superintendent's rationale must be based on the above factors.

Additionally, before suspending a student for any length of time, the Superintendent must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

### **Board – Expulsion**

The Board may suspend or expel a student for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension or expulsion. Before exercising this authority, the Board must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and

- Whether lesser interventions would address the behavior.

Any time the Board finds that a suspension of more than 10 school days or expulsion is warranted, the Board must explain its rationale in writing. The Board's rationale must be based on the above factors.

Before exercising this authority, the Board must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

### **Mandatory Suspension or Expulsion**

It is the policy of the Board to comply with the federal Gun-Free Schools Act and sections 1310, 1311, and 1311a of the Revised School Code. *Nothing in this section of the Board Policy may be construed to limit the Board's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.* The Board directs all administrators to refer all incidents that may result in a mandatory suspension or expulsion to the Board. The Board recognizes that, as explained below, in some circumstances it may choose not to suspend or expel a student.

### **Possession of a Firearm**

If a student possesses a firearm in a weapon-free school zone, the Board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- The student did not knowingly possess the weapon;
- The student did not know or have reason to know that the instrument or object constituted a "dangerous weapon"; or
- The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

### **Possession of a Dangerous Weapon (Other than a Firearm)**

If a student possesses a dangerous weapon in a weapon-free school zone, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and

- Whether lesser interventions would address the behavior.

Additionally, the Board is not required to expel a student for possession of a dangerous weapon (other than a firearm) if the student demonstrates, in a clear and convincing manner, at least one of the following:

- The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- The student did not knowingly possess the weapon;
- The student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

### **Applicable Definitions for Dangerous Weapon Offense**

“Weapon-Free School Zone” means school property and a vehicle used by a school to transport students to or from school property.

“School Property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

“Dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

“Firearm” means (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device.

“Destructive device” means (1) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (2) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

“Antique firearm” means any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1898; or any replica of any such firearm if the replica: (1) is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or (2) uses rimfire or conventional centerfire fixed ammunition that is no longer manufactured in the United States and which is not readily available in the ordinary channels of commercial trade. “Antique firearm” also means any muzzle loading rifle, muzzle loading shotgun, or muzzle loading pistol, which is designed to use black powder, or a black powder substitute, and which cannot use fixed ammunition. “Antique firearm” does not include any weapon that incorporates a firearm frame or receiver, any firearm which is converted into a muzzle loading weapon, or any muzzle loading weapon



which can be readily converted to fire fixed ammunition by replacing the barrel, bolt, breechblock, or any combination thereof.

### **Additional Procedures for Dangerous Weapon Expulsion**

The Board directs the Superintendent to ensure that if a student is expelled for possession of a dangerous weapon, the student's permanent record reflects the expulsion. The Board directs the Superintendent or designee to refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and to notify the student's parent or legal guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Board further directs the Superintendent or designee to make a referral to local law enforcement and to contact the student's parent/guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or en route to or from school in a school vehicle.

Unless reinstated pursuant to section 1311(6) of the Revised School Code, a student expelled by another district for possession of a dangerous weapon may not enroll in the District.

### **Arson**

If a student is convicted of, or pleads guilty or no contest to, committing arson, as defined in section 1311 of the Revised School Code, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

### **Additional Procedures for Arson Expulsion**

The Board directs the Superintendent to ensure that if a student is expelled for committing arson, the student's permanent record reflects the expulsion. The Board directs the Superintendent or designee to refer a student who is expelled for committing arson to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to section 1311(6) of the Revised School Code, a student expelled by another district for committing arson may not enroll in the District.

### **Criminal Sexual Conduct**

If a student is convicted of, or pleads guilty or no contest to, committing criminal sexual conduct, as defined in section 1311 of the Revised School Code, in a school building or on

school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

### **Additional Procedures for Criminal Sexual Conduct Expulsion**

The Board directs the Superintendent to ensure that if a student is expelled for committing criminal sexual conduct, the student's permanent record reflects the expulsion. The Board directs the Superintendent or designee to refer a student who is expelled for committing criminal sexual conduct to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to section 1311(6) of the Revised School Code, a student expelled by another district for committing criminal sexual conduct may not enroll in the District.

### **Physical Assault Against Employee, Volunteer, or Contractor**

If a student in grade 6 or above commits a physical assault at school against an employee, volunteer, or contractor and the victim reports the physical assault to the Board or to an administrator or, if the victim is unable to report the assault, another person makes the report on the victim's behalf, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

"Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

### **Additional Procedures for Physical Assault Against Employee/Volunteer/Contractor Expulsion**

The Board directs the Superintendent to ensure that if a student is expelled for physically assaulting an employee, volunteer, or contractor, the student's permanent record reflects the expulsion. The Board directs the Superintendent, or his or her designee, to refer a student who is expelled for physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify

the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to section 1311a(5) of the Revised School Code, a student expelled by another district for physically assaulting an employee, volunteer, or contractor may not enroll in the District.

### **Physical Assault Against Another Student**

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the Board or its designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

"Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

### **Additional Procedures for Physical Assault Against Another Student**

A resident student in grade 6 or above who was expelled by another school for committing a physical assault against another student may submit a petition to the Board requesting enrollment in the District. The Board will consider the petition, along with any information the Board determines relevant, at its next regularly scheduled board meeting. The Board may either grant or deny the petition. If the Board denies the petition, the student may not enroll in the District. The Board's decision is final.

### **Bomb Threat or Similar Threat**

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, the Board or its designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

### **Additional Procedures for Bomb Threat or Similar Threat**

A resident student in grade 6 or above who was expelled by another school district for making a bomb threat or similar threat may submit a petition to the Board requesting enrollment in the District. The Board will consider the petition, along with any information the Board determines relevant, at its next regularly scheduled board meeting. The Board may either grant or deny the petition. If the Board denies the petition, the student may not enroll in the District. The Board's decision is final.

### **Reinstatement Following Suspension or Expulsion**

It is the policy of the Board to consider a petition for reinstatement from an expelled student and the parent/guardian and to follow the requirements of sections 1311 and 1311a of the Revised School Code.

### **Reinstatement Following Mandatory Permanent Expulsion**

The parent/guardian (or the student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a petition for reinstatement 60 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than 90 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the date of the expulsion.

It is the responsibility of the parent/guardian (or the student if emancipated or at least 18 years old) to prepare and submit the reinstatement petition. The Board will, however, provide a reinstatement petition form, upon request, for the parent/guardian or student to use. The Board may request that the parent/guardian or the student attach additional relevant information to the reinstatement petition.

The Board will appoint a reinstatement committee, consisting of 2 board members, 1 administrator, 1 teacher, and 1 parent of a current District student, to consider a reinstatement petition. The Board will appoint the reinstatement committee no more than 10 school days after receiving a reinstatement petition. The Superintendent is directed to prepare and submit information to the reinstatement committee related to the circumstances surrounding the student's expulsion and any factors supporting and not supporting reinstatement.

The reinstatement committee must convene not later than 10 school days following its appointment to: (1) review the reinstatement petition and supporting documentation submitted by the parent/guardian or the student; (2) review the information submitted by the Superintendent; and (3) submit to the Board a written recommendation on whether the Board should unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement to the student, based on consideration of all of the following factors:

- The extent to which reinstatement would create a risk of harm to other students or personnel;
- The extent to which reinstatement would create a risk of school liability or individual liability for the board or school personnel;
- The age and maturity of the student;
- The student's school record before the incident that caused the expulsion;
- The student's attitude concerning the incident that caused the expulsion;
- The student's behavior since the expulsion and the student's prospects for remediation; and
- If the petition was filed by a parent or guardian, the degree of cooperation that the parent or guardian has provided the student and the degree of cooperation that the parent or guardian can be expected to provide the student if the student is reinstated.

Before making its recommendation, the reinstatement committee may request that the student and his or her parent/guardian appear in person to answer questions. If the committee recommends that the student be conditionally reinstated, the committee must include in its written recommendation to the Board a list of recommended conditions.

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a "last-chance" agreement, counseling, drug treatment, or a psychological evaluation. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial.

### **Reinstatement Following Discretionary Permanent Expulsion**

Unless otherwise expressly authorized by the Board at the time of a permanent expulsion, a student expelled for reasons other than those resulting in a mandatory permanent expulsion may not petition the Board for reinstatement until at least 150 school days after the date of the expulsion, and the student may not be reinstated until at least 180 school days after the

date of the permanent expulsion. Upon receipt of a timely reinstatement petition, the Board will hold a hearing at its next regularly scheduled meeting to consider the petition and any information submitted by the student or his or her parent/guardian and the Superintendent in either support of or opposition to the petition. The Board may unconditionally grant, conditionally grant, or deny the reinstatement petition. The Board's decision is final. Unless otherwise expressly authorized by the Board, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until at least 180 school days after the date of the denial.

### **Enrollment Following Misconduct at Another District**

To the extent permitted by law, the District may deny enrollment to a student who engaged in misconduct in another school and who seeks to enroll in the District either: (1) before the previous school imposes disciplinary consequences for the misconduct, or (2) while the student is suspended or expelled from the previous school. The Superintendent is directed to refer any such student to the Board if, under the District's student code of conduct, the student's misconduct in the previous school would result in a long-term suspension or expulsion from the District and, in the Superintendent's opinion, the student's enrollment in the District would jeopardize the safety, welfare, or good order of the District. The Board will hold a pre-enrollment hearing following the Superintendent's referral to consider whether the student may enroll and, if so, any conditions on enrollment. The Board will consider any information submitted by the student or his or her parent/guardian and the Superintendent in either support of or opposition to the student's enrollment.

### **Due Process**

It is the Board's policy to ensure that all students are provided due process as required by state and federal law before a student is suspended or expelled. The Board directs the Superintendent and all school administrators to protect the due process rights of students as explained below.

If a school administrator determines that an emergency exists that requires the immediate removal of a student from school, the administrator may contact the student's parent/guardian or local law enforcement, or take other measures, to have the student safely removed from school. The administrator must, as soon as practicable thereafter, follow the procedures outlined in this section of the policy.

Before making the decision to suspend a student for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is suspected to have committed, and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the student code of conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal an administrator's decision to suspend a student for 10 or fewer school days to the Superintendent. The appeal must be submitted to the Superintendent within 3 calendar days of the suspension. The Superintendent's decision is final. The student will remain suspended while the appeal is pending.

Before making the decision to suspend a student for more than 10 school days, the Superintendent will provide the student and his or her parent/guardian: (1) written notice of the offense the student is suspected to have committed, and (2) an opportunity for a hearing,

at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence. The Superintendent will provide the student and his or her parent/guardian at least 3 calendar days' notice before the hearing. The student and his or her parent/guardian may be represented at their cost by an attorney or another adult advocate at the hearing. The Superintendent will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the student code of conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal the Superintendent's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the suspension. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student will remain suspended while the appeal is pending.

Before the Board suspends or expels a student, administration will provide the student and his or her parent/guardian: (1) written notice of the offense the student is suspected to have committed, and (2) an opportunity for a Board hearing, at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence. Administration will provide the student and his or her parent/guardian at least 3 calendar days' notice before the hearing. The student and his or her parent/guardian may be represented at their cost by an attorney or another adult advocate at the hearing. The Board will not suspend or expel the student unless, following the hearing, a majority of the Board is convinced by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the student code of conduct or the Revised School Code and that suspension or expulsion is the appropriate consequence. The Board's decision is final.

### **Law Enforcement**

The Board directs administrators to contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students or staff, including any time a student is in possession of a dangerous weapon at school or a school-related activity or en route to or from school. In addition, the Board directs administrators to notify law enforcement as required by the Statewide School Safety Information Policy.

### **Reporting**

The Board directs administrators to notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law.

The Board directs administrators to refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

### **Educational Programming During Suspension or Expulsion**

Except as otherwise provided in this policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion. The Board authorizes

school officials to assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete course work during the period of the student's suspension or expulsion.

### **Students with Disabilities**

It is the Board's policy to follow all applicable state and federal laws related to disciplining students with disabilities. Additionally, students with disabilities are entitled to the same due process protections as all other students.

On the date on which the District decides to (1) expel a student with a disability; (2) suspend a student with a disability for more than 10 consecutive school days; (3) suspend a student with a disability for more than 10 cumulative school days in the same school year if a pattern of removals exist (explained below); or (4) place a student with a disability in an interim alternative educational setting (explained below), the District will notify the student's parent/guardian of that decision and will provide the parent/guardian a copy of procedural safeguards.

Within 10 school days of a decision to (1) expel a student with a disability or (2) suspend a student with a disability for more than 10 consecutive school days, the District will convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP or 504 team, to determine whether the student's conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student's disability, the District may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan for the student, or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the IEP or 504 team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student's disability, the District may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has an IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

Before suspending a student with a disability for more than 10 cumulative days in a school year, District administration must determine whether the student's removals from school constitute a pattern. If the District determines that the removals constitute a pattern, the District will, within 10 school days of a decision to expel the student or to suspend the student for more than 10 cumulative school days in a school year, convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student's disability, the District may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the team concludes that the



conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student's disability, the District may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has an IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

District administrators may remove a student with a disability who engages in any of the following conduct to an interim alternative educational setting for not more than 45 school days, even if the conduct is a manifestation of the student's disability:

- Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
- Knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

For purposes of this section of the Policy *only*, a "weapon" means a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. A "weapon" does not include a pocket knife with a blade of less than 2½ inches in length. No student may be removed to an interim alternative educational setting without first receiving the due process rights afforded under this Board Policy.

Within 10 school days of a decision to place a student in an interim alternative educational setting, District administration must convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability. If the student has an IEP and the team concludes that the conduct was a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the student has an IEP and the team concludes that the conduct was not a manifestation of the student's disability, the District must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

The District reserves its right to remove a dangerous student from school to the maximum extent permitted by law. The Board directs administration to follow all state and federal laws governing the removal of dangerous students with disabilities.

If a student who is eligible for services under the Individuals with Disabilities Education Act is expelled or suspended for more than 10 school days during a school year or placed in a 45-school day interim alternative educational setting, administrators must ensure that the student continues to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student's IEP.

A student who is not currently identified as a student with a disability is entitled to the rights and procedures provided to students with disabilities if the District had knowledge that the student was a student with a disability before the misconduct occurred. The District will be deemed to have knowledge that a student was a student with a disability only if: (1) the student's parent/guardian expressed concern in writing to a District administrator that the student needed special education or related services, (2) the student's parent/guardian requested a special education evaluation, or (3) the student's teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the District's special education director or to other supervisory personnel. The District will, however, be deemed to not have had knowledge that the student was a student with a disability if: (1) the student's parent/guardian refused to allow the District to evaluate the student; (2) the student's parent/guardian refused special education for the student; or (3) the student was previously evaluated and determined to not be a student with a disability.

This policy does not provide a comprehensive description of the disciplinary rights and procedures due to students with disabilities. The Board directs administration to ensure that all other rights of students with disabilities are protected and all procedures applicable to students with disabilities are followed as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, state law, and Board policy.

### **EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE**

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

#### **Use of drugs**

A student's use or sale of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and extracurricular participation.

The Department of Community Health periodically distributes to the District the list of banned drugs based on bylaw 31.2.3.1 of the National Collegiate Athletic Association. Use of any drugs or substances appearing on this list will affect the student's athletic and extracurricular participation.

The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroid, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the counter medication to another student.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs that has a negative effect on the school environment is prohibited. This includes nonalcoholic beers and wines, and the like. Many drug abuse offenses are also felonies. Sale also includes the possession or sale of over-the-counter medication to another student.

#### **Use of tobacco**

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco,

or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy.

### **Student disorder/demonstration**

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

### **Knowledge of Dangerous Weapons or Threats of Violence**

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

### **Verbally threatening a staff member/student/person associated with the District**

Verbal assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school-related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

### **Extortion**

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

### **Gambling**

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

### **Falsification of school work, identification, forgery**

Forgery of hall/bus passes and excuses as well as false I.D.'s are forms of lying and are not acceptable.

Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in suspension or expulsion.

### **False alarms, false reports**

A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule could result in suspension or expulsion.

### **Trespassing**

Although schools are public facilities, the law does allow the school to restrict access on school property. If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal. In addition, students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate. Violations of this rule could result in suspension or expulsion.

### **Theft**

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from an administrator. The school is not responsible for personal property. Theft may result in suspension or expulsion.

### **Disobedience**

School staff is acting "in loco parentis," which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Chronic disobedience can result in suspension or expulsion.

### **Damaging property**

Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion.

### **Persistent absence or tardiness**

Attendance laws require students to be in school all day or have a legitimate excuse. It is also important to establish consistent attendance habits in order to succeed in school and in the world-of-work. Excessive absence will be reviewed by the Dean of Students and Truancy Protocol will be followed (refer to page 47).

### **Unauthorized use of school or private property**

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule could result in suspension or expulsion.

### **Refusing to accept discipline**

The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

### **Aiding or abetting violation of school rules**

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision-making regarding their behavior.

### **Displays of affection**

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion.

### **Possession of Wireless Communication Devices (WCDs)**

Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.

A student may possess a wireless communication device (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff “have a reasonable expectation of privacy.” A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension, loss of privileges, and may be recommended for expulsion.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an alternate assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

## **Violation of individual school/classroom rules**

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

## **Violation of bus rules**

Please refer to Section V on transportation for bus rules.

## **Disruption of the educational process**

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

## **Harassment**

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand-held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher, the principal or dean of students, or may report it directly to the office. Complaints will be investigated in accordance with AG 5517.

Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Harassment**

- A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

**Sexual Harassment**, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

### **Hazing**

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

### **Bullying and Other Aggressive Behavior**

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.



## **Notification**

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

## **Implementation**

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

## **Procedure**

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Dean of Student Services. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

### **Non-Retaliation/False Reports**

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

### **Definitions**

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;

- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011)  
 Policies on Bullying, Michigan State Board of Education  
 Model Anti-Bullying Policy, Michigan State Board of Education

### **Criminal acts**

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

### Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

### Profanity

Any behavior or language, which in the judgement of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste will be subject to disciplinary action.

## **DISCIPLINE**

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

Two types of discipline are possible, informal and formal.

### **Informal Discipline**

Informal discipline takes place within the school. It includes:

- A. reflection sheets
- B. change of seating or location
- C. lunch-time, after-school detention
- D. in-school restriction

### Detentions, In-School Restriction or Saturday School Detention (8am-11am)

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents one (1) day's notice. The student or his/her parents are responsible for transportation.

The following rules shall apply:

- A. Students are required to have class assignments with them.
- B. Students are not to communicate with each other unless given special permission to do so.
- C. Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- D. Students shall not be allowed to put their heads down or sleep.
- E. No electronic devices are allowed.
- F. No food or beverages shall be consumed.

### **SEARCH AND SEIZURE**

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

## **STUDENT RIGHTS OF EXPRESSION**

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. A material cannot be displayed if it:

1. is obscene to minors, libelous, indecent and pervasively or vulgar,
2. advertises any product or service not permitted to minors by law,
3. intends to be insulting or harassing,
4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the building Principal twenty-four (24) hours prior to display.

## **STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES**

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

## **SECTION V - TRANSPORTATION**

### **BUS TRANSPORTATION TO SCHOOL**

The school provides transportation for all students who live in District. The transportation schedule and routes are available by contacting the Charlie Butz at 734.856.1443 x107

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The building principal may approve a change in a student's regular assigned bus stop to address a special need, upon the principal's approval of a note from parent stating the reason for the request and the duration of the requested change.

### **BUS CONDUCT**

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain that transportation safety.

Students must comply with the following basic safety rules:

#### **Previous to loading (on the road and at school)**

Each student shall:

- A. be on time at the designated loading zone (15 minutes prior to scheduled stop);
- B. stay off the road at all times while walking to and waiting for the school transportation;
- C. line up single file off the roadway to enter;
- D. wait until the school transportation is completely stopped before moving forward to enter;
- E. refrain from crossing a highway until the driver signals it is safe to cross;
- F. go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

### **During the trip**

Each student shall:

- A. remain seated while the school transportation is in motion;
- B. keep head, hands, arms, and legs inside the school vehicle at all times;
- C. not litter in the school vehicle or throw anything from the vehicle;
- D. keep books, packages, coats, and all other objects out of the aisle;
- E. be courteous to the driver and to other riders;
- F. not eat or play games, cards, etc.;
- G. not tamper with the school vehicle or any of its equipment.

### **Leaving the bus**

Each student shall:

- A. remain seated until the vehicle has stopped;
- B. cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;
- C. be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

### **PENALTIES FOR INFRACTIONS**

A student who misbehaves on the bus shall be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus.

### **SELF-TRANSPORTATION TO SCHOOL**

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school.

The following rules shall apply:

- A. Students under age eighteen (18) must have written parental permission prior to driving to school.



B. Students shall complete the Student Vehicle Form 5514 F1 and provide evidence of:

- i. driver's license;
- ii. insurance certificate;
- iii. vehicle registration.

C. Parking lot speed limit is 5 mph.

D. The student must obtain a permit from the office and pay a fee of \$20 for the entire school year.

E. If a student's parking permit is suspended; no fees will be refunded.

Failure to comply with these rules will result in loss of privileges and/or disciplinary actions for the student.

A. When the school provides transportation, students shall not drive to school-sponsored activities.

- i. unless written permission is granted by their parents and approved by the principal.
- ii. Approved student drivers may not transport other students to a school-sponsored activity without written permission from the parents of passenger students and approval by the principal.

**NOTE: Be advised that the following forms must be available in the School Office as they are referenced in the Student/Parent Handbook.**

- **Title VI, IX, 504 Grievance Form 2260 F2**
- **Notice of Nondiscrimination and Grievance Procedures for Title II, Title VI, Title VII, Title IX, Section 504 and ADA Form 2260 F8**
- **Memorandum to Parents Regarding School Board Policy on Drug-Free Schools Form 5530 F2**
- **Notification to Parents Regarding Student Records Form 8330 F9**
- **Notification to Parents on Blood-Borne Pathogens Form 8453.01 F5**
- **Parent/Student Acknowledgement of Student Handbook Form 5500 F1**
- **Authorization for Prescribed Medication or Treatment Form 5330 F1**
- **Authorization for Nonprescribed Medication or Treatment (Secondary Version) Form 5330 F1a**
- **Authorization for Nonprescribed Medication or Treatment (Elementary Version) Form 5330 F1b**
- **Authorization for Use of Asthma Inhalers, Epi-pens or Prescribed Emergency Medication Form 5330F1c**
- **Parent Request to Inspect Materials Used in Conjunction with any Survey, Analysis, or Evaluation Form 2416 F2**
- **Request That Directory Information not be Released to Recruiters Without Prior Written Consent. Form 8330 F13**
- **Parent Notification Regarding Student Records. Form 8330F9**