



Strong Schools, Stronger Communities

Muskegon Public Schools
Student Information and Code of Conduct
Grades K-12

<http://www.muskegonpublicschools.org/>

Table of Contents

- [4th Year Math Graduation Requirements](#), p16
- [Age of Majority](#), p48
- [Animals on School Property](#) p4
- [Attendance Expectations](#), p29
 - [Attendance Intervention Officer](#)
- [Attendance Policy-Elementary](#), p40
 - [Excused/Unexcused Absences](#)
 - [Truancy](#)
 - [Parent Notification](#)
 - [Drop Off](#)
 - [Pick Up](#)
- [Attendance Policy-Secondary](#), p42
 - [Excused/Unexcused Absences](#)
 - [Appeals](#)
 - [County Prosecutor Office Referral for Students](#)
- [Basic Principles of Partnership](#), p30
- [Behavioral Contract/Corrective Plan](#), p21
- [Board of Education Responsibility](#), p29
- [Bullying \(Policy and Procedures\)](#), p23
 - [Board of Education Policy 4336](#)
 - [Bullying is Prohibited](#)
 - [Definition of Bullying](#)
 - [Reporting and Investigating Reports of Bullying](#)
 - [Definitions](#)
- [Bus Transportation and Conduct](#), p17
- [Code of Conduct-Elementary](#), p26
- [Code of Conduct-Secondary](#), p26
- [Communicable Diseases](#), p19
- [Concussion and Head Injuries](#), p39
- [Disciplinary Actions: Definitions and Procedures](#), p32
 - [Appeal Procedures for Suspension](#)
 - [Expulsion](#)
 - [Petitions for Reinstatement](#)
 - [Criteria for Reinstatement](#)
 - [Conditions of Reinstatement](#)
 - [Reinstatement](#)
- [Discipline of Students with Disabilities](#), p46
- [Dress Code and Hygiene](#), p31
- [Early Graduation Policy](#), p10
- [Education of Students with Disabilities](#), p45
- [Electronic Devices / Cellular Phones](#), p31
- [Emergency Medical Authorization](#), p19
- [Emergency School Closings](#), p4
- [English Learners \(ESL\)](#), p51
- [Equal Access for Non-School Sponsored Clubs](#), p38
- [Equal Opportunity/Non Discrimination Statement](#), p36
- [Fees, Charges and Fines: Waivers](#), p16
- [General Building Conduct](#), p20
- [Glossary of Terms](#), p37
- [Grading and Promotion](#), p5

- Graduation Dates MHS and MCEC
- [Graduation Requirements-Testing Out \(MHS and MCEC\)](#), p9
- [Grievance Procedures](#), p36
 - [IDEA \(Individuals with Disabilities Education Act\)](#)
- [Graduation Requirements – Muskegon High School & MCEC](#), p9
 - [Credits for All Classes](#)
 - [Retake Policy](#)
 - [Early Graduation Policy](#)
 - [Personal Curriculum](#)
 - [Achievement Hour, Online Learning](#)
 - [Muskegon High School Credits to Graduate Table](#)
 - [MCEC Credits to Graduate Table](#)
- [Graduation Requirements – MCEC](#), p14
 - [Testing at MCEC](#)
 - [Retake Policy](#)
 - [Graduation Dates](#)
- [Head Lice](#), p19
- [Homeless Child Rights/ McKinney Vento Assistance](#), p49
- [Homebound/Hospitalized Instructional Services](#), p6
- [Homework Policy](#), p6
- [Immunizations](#), p19
- [Instructional Material](#), p47
- [Internet Acceptable Use Policy](#), p6
- [Invitations and Gifts \[K-8\]](#), p4
- [Make-Up Work](#), p5
- [Mandated Reporters](#), p51
- Marijuana and Marijuana-Related Products
- [MCEC Criteria](#), p14
 - [Credits](#)
 - [Attendance](#)
 - [Behavior/Referral](#)
- [MCEC Requirements](#), p15
 - [Testing at MCEC](#)
 - [Retake Policy](#)
 - [Graduation Dates](#)
- [Mission Statement](#), p1
 - [District Belief Statements and Student, Staff and Parents Expectation](#)
 - [Student, Staff and Parent/Guardian Expectations and Responsibilities](#)
 - [Michigan School Code, Section 1261](#)
 - [Michigan School Code, Section 1311](#)
 - [MPS School District Policy, 5517.01](#)
 - [MPS School District Policy, 2260](#)
 - [MPS Title IX Policy \(Non-Discrimination\)](#)
- MPS Current School Year Academic School Calendar (can be found at muskegonpublicschools.org)
- [Multi-Tiered Systems of Supports \(MTSS\)](#), p21
- [Non-School Sponsored Student Clubs](#), p38
- [Notice of Non-Discrimination Policy](#), p36
- [Office Discipline Referral \(ODR\) form](#), p21
- [Parking – Visitor and Student](#), p17
- [Parent Involvement \(Title I\)](#), p50
- [Personal Curriculum](#), p11
- [Pesticide Application Notice](#), p51
- [Principal Responsibility](#), p29

- [Privacy Act \(FERPA\)](#), p47
- [Promotion, Retention, and Graduation Requirements](#), p10
- [Release Time for Religious Instruction/Observance](#), p5
- [Requests from Military or Institutions of Higher Learning](#), p48
- [Restorative Practice](#), p22
- [Restorative Practice Conference](#), p22
- [Retention Guidelines-Elementary](#), p51
- [Safety Drill Procedures and Conduct](#), p19
- [School Dance Rules](#), p38
- [School Dress Code/Student Appearance](#), p20
- [School Related Activities](#), p30
- [School-Sponsored Publications, Productions and Website \(MHS\)](#), p9
- [School Volunteers](#), p4
- [Search and Seizure](#), p39
 - [Seizure of Property](#)
- [Sex Education](#), p49
 - [Notice to Parents/Guardians](#)
 - [Request to Examine Instructional Material](#)
 - [Class Attendance Waiver Request](#)
- [Special Education](#), p45
- [Staff Intervention](#), p23
- [Standardized Testing](#), p49
- [Student Behavior Supports](#), p20
- [Student Code of Conduct](#), p26
- [Student Distribution of Non-School Sponsored Materials](#), p8
- [Student Fundraising](#), p5
- [Student Privacy Protections](#), p46
- [Student Records/Family Educational Rights and Students with Severe Food Allergy etc.](#), p47
- [Student with Severe Food Allergy or Chronic Illness](#), p5
- [Suicide and Depression Awareness and Prevention](#), p5
- [Superintendent Responsibility](#), p29
- [Suspensions/Expulsions](#), p32
- [Teacher Qualifications](#) p49
- [Teacher Responsibility](#), p28
- [Technology Graduation Requirements](#), p16
- [Testing Out](#), p9
- [Title I Parent Involvement Plan](#), p50
- [Title IX MPS School Policy](#), p2
- [Treats and Snacks \[K-8\]](#), p4
- [Unauthorized Groups \(Gangs\)](#), p32
- [Uniform Discipline Code for Student Conduct](#), p21
- [Video and Audio Monitoring System](#), p5
- [Visitors](#), p3
- [Visual Performing Applied Arts Graduation Requirements](#), p16
- [VPAA Credits and 2nd Year of World Language](#), p15
- [When and Where Conduct Apply](#), p21
- [Appendix A](#) – Building Addresses and Contact Information
- [Appendix B](#) – Muskegon Public Schools Board of Education
- [Appendix C](#)- Technology User Agreement
- [Appendix D](#)- MPS Administrative Actions for Office Managed Referrals

Mission Statement

Muskegon Public Schools is a unique and dynamic family of institutions. We are dedicated to providing and promoting comprehensive educational, social, and cultural opportunities that will enable a diverse citizenry of all ages, interests, and abilities to lead productive, enriched lives. Through a spirit of cooperation and teamwork, we are committed to developing individuals who can thrive and positively contribute to a more just and democratic society.

District Beliefs, Expectations and Responsibilities

The Muskegon Public School District believes that all students can learn when provided with appropriate instruction and an environment that is safe and orderly. To create such an educational setting requires a comprehensive program of instruction, written and consistently enforced standards of discipline, and the cooperative efforts of students, parents/guardians, school staff and the community. In order to develop and maintain a positive educational setting, discipline standards should balance the need for consistency and uniformity with the need for discretionary authority, and should offer alternatives. The Muskegon Public Schools' Student Code of Conduct is based on the following beliefs:

1. Discipline is a natural element of educational and personal development.
2. Positive behaviors are encouraged through appropriate reinforcement and/or corrective measures.
3. The rights and welfare of the individual as well as the entire school population will be protected.
4. The Student Code of Conduct should lead to a clear understanding of behavioral expectations and consequences for unacceptable behavior.
5. The school will strive to achieve a balance between the rights of students and the need for order and safety for the entire school population.

Student, Staff and Parent/Guardian Expectations and Responsibilities

The State of Michigan recognizes the need for orderly conduct in the schools and, therefore, has given school districts the right to discipline students when deemed necessary. The following sections are excerpts from Michigan General School Laws and are included here as legal basis for the Muskegon Public Schools' Student Code of Conduct.

Michigan School Code, Section 1261

“Every school board shall have the general care and custody of the schools and property of the district and make and enforce suitable regulations for the general management of the schools and the preservation of the property of the district.”

Michigan School Code, Section 1311

“The school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order.”

Muskegon Public Schools District Policy – 5517.01

The district will strive to ensure a safe, orderly, welcoming and healthy learning environment for all students, parents/guardians, and staff and community members.

Muskegon Public Schools District Policy – 2260

The district will not tolerate or condone any act of bias or discrimination toward any person based on religion, race, color, national origin, age, height, weight, gender, familial status, marital status, sexual orientation or disability in any of its activities, programs or services.

The following list contains student expectations as a guideline. While it is difficult to list all of the qualities of a good citizen, it is important that students devote all of their energies toward realizing their potential. Students should avail themselves to all the school has to offer in programs, activities and services:

1. Students should attend school on a regular basis and be prompt in arriving at school and to assigned classes.
2. Students should understand and adhere to all school policies and rules and be willing to accept the responsibilities that go along with their rights and privileges.
3. Students should respect the worth and dignity of each individual and respect the rights of fellow students.
4. Students should respect the rights and responsibilities of all staff members as they perform their duties.
5. Students should observe a code of conduct towards all citizens by the use of proper language, etiquette and appearance.
6. Students should exercise proper use and care of school facilities.
7. These expectations apply to any time a student is on school property or involved with school-related activities of any nature, in other locations.

The school administration and staff are committed to the principle of fair and equal treatment of all students within the school, as well as uniform and equal enforcement of all school policies. They acknowledge their responsibility to help students develop and maintain appropriate school behavior. They also accept the responsibility to communicate with parents/guardians, as well as students, at the earliest possible occasion, when problems occur.

Parents/guardians can best support the school experience by preparing their student(s) emotionally and socially and by teaching them to be receptive to learning and discipline. Parents/guardians should know school requirements and procedures and be willing to meet with appropriate school personnel to help resolve problems. Through cooperative relationships among students, school staff and parents/guardians, the school experience for all students can be meaningful, stimulating and produce lifelong benefits.

The school is a community and the rules and regulations of a school are the laws for that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community. Students, as members of the community, enjoy the rights of citizenship and must accept the responsibilities of citizenship.

Title IX Muskegon Public Schools Policy

Non-Discrimination

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extra-curricular programs and activities.

The District will not tolerate or condone any act of bias or discrimination toward any person on the basis of religion, race, color, national origin, age, sex, pregnancy, gender identification, height, weight, familial status, marital status, sexual orientation, or disability in any of its activities, hiring practices, programs, or services.

Further, in accordance with Title IX of the Education Amendments of 1972 (Title IX), students, employees, and candidates for admission to any educational program and/or employment and all other persons are protected against all forms of sex discrimination and sexual harassment, including based on gender identity or stereotypical

In addition, building level administrators are responsible for monitoring adherence to the District's nondiscrimination policy and for incorporating the District's policy statement in all printed promotional materials and newsletters.

Third parties and students should report concerns or complaints about discrimination, harassment, bullying, or cyber bullying by another student or students first to a teacher, and then if not satisfied, to the principal or assistant principal. Any concerns or complaints of discrimination, harassment, bullying, or cyber bullying not satisfied at the building level may be reported to an administrator in the Student Services Department. Concerns and/or complaints should be in writing, with the date, details of the concerns and signature of the person making the complaint.

Any complaints and concerns of discrimination, harassment, bullying, or cyber bullying that involve adults and/or staff members should be reported to the building principal. If the inquiry is not satisfied at this level, or if the building principal is the subject of the complaint, then the concern may be directed to the Superintendent or the Director of Academic Services. All concerns should be in writing, with the date, details of the concern and signature of the person making the complaint.

Complaints and/or complaints of retaliation of any violation of the District's nondiscrimination policy will be promptly investigated and appropriate actions taken based on the results of the investigation. Individuals who report violations of the District's nondiscrimination policy will be granted confidentiality to the extent reasonably practicable. The following persons have been designated to serve as the District's Compliance Officers for matters involving alleged discrimination. Any questions, complaints, or assistance required in regard to the District's nondiscrimination policy, bullying policy, or Title IX protections should be addressed to:

Dr. Jennifer Hammond
Director of Academic Services
Muskegon Public Schools
1458 5th St.
Muskegon, MI 49441
(231) 720-2000
jhammond@mpsk12.net

Matthew Cortez
Superintendent
Muskegon Public Schools
1458 5th St.
Muskegon, MI 49441
(231) 720-2000
mcortez@mpsk12.net

The School District's complaint procedure may be obtained from Muskegon Public Schools Superintendent of Schools or on the district website at muskegonpublicschools.org.

Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in an appropriate manner will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

School Volunteers

All school volunteers must complete the “Criminal History Record / Sex Offenders Registry Consent Form” annually to be approved by the Volunteer Coordinator and the building principal. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability. This rule prohibiting animals on school property may be temporarily waived by the building principal⁴ in the case of a unique educational opportunity for students, provided that: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Treats and Snacks [K-8]

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

Invitations and Gifts [K-8]

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students.

Emergency School Closings

In case of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced by 5:30 a.m. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. This information will also be posted on the website, Facebook, Twitter, and automated phone call.

For your child’s safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, all after-school functions are automatically canceled.

Video and Audio Monitoring System

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be used in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline.

Student Fundraising

Fundraising activities by school organizations must be approved in advance by the principal. Organization sponsors assume the responsibility for supervising the project, accounting for funds, making reports, and any other details involved in the project.

The Board will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools.

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Student with Severe Food Allergy or Chronic Illness

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports and accommodations so that he/she can access educational programs and services. The School District's Section 504 Policy is available on the District website.

Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School District also may be able to appropriately meet a student's needs through other means.

Make-Up Work

If a student is absent he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers.

Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

Grading and Promotion

School report cards or progress reports are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance.

Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

Homebound/Hospitalized Instructional Services

A student who is absent or whose physician anticipates the student's absence from school for an extended period of time, or has ongoing intermittent absences because of a certified medical condition, may be eligible for instruction in the student's home, hospital, or licensed treatment facility. To be eligible for such services, the student's attending physician must certify that the student has a medical condition that requires the student to be confined to the home or hospitalized during regular school hours for more than five (5) consecutive school days. Students who are able to attend school part-time are expected to do so and do not qualify for homebound and hospitalized services.

For students educated under an IEP or a 504 Plan, the amount or type of instructional services provided may vary.

For information on homebound or hospitalized instructional services, please contact the Director of Specialized Instruction at (231)720-2010.

Student Internet Acceptable Use

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Acceptable Use - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal or designee will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software, regardless of whether it is copyrighted or devised;
3. Downloading of copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.
14. Cyberbullying

Online Safety and Digital Citizenship - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
4. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify school personnel (teacher, principal, etc.). Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

1. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
2. Students engaged in producing web pages must provide teacher with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

Use of Email - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the School District's network carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

Guidelines for Student Distribution of Non-School-Sponsored Materials

Muskegon Public Schools is a limited public forum so if a student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that: a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright; c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook. d. Is reasonably viewed as promoting illegal drug use; or e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.¹
7. A student's final appeal to resolve a complaint will be taken to the superintendent's office.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

The distribution of non-school-sponsored materials must comply with the above guidelines and must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

Guidelines for School-Sponsored Publications, Productions and Websites (MHS)

School-sponsored publications, productions and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Except as provided below, a student journalist has the right to exercise freedom of speech and of the press in school-sponsored media, including the right to determine the news, opinion, feature, and advertising content of school-sponsored media.

Student journalists are prohibited from using school sponsored media in a way that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwanted invasion of privacy;
3. Violates Federal or State law, including the constitutional rights of third parties; or
4. Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupts the orderly operation of the school.
5. All school-sponsored media shall comply with the ethics and rules of responsible journalism. Text that fits into numbers one through four above will not be tolerated and school officials and student media advisers may edit or delete such material.
6. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.
7. No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the school, school district or an expression of school board policy.

Graduation Requirements for Muskegon High School and Muskegon Community Education (MCEC)

Testing Out

High school credit shall be granted in any course to a student enrolled in high school but not enrolled in the course who exhibits a reasonable level of mastery of the course's subject matter as outlined below:

1. The student will be granted high school credit by attaining a grade of not less than 77% in the final examination in the course.
 - a. A final examination is a comprehensive examination, which addresses all components of the course curriculum.
 - b. A non-comprehensive examination that is offered during the time set aside for final examinations is not considered a "final examination" for purposes of obtaining credit through the testing process.
 - c. No final examination will be created solely for the purpose of providing a student with an opportunity to test out of the course.
 - d. A student is eligible to take the final examination in the course at the same time that it is offered to the students currently enrolled in the course.
2. If there is no final examination in the course, the student will be granted high school credit by exhibiting that mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation. The course teacher, counselor and building principal will determine the assessment criteria to determine if the student has exhibited a reasonable level of mastery of the course's subject matter.
 - a. A student is eligible to demonstrate mastery of the course's subject matter at the same time that students currently enrolled in the course are required to demonstrate their mastery of the course's subject matter.

3. Credit earned under this policy section shall be based on a "CR- Credit" grade and shall not be included in the computation of the student's grade point average for any purpose.
4. Credit earned under this policy section shall apply equally to all students and may be counted toward graduation.
 1. Credit earned under this policy section shall be counted toward fulfillment of a requirement for a core subject area course (English, Math, Science, Social Studies, Health and World Language).
 2. Credit earned under this policy shall be counted toward fulfillment of a requirement as to course sequence.
 3. Once credit is earned under this policy section, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

Promotion, Retention, and Gradation Requirements

Placement, promotion, or retention shall be made in the best interests of the student after a careful evaluation of all alternatives. The decision on student placement rests with the building principal.

High school students must accumulate a specified number of credits during the four years of high school by meeting the requirements of the specific courses in which they are enrolled. The number and type of courses may differ from year to year due to the varying opportunities available to the individual graduating classes.

High School Graduation Requirements

Credits for All Classes

All freshmen, sophomores, juniors, and seniors are required to take six [6] credits per year. Credit will be earned for classes completed with a grade of D- or higher, 0.5 credit for each semester long class and 1 credit for each year long class. Students will need twenty-two [22] credits to graduate.

Students must earn 4 credits to be moved to sophomore status, 10 credits to be moved to junior status and 16 credits to be moved to senior status. Credits are updated at the end of each school year. Moreover, a student must be at junior credits (10) by Dec. 1 of the testing year to take the MME.

Retake Policy

A student who has earned an "F" in a course can retake the course in summer school, credit recovery or during the school day. The student will receive credit for both classes. Both classes and grades will show on the student's transcript. Grades will be averaged into the student's cumulative grade point average. Students who earn an A, B C, or D are not permitted to retake a course for credit.

Early Graduation Policy

Written requests for early graduation will be submitted to the high school principal in accordance with the Board of Education policy of Muskegon Public Schools. Early graduation is only considered for 7th semester seniors. The principal may honor this request if the following conditions and requirements have been completed:

1. All high school graduation requirements have been met by the student.
2. A written request for early graduation has been received by Dec. 1 of the 7th semester. This request must also include the rationale for requesting early graduation (i.e. family hardship, military, etc.)
3. The student and parent have acknowledged that all senior year privileges: Prom, Commencement and Senior Honors will take place with their new graduating class.
4. A conference between the student, parent, counselor and principal must take place prior to Dec. 1 of the 7th semester to review the request for early graduation.

Personal Curriculum

Students and/or a student's parent/legal guardian(s) are entitled to request a personal curriculum that modifies certain Michigan Merit Standard requirements. Personal curricula are subject to school approval, as provided in state law. If all of the requirements for a personal curriculum are met, then a high school diploma may be awarded to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:

1. The personal curriculum shall be developed by a group that includes at least the student, at least 1 of the student's parents/legal guardian, a teacher and the student's high school counselor or another designee qualified to act in a counseling role and selected by the high school principal. In addition, for a student who receives special education services, a school psychologist will be included in this group. The teacher included in the group developing the personal curriculum will be a teacher who is currently teaching the student, who currently teaches in or whose expertise is in the subject area being modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to the group. This group does not have to meet in person.
2. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student achieved these goals; and shall be aligned with the student's educational development plan.
3. Before it takes effect, the personal curriculum must be agreed to by the student's parent/legal guardian and by the superintendent or his/her designee.
4. The student's parent/legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.
5. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
6. If the parent/legal guardian requests as part of the student's personal curriculum a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the student is a child with a disability, the school district may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program.

Achievement Hour, Online Learning

Students in grades K - 12 will be assigned one online class period. This online experience is required instructional time for all students and will be graded. In grades K - 9 this period is an Achievement Hour and content will be assigned by the District. In grades 10 - 12 the online course will be selected with input from students, parents and counselors on an individual basis. Parents who do not wish their child to participate in this online course must notify the building principal in writing prior to the start of the semester as the instructional time is required.

MUSKEGON HIGH SCHOOL GRADUATION CREDITS - TABLE

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
ENGLISH	4 CREDITS	English 9 English 10 English 11 English 12 AP Language and AP Literature can take the place of English 11 & English 12	4 CREDITS
MATHEMATICS	4 CREDITS	Algebra 1 Geometry Algebra II One math related credit senior year	4 CREDITS
SCIENCE	3 CREDITS	Chemistry I/ Physics I Biology Earth & Space Science/ Environmental Science	3 CREDITS

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
SOCIAL STUDIES	3 CREDITS	U.S. History Government/ Economics World History	3 CREDITS
PHYSICAL EDUCATION	½ CREDIT	Girls PE or Boys PE (includes swimming)	½ CREDIT
HEALTH EDUCATION	½ CREDIT	Health	½ CREDIT
VISUAL PERFORMING APPLIED ARTS	1 CREDIT	Various choices in Art, Music and Theater.	1 CREDIT
TECHNOLOGY	1/2 CREDIT	Various electives, also taken through the 4 credits of English. *	½ CREDIT

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
WORLD LANGUAGE	2 CREDITS of the same world language -OR- 1 CREDIT of world language AND 1 CREDIT of CTC -OR- 1 CREDIT of world language AND 1 CREDIT of VPAA	French I & II Spanish I & II	2 CREDIT
ADDITIONAL CREDIT	4 CREDITS	Choice Electives	4 CREDITS
TOTAL REQUIRED: 22 CREDITS			

- Note: State Online Requirement to be met through computer requirement and technology standards embedded in all subject areas

MCEC GRADUATION REQUIREMENTS

½ credit earned for passing grade. Courses are 9 weeks in length. Students can earn 10 credits in a school year.

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
ENGLISH	4 CREDITS	English 9 A/B (or Critical Reading) English 10 A/B English 11 A/B English 12 A/B	4 CREDITS
MATHEMATICS	4 CREDITS	Algebra 1 A/B Geometry A/B Algebra II A/B Pre-Algebra Consumer Math College Math One credit must be earned in the senior year	4 CREDITS

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
SCIENCE	3 CREDITS	Chemistry I Physics I Biology A/B Earth & Space Science Environmental Science	3 CREDITS
SOCIAL STUDIES	3 CREDITS	U.S. History A/B Government Economics World History A/B	3 CREDITS
PHYSICAL EDUCATION	½ CREDIT	Girls PE or Boys PE (includes swimming) Lifetime Fitness	½ CREDIT

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
HEALTH EDUCATION	½ CREDIT	Health	½ CREDIT
VISUAL PERFORMING APPLIED ARTS	1 CREDIT	Any Art, Music, or Theater class Any CTC class	1 CREDIT
WORLD LANGUAGE	2 CREDITS of the same world language -OR- 1 CREDIT of world language AND 1 CREDIT of CTC -OR- 1 CREDIT of world language AND 1 ADDITIONAL CREDIT of VPAA	ASL I A/B French I A/B French II A/B Spanish I A/B Spanish II A/B	2 CREDIT

SUBJECT	MUSKEGON PUBLIC REQUIREMENTS	INFORMATION	STATE OF MICHIGAN REQUIREMENTS
VISUAL PERFORMING APPLIED ARTS	1 CREDIT	Any Art, Music, or Theater class Any CTC class	1 CREDIT
WORLD LANGUAGE	2 CREDITS of the same world language -OR- 1 CREDIT of world language AND 1 CREDIT of CTC -OR- 1 CREDIT of world language AND 1 ADDITIONAL CREDIT of VPAA	ASL I A/B French I A/B French II A/B Spanish I A/B Spanish II A/B	2 CREDIT
TOTAL REQUIRED: 18 CREDITS			

*Note: State Online Requirement to be met through computer requirement and technology standards embedded in all subject areas

MCEC Criteria:

Students are invited to participate in the MCEC alternative program based on credits at the following criteria. Invitations are issued to the oldest students with the best overall chance to graduate first. The number of invitations extended to students is determined by the number of spaces available within the program and is set by the administration. Students not complying with the requirements of the program are referred on to other opportunities within the community (Success VLC, Orchard View Adult Ed, Muskegon Covenant Academy).

Credits:

End of Semester	Number of Credits
1	<1
2	<4
3	<7
4	<10
5	<13
6	<16
7	As needed

Attendance:

85% or better (Less than 81 hours of missed instruction at the end of the first semester) flexible if the reasons for excessive absences are known to the referral team.

Behavior/Referral:

Respond redirection (Determined by the consensus of the referral team).

MCEC Requirements:

Student and parent/guardian meet with MCEC team before enrollment takes place.

Attend school every day - All absences must be communicated to the school by a parent/guardian Students will be on time to every class - Tardiness is not acceptable.

Make progress toward graduation by passing classes each grading term.

Phones are not to be used during class time.

Testing at MCEC

All students in their third year of high school will take the State mandated College and Career Readiness test. Students that did not take the College and Career Readiness test in their third year of high school will take the test in their fourth year. Students in their first and second year of high school will take the PSAT for that grade level.

Students will participate in testing at the beginning of the year (or at the time of enrollment) and monthly to align instruction with the students' needs.

Retake Policy

A student's GPA is recalculated when a failed class is retaken. The F from the initial class will still appear on the student's transcript, but will not be counted in the student's GPA. Students in the alternative program are encouraged to retake classes in which they have earned D's. If a course is retaken, the D will still appear on the transcript, along with the newer grade, but only the newer, higher grade will count in the student's GPA.

Graduation Dates

Students enrolling in the alternative program are expected to remain enrolled with 6 classes for the entire school year. A student's graduation requirements may be expanded to include more than 18 credits to ensure that the student engage in school for the whole year. Every opportunity will be made to align the student's courses with career goals, including the Muskegon Area Career Tech Center, dual enrollment, and work-based learning.

VPAA Credits and 2nd Year of World Language

Credits in the Visual, Performing, and Applied Arts (VPAA) are earned in areas that align with a student's career interests. The preference is for these credits to be earned through work-based learning or the Muskegon Area Career Tech Center. The required 2nd year of world language credits can be replaced with additional credits in the VPAA area. The desire is for students to take advantage of that option so that they are career ready when they are done with the program. If the credits are not earned through work-based learning or the MACTC, they can be earned through completing online courses.

Additional Requirements

College requirements vary and it is important for students to check with the college they plan to attend for additional requirements. NCAA requirements for athletic participation in college are very specific and should be checked regularly for changes in their eligibility. Please see your counselor.

Participation in State Standardized Tests in grades 9, 10 and 11 are required for all MHS/MCEC students.

State Standardized Test Timeline	
Grade 9	PSAT Test
Grade 10	PSAT Test
Grade 11	State Standardized Test (M-Step: SAT, ACT Work Keys, and the Online M-Step Assessment)

Classes that fulfill the following areas:

4th Year Math-Related Graduation Requirements

Muskegon High School Classes:

Trig/ Pre-calc
Calculus
Personal Finance/ Statistics
School Store
AP Computer Science
Dual Enrollment Math Course
Algebra II (If student took Pre-Algebra as a freshman)

MCEC Classes:

Pre-Algebra
Consumer Math
Technical Math
College Math
Any Dual Enrollment Math Course

Technology Graduation Requirements

Muskegon High School Classes:

Computer Science
Plato Courses
English 9-12
AP Computer Science
Yearbook

Visual Performing Applied Arts (VPAA) Graduation Requirements

Muskegon High School Classes:

Visual Arts: Art I, Drawing and Painting, Fiber Arts, Ceramics, AP Visual Arts, Sculpture
Music: Acapella, Orchestra, Jazz/ Marching/ Symphonic Band
Theater: Intro to Theater, Advanced Theater, Speech, Fall/ Spring Play

Fees, Charges, and Fines; Waiver of Student Fees

The school may establish fees and charges to cover the costs for certain extracurricular and noncredit activities. Materials for clubs, independent study, or special projects, as well as transportation costs and admission/participation fees for District-sponsored trips and activities may be included. Fees will not be charged for any mandatory school activity or required curriculum activity. Extra-curricular activities for which fees are charged may not be used in determining credit or grades in any course. A fee shall not exceed the combined cost of the service(s) provided and/or materials used.

When school property, equipment, or supplies are damaged, lost, or taken by a student, whether in a regular course or extra-curricular offering, a fine may be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines. Failure to pay fines may result in loss of privileges (i.e. school dances, participation in commencement, etc.).

The District reserves the right to file excessive fine amounts with small claims court. Fines and fees not paid in full at the elementary level will follow the student to the middle school and then on to the high school until paid in full.

Parking

Visitor Parking

Each school has locations available for school visitor parking.

Those dropping off and picking up children may do so as long as the building locations, times and expectations are closely followed. Student safety is paramount.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Student Parking

Students may park their vehicles in the designated “Student Parking” lot located on Sanford Street between the hours of 7:00 am and 5:00 pm. Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner’s expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The lots designated “Staff Parking Only” are for school staff, personnel, and others designated by administration. These lots MAY NOT be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware that their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Bus Transportation

The district provides bus transportation to and from school for elementary students living 0.5 miles or more from the school and secondary students living 1.0 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal. If approved by the building principal, students must have a pass to board the bus, with the bus stop listed. Additionally, any morning changes, must be called into the transportation department to notify driver that extra student will be at the bus stop.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building administration.

Parents will be informed of inappropriate student behavior on the bus. Bus behavior issues will be addressed by the building administration. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

1. After entering the bus, students must find a seat, and not stand in the entrance or the aisle.
2. Do not move from seat to seat while on the bus, unless advised to do so.
3. Keep all body parts and objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity is not allowed.
5. Enter and exit the bus only when the bus is fully stopped.
6. All school rules apply while on the bus, at a bus stop, or waiting for the bus.
7. Use the emergency door only in an emergency.
8. In the event of an emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
10. Open windows when advised to do so by the bus driver, and no more than three notches.
11. Keep the bus neat and clean.
12. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
13. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
14. Arrive at the bus stop 10 minutes prior to pick up time. Kindergarten parents should be at the bus stop 10 minutes prior to drop off.
15. Kindergarten students must have an adult at the stop and must be registered with the school in order for the student to be released from the bus.
16. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
17. Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all body parts clear of the aisles when seated.
18. Eating is not permitted on the bus.
19. Parents will be liable for any defacing or damage students do to the bus.

Bus Conduct

Students may be suspended from riding the school bus for engaging in misconduct.

Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Dean Transportation at 231.720.3170.

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.

Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

Immunizations

All students must be properly immunized at the time of registration or not later than the first day of school pursuant to the Michigan Department of Community Health regulations. A student enrolling in the District for the first time or enrolling in grade 7, 9 and 12 for the first time shall submit one of the following:

1. A statement signed by a physician that the student has been tested for and immunized or protected against diseases specified by the director of the Department of Community Health.
2. A statement signed by a parent/guardian to the effect that the student has not been immunized because of religious convictions or other objection to immunization.
3. A statement signed by a physician that certifies that the student is in the process of complying with all immunization requirements.

Emergency Medical Authorization

The student's parent/guardian should complete the school district's emergency medical treatment authorization form to indicate their preference of hospital, doctor, and dentist for emergency treatment. Of course, in an emergency situation the child should be transported to the nearest medical facility able to render appropriate care, regardless of parental preference. Typically, this decision is made by an EMT (emergency medical technician) or other first responder.

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. Each school shall conduct a minimum of five (5) fire drills, two (2) tornado drills, and three (3) lock-down drills each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

Communicable Diseases

The school will observe recommendations of the Michigan Department of Health and Human Services regarding communicable diseases.

The student's parent/guardian is required to notify the school office if they suspect their child has a communicable disease.

In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian.

A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

Head Lice

The school will observe the following protocols regarding head lice:

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation

No Live Lice Option

A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school with confirmation of treatment. The school nurse or building principal will re-examine the student's hair.

The student will be readmitted to school if no live lice are found. Periodic checks of the student's hair by designated school personnel will be done over the next few weeks to assure successful treatment. Parent/guardian should continue daily lice checks and nit removal for the next two to three weeks.

General Building Conduct

For the purpose of each students' safety and security, students shall not arrive at school no earlier than 15 minutes before school starts and should stay no later than 15 minutes after school ends each day. The following rules shall apply, and failure to abide by the rules may result in discipline:

1. Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.
2. Students shall not run, talk loudly, or yell in the hallways nor shall they push, shove, or hit others.
3. Students shall not write on walls, desks, or deface or destroy school property.
4. Chewing gum is not permitted in the school building.
5. Skateboards are not permitted at school.
6. Water guns, play guns, and/or real guns are not permitted at school.
7. No radios, cell phones, or cameras are permitted without permission from the principal.

School Dress Code/Student Appearance

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

Student dress (including accessories) may not advertise, promote, or depict alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.

Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.

Hats, coats, bandanas, sweatbands, and sunglasses may not be worn in the building during the school day.

Hairstyles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.

Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.

The length of shorts or skirts must be appropriate for the school environment.

Appropriate footwear must be worn at all times.

If there is any doubt about dress and appearance, the building principal will make the final decision.

Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

Student Behavior Supports

It is the obligation of the Muskegon Public Schools to maintain a safe and orderly learning environment and ensure that students receive a quality education. In instances when a student's behavior is impeding education, the superintendent, building principal or designee, or the Board of Education appointed hearing officer may suspend a student, after interventions have been explored.

Behavioral Contract/Corrective Plan

The contract in this document refers to an agreement/plan of corrective action between a student, parent/guardian, teacher and/or principal, as written by the student, for the student and approved by a teacher and or principal. Also see Code of Conduct Elementary, Level II Disciplinary Action.

Multi-Tiered Systems of Supports (MTSS)

A Multi-Tiered Systems of Support provides academic and behavioral interventions that are matched to students' needs. It is based on the premise that all students can learn. Early Intervention is essential and, data must be used to make decisions and interventions must be evidence-based. MTSS includes Positive Behavioral Interventions and Supports (PBIS) to address behavioral needs and a variety of other interventions to address the academic needs of students. Also see Multi-Tiered Systems of Support (MTSS)/Positive Behavior Program.

Multi-Tiered Systems of Supports (MTSS)/Positive Behavior Program: Response to Intervention is comprised of four (4) main components that work together to improve student outcomes. The four (4) components are:

1. Screening: Staff conducts screening “tests” to identify or predict students who may be at-risk for poor learning outcomes.
2. Progress Monitoring: Staff utilize progress monitoring to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
3. Data-Based Decision-Making: Staff use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).
4. Multi-Level Prevention System: Multi-level prevention system includes three (3) levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention (s) of moderate intensity. The tertiary prevention level includes individualized intervention (s) of increased intensity for students who show minimal response to secondary prevention.

Uniform Discipline Code for Student Conduct

The student code of conduct outlined in this handbook applies before, during, and after school when students are:

1. In school buildings or are on any school premises
2. At any school-sponsored activity, regardless of location
3. Walking to or from school or a school-sponsored activity
4. Traveling on school buses, other related vehicles, or any other vehicle used to transport students to and from school or a school-sponsored activity
5. Using school telecommunications networks, accounts or any other District service
6. Conducting themselves inappropriately and their presence may disrupt an orderly school environment and the educational process

Office Discipline Referral (ODR) Form

The Office Discipline Referral (ODR) Form is aligned with the Uniform Discipline Code for Student Conduct and assists staff in documenting Acts of Misconduct and attempts to identify patterns of behavior so staff can develop action plans that address why a student is misbehaving. An ODR form has been developed for elementary and secondary levels that has differentiated levels of behaviors.

[MPS Administrative Actions for Office Managed Referrals](#) - also see Appendix D

Restorative Practice

Restorative Practice is a paradigm/belief system, which seeks to restore and repair the harm caused by a person's actions. According to The Little Book of Restorative Discipline for Schools, Restorative Practice aims to:

1. understand the harm and develop empathy for both the victim and the perpetrator;
2. listen and respond to the needs of the person harmed and the person who harmed;
3. encourage accountability and responsibility through personal reflection within a collaborative planning process;
4. reintegrate the harmer (and, if necessary, the harmed) into the community;
5. create caring climates to support healthy communities; and
6. change the system when it contributes to the harm.

The aim of Restorative Practice is to reduce the number of out of school suspensions as well as repair relationships in the classroom, school, or community.

Restorative Practice Conference

A facilitated conference may be offered by staff as an alternative to a student discipline hearing following certain incidents of student misconduct.

Conference participants may include: facilitator, offending student, his/her parent(s)/guardian(s) and possible support person, victim(s), his/her parent(s)/guardian(s) and possible support persons and school administrators. The group comes together to talk through the incident, express feelings and develop conditions which the offender is then held accountable.

An opportunity is provided for students, and staff to reconcile and repair the harm caused by the incident. Out-of-school suspension time for the particular offense may be lessened while collaboration and reintegration is promoted. Conferences may be scheduled in the place of discipline hearings only when the following criteria has been met:

1. Student offense is a Board of Education violation and not a state law violation.
2. Offending student has admitted guilt and taken full responsibility for the offense.
3. Offender, victim(s), and all respective parent(s)/guardian(s) have given informed consent.
4. School administrators have granted permission for the option.
5. As Restorative Practice is implemented in MPS, it will include student-led conflict resolution, peer mediation and involvement of the community. By including students in the planning, discussion and resolution of negative situations, our school community will be safer and healthier.
6. School-Wide Positive Behavioral Interventions and Supports (PBIS)
7. Positive Behavioral Interventions and Supports is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behaviors, development of poor social skills, and the use of data-based problem-solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom and individualized interventions. In effect, by teaching and encouraging positive student behavior, of common disruption that interrupts instruction and affects achievement is reduced. PBIS recognizes the need for universal supports for all students, targeted support for some students, and intensive supports for a few students.

School-Wide Positive Behavioral Interventions and Supports (PBIS) sets out clear behavioral expectations for both students and staff. Each building chooses three to five expectations (areas of focus) around which they determined what positive behavior looks like for each exceptional PBIS is grounded in the following:

1. **Defining Behavior:** This promotes the creation of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. The school PBIS teams have built a matrix listing the behavioral expectations in a

horizontal row. There are labels above the behavioral expectations listing all the areas in the school where this behavior could be: 1) taught 2) modeled 3) practiced and 4) observed. For example, in middle and high school the labels might include: 1) commons areas 2) cafeteria 3) gymnasium 4) bus 5) hallway 6) restroom and 7) sidewalks.

Teaching Appropriate Behavioral Actions: During the first week of school, adults model the appropriate behavior, students emulate the new behavior before they rotate to the next learning station. Adults give feedback to students on their performance during the training, to alleviate any misrule they may begin. Expectations will be re-taught and re-modeled, progress continues to be monitored and feedback is continuously given.

2. Observing and Praising Appropriate Behavioral Actions: The building leadership team determines how they intend to “catch” students exhibiting appropriate behaviors. Students who are “caught” exhibiting appropriate behaviors are acknowledged and celebrated. The acknowledgment system includes a continuum of strategies, including positive teacher attention, tangible rewards, and school-wide celebrations.
3. Consequences/Follow-through: Research shows that PBIS works for 80% of all students in a given school. Obviously, intervention does not work for all students; therefore, consequences aligned with school and district policy may be employed, but the consequences will also align with the expectation the student failed to exhibit.
4. Data Collection: School-wide behavior data is readily available to the building team. Data is used to determine what is working in the building and what needs to be revisited.

Staff Intervention

Staff Intervention may be done by any staff member in consultation with their principal (or designee) where it is believed intervention is appropriate. This may include (but is not limited to):

1. Referral to a counselor, social worker, school psychologist, or the Success Team Assisting Youth (STAY) student study team.
2. Referral to an Individualized Education Plan (IEP) Team to review the educational program of a student with Special Education needs;
3. Referral to a building Support Team for possible Section 504 Review.
4. Referral to the STAY Team,
5. Referral to other tier-based interventions;
6. Confiscation of inappropriate personal property (cell phones, tape recorders, and so on). Students shall be informed that the property impounded may not be returned to the student or parent/guardian;
7. Restitution for school property which has been damaged by the student.

Bullying (Policy and Procedures)

Board of Education Policy 4336 - Anti-Bullying Policy

Muskegon Public Schools recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance, and supports academic achievement. To protect the right of all students to enjoy a safe and secure learning environment, Muskegon Public Schools prohibits bullying in any form.

Bullying is Prohibited

Bullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors, or volunteers, is prohibited. All pupils are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus

Bullying is prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events. On a school bus or other school-related vehicle, or using a telecommunications access device or a

telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district., “Telecommunications access device” and “Telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL 750.219a).

Definition of Bullying

All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are prohibited.

1. Prohibited Conduct

- a. Bullying, including cyberbullying, a student at school is prohibited. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:
 - i. substantially interfering with a student’s educational opportunities, benefits, or programs;
 - ii. adversely affecting a student’s ability to participate in or benefit from the District’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
 - iii. having an actual and substantial detrimental effect on a student’s physical or mental health; or
 - iv. causing substantial disruption in, or substantial interference with, the District’s orderly operations.
- b. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying, are prohibited.

Reporting and Investigating Reports of Bullying

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student to a teacher, a counselor, a building principal, an assistant principal, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the building principal or assistant principal.

Complaints against administrators shall be reported to the Superintendent. Complaints against the Superintendent shall be reported to the School Board President. Retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying is prohibited. Retaliation shall be considered a serious violation of Board policy, independent of whether a report is substantiated. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations about bullying is prohibited. Retaliation and making intentionally false accusations about bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The building principal or designee is responsible for the investigation. If the investigation results in a finding that an instance of bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, up to and including exclusion for parents, guests, volunteers, and members, Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, notification will be provided to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying. Each school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including discipline and referrals. The Superintendent shall provide a

report of all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the Board of Education on an annual basis.

The superintendent is the school official responsible for ensuring that this policy is implemented.

Definitions

Bullying: Written, verbal or physical acts including cyber bullying that without regard to its subject matter or motivation animus, is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly.

Defiance/Disrespect/Disruption: The failure to obey, comply with, or carry out a reasonable directive from any school employee (principal, teacher, secretary, custodian, cafeteria worker, security staff, assistant, or bus driver, etc.).

Name-Calling/Teasing/Harassment: placing another person in reasonable fear of bodily harm through the use of threatening words or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack. Also, includes any behavior (written, verbal, or physical) that has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment.

Physical Aggression: Physical contact that includes but is not limited to horse playing, pinching, poking, grabbing and pushing.

Play-Fighting/Horseplay: Any conduct in or around the building, including the classroom, which is dangerous or disruptive and threatens the safety of students, staff or others, including that of the disorderly individual. This is to include but not limited to: throwing snowballs, stones, or other objects; blocking security cameras; pushing, shoving, shouting; or running in the halls; and investigating, watching or escalating offenses for which students will be disciplined. Being a bystander in a bullying situation or at a fight could be considered disorderly conduct.

Property Misuse: Public and private property which includes the following, but not limited to, vandalism, willful destruction, defacement of, or tampering with personal or school property. This also includes possession, display, distribution or sale thereof.

Racial Harassment or Intimidation: The malicious and Intentional act of harassing or intimidating another person due to that individual's color, ethnic origin, or race.

Sexual Harassment or Intimidation: Unwelcome sexual advances, teasing, jokes, remarks, or questions, either verbal or physical, toward another person because of his/her sex or sexual orientation. Also includes a request for sexual nature where such conduct has the purpose or effect of unreasonably interfering with a student's educational performance by creating an intimidating, hostile or offensive educational environment.

Sexual Assault: MPS will immediately investigate the report and determine the extent to which there has been any violation of the district's Student Handbook. MPS prohibits sexual contact between students at school, on a school bus, or at a school sponsored activity or event. The District will not tolerate acts against students that constitute sexual assault or sexual conduct of any nature. Sexual Assault is legally/criminally defined as Criminal Sexual Conduct in degrees one through four, which includes any sexual act directed against another person, forcibly and/or against that person's will, or any non-forcible sexual act against the person's will where the victim is incapable of giving consent and where force or coercion is used or threatened. Use of authority is a form of coercion.

The Student Handbook prohibits sexual acts regardless of age. If such conduct occurs at school. On the bus, or at a school sponsored event or activity, a student should report the conduct both to staff of MPS (i.e., principal, teacher, public safety, etc.) and to law enforcement.

Title IX: policy/interim measures may be applicable to instances that occurred outside of school, and/or before and after school.

All sexual activity or conduct between District employees and students is a violation of Board policy, is prohibited and must be reported by District employees when known. Students are encouraged to promptly report all such conduct to the Superintendent Office your principal or other trusted adult.

Sexual Harassment: Unwelcomed sexual advances, teasing, jokes, remarks, or questions, either verbal, written or use of sexually explicit gestures toward another person because of his/her sex or sexual orientation. This also includes a request for sexual favors or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with a student's educational performance by creating an intimidating, hostile or offensive educational environment.

Conduct is considered unwelcome if the student did not request or invite it and considered the conduct to be undesirable or offensive. The age of the student, the nature of the conduct, and other relevant factors affect whether a student was capable of welcoming the sexual conduct.

A student's submission to the conduct or failure to complain doesn't always mean that the conduct was welcomed.

Example 1: A student makes offensive sexual jokes to another student, but the student does not object to the jokes or speaks out against them. The student's failure to object does not mean that s/he has welcomed the comments.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Student Code of Conduct

Public Schools of the City of Muskegon

Education can be most effectively and efficiently accomplished when there are clear expectations regarding student behavior. Muskegon Public Schools accepts the responsibility of providing an excellent opportunity for student learning. The maintenance of an atmosphere free of disruption and undue distraction must be a responsibility shared by the schools and the families of the District.

The Student Code of Conduct applies to all students attending the programs operated by the Public Schools of the City of Muskegon. Under the authority provided by State statutes, this Code applies to all programs and activities sanctioned/sponsored by the schools and also includes travel to and from school.

In providing this booklet, the Board of Education of the Public Schools of the City of Muskegon provides students, parents and staff members with the behavioral expectations of the school district. Involved in developing policies governing student conduct and disciplinary action were representatives of the staff, parents and students. Questions regarding the contents of this Code and/or the administration of any section should be directed to the building administrator.

Muskegon Public Schools is Committed to our Students and these Core Values:

Dedication

We are constantly examining ways to innovate and improve our educational practices. We work relentlessly all year to create opportunities for our students.

Excellence

We demand and expect excellence from our staff and students. We require educational rigor and safety in every building, every day. We collect data and take action based on that data.

Partnership

We communicate actively and openly with all members of the MPS community. We work with parents, students, schools and the community to create educational opportunities.

Integrity

We model and expect honesty, respect, caring, safety, responsibility, and consistency in all interactions. We earn our reputation by adhering to the highest ethical standards and honoring our commitments to ourselves and our community.

Results

We recognize and reward outstanding performances and behaviors. We hold ourselves, as well as our students, accountable for achieving our goals.

Muskegon Public Schools Support the Following Core Beliefs:

1. A safe and positive school climate creates an environment conducive to learning, which is our top priority.
2. All students can learn and demonstrate positive social behaviors that will contribute to their individual academic achievement.
3. Teaching positive social behaviors in our schools is as important as teaching content.
4. Engaging instruction, improved student achievement, and increased opportunities for students will have a profound impact on positive student behavior.
5. Building relationships between staff and students and among the student body is central to developing positive student behavior.
6. Each student has dignity as a unique individual, able to contribute positively to his or her own growth, as well as the school community.
7. Partnerships with families and others within the community are an integral part of developing positive student behavior.

MPS Provides a Pre K-12 Positive Student Behavior System, Elementary – (Pre K - 5) Michigan Integrated Behavior and Learning Support Initiative (PBIS) and Responsive Classroom, PBIS is a combination of practices and systems as developed by each school. It defines and teaches expectations, acknowledges expected behavior and corrects behavior with a continuum of consequences. This program works best with administrative leadership and support of a collaborating team. Efforts should be made by all staff to prevent and resolve problems through PBIS and CHAMPS.

MPS Partnership for Positive Student, Behavior Responsibilities for Conduct, Parents, Guardians, Care Providers

Appropriate student behavior begins in the home. Parents, guardians and care providers are responsible for developing proper habits of behavior through teaching and example. Parents, guardians and care providers are expected to:

1. uphold the compulsory attendance laws of the State of Michigan and the rules and regulations of the district Student Attendance Policy;
2. support the school in requiring students to observe the Student Code of Conduct and school rules and regulations, and the rules and regulations of the district Student Attendance Policy;
3. be responsible for their children's personal cleanliness, acceptable grooming and suitable dress;
4. safeguard the physical and mental health of their children and be responsible for the periodic medical examinations and inoculations required by law;
5. arrange for a suitable time and place for homework assignments and maintain an active interest in their children's daily work;
6. participate in conferences regarding the behavior, health and/or educational progress of their children;
7. provide a positive home environment which will assist students in doing their best in the school program;
8. serve as an advocate on behalf of their children;
9. produce for inspection a certified record of birth for enrollment purposes;
10. comply with state statutes regarding immunization.

Students

Student conduct, which adversely affects the educational program or other students, requires corrective action. Corrective action must be appropriate to the offense. Rules and regulations shall be applied uniformly to all students. Corrective action shall take individual factors into account.

The school system has a responsibility to assist students with assuming responsibility for their actions. For this reason:

Discipline should be treated as an individual matter, taking into account factors that affect the student. The best discipline is preventative in nature, rather than regulatory and restrictive. The district supports the philosophy of progressive discipline. Students shall be given the opportunity to make up work that has been missed for any reason. Disallowing students to make up work is not an appropriate disciplinary procedure. Students are responsible for following the Student Code of Conduct and maintaining a positive school climate. Students are expected to:

1. be punctual in meeting all school obligations;
2. attend class prepared with completed assignments and instructional materials;
3. participate in class activities and make efforts to do their best work;
4. respect the rights of others;
5. accept responsibility for their own actions;
6. be familiar with the Student Code of Conduct and comply with rules and regulations of the school, and uphold the laws of the community, state and nation;
7. develop standards of personal conduct that are reflected in socially-approved behavior;
8. help maintain school property free from damage and defacement;
9. defer to the authority of school personnel;
10. give truthful information when such information is requested by the Board of Education, or its designee, in conjunction with investigations and proceedings conducted pursuant to the Student Code of Conduct or other policies of the Board of Education.

Teachers

Teachers are responsible for the overall behavior of the students in the classroom. Teachers are expected to:

1. assume responsibility for the conduct and discipline of pupils in the classroom and at other stations as determined by the principal;
2. assist in the enforcement of the Student Code of Conduct and the rules and regulations of the school;
3. conduct a program of effective instruction that reduces the potential for disruptive behavior in the classroom;

4. inform students of the Student Code of Conduct and the rules and regulations of the school and classroom;
5. inform parents, in accordance with school procedures, about the academic progress, attendance and the general deportment of their children as needed; distinguish between student misconduct which should be handled by the teacher and that which requires the assistance of other staff members;
6. report to the principal those situations which jeopardize the safety of students or others, or that seriously interfere with the instructional program;
7. examine causes of rule infractions and departures from desirable behavior on the part of students in order to effect improvements.

Principals

Principals are the administrators responsible for the operation of the school and its programs, and the implementation of the Student Code of Conduct. Principals are expected to:

1. assume the responsibility for the conduct and discipline of pupils at schools, at school-sponsored activities, and to and from school;
2. provide orientation and assistance for parents or guardians, teachers and students to acquaint them with the Student Code of Conduct;
3. work with the staff to formulate procedures to implement the Student Code of Conduct, and support the staff in enforcement of the Code;
4. strive to maintain a safe and orderly environment in the area of the school, and to encourage good conduct among students on their way to and from school;
5. maintain appropriate records of disciplinary action taken;
6. inform the appropriate central office administrator of action taken with respect to disciplinary problems as needed;
7. to protect the rights, safety and welfare of the individual student, as well as of the total school population;
8. supervise the overall security of the school, its facilities and school activities.

Superintendent of Schools

The Superintendent of Schools is the chief administrative officer of the school district. The Superintendent is expected to:

1. provide for the development of educational programs which will minimize discipline problems;
2. assign responsibilities for implementation of the Student Code of Conduct;
3. enlist the cooperation of community agencies engaged in working with community youth;
4. consider and act upon recommendations for expulsion or extended suspensions;
5. exercise authority as described in the Appeal Procedure of the Student Code of Conduct.

Board of Education

The Board of Education is the elected governing body of the schools, and is responsible for establishing the policies under which the schools operate. Education law grants the Board sufficient authority to maintain order in the schools and to establish rules and regulations concerning order and discipline as may be deemed necessary. The Board of Education is expected to:

1. adopt and support a clearly defined Student Code of Conduct;
2. establish a procedure for hearing appeals related to disciplinary action which will protect the rights of all parties;
3. review recommendations for changes in the Student Code of Conduct;
4. provide appropriate personnel to implement the Student Code of Conduct.

Attendance Expectations

Student success is directly related to several factors. One of these important factors is regular school attendance. Students who attend school on a regular basis have a better chance of school success. Parents are responsible to ensure that students are prepared for and sent to school every day. Students are in violation of our Attendance Policy when any of the following occurs:

1. Violation of compulsory school attendance laws.
2. Failure to attend school regularly, as outlined by Board of Education policy.
3. Repeated tardiness.
4. Skipping classes.
5. Failure to serve detentions assigned by school personnel.

The school will work with parents and students as attendance issues arise. However, in extreme cases of attendance issues, the school may refer those situations to the District's Attendance Intervention Officer whose duties and responsibilities are listed below:

Attendance Intervention Officer

The Attendance Intervention Officer is a bonded appointee of the Board of Education. While in the performance of duties, this person shall have the powers of a deputy sheriff, and is expected to:

1. investigate cases of non-attendance referred by the principal;
2. contact and counsel truant students and their parents or guardians;
3. make home calls whenever necessary to verify district residency;
4. process attendance reports and other end of year reports;
5. refer cases of persistent truancy to Juvenile Court;
6. refer parents who are negligent regarding their children's attendance to Probate Court.

School Related Activities

The activities of the school include not only classroom instruction, as well as:

1. travel to and from school
2. lunchroom
3. hallway
4. sports
5. playground
6. bus
7. field trips

School officials are charged with the safety and orderliness of all school operations. Therefore, any student violating the posted rules of any school-sponsored activity may be disciplined for misbehavior.

Basic Principles of the Partnership

The commission of or participation in such misconduct as described below in school buildings, on school property, at school sponsored events and during travel to and from school is prohibited. The school, regardless of whether criminal charges result, may take disciplinary action. In addition, any violation of state or local law will be reported promptly to the appropriate law enforcement authorities.

The Board of Education will seek to recover damages from parents or guardians or from students who have taken part in any act of vandalism, arson or theft as described in the Student Code of Conduct to the extent allowed by law.

Students at school sponsored off-campus events shall be governed by school district rules and regulations and the Student Code of Conduct, and are subject to the authority of school district officials.

Due Process of Law

In all cases requiring disciplinary action, the rights of all students and parents will be respected and protected.

Record Keeping of Student Disciplinary Actions

The building administrator in accordance with directives from the Michigan Department of Education will maintain records of student disciplinary actions and procedures.

The following statements of offenses requiring corrective action shall not be deemed to limit the rights of the Board of Education, nor school staff, to establish other rules of conduct appropriate to the welfare of the student body and for the maintenance of order and discipline within the school system.

The Board of Education, assuming the responsibility granted by law, establishes the following categories of misconduct (please see the next page for a complete listing) as those which shall be subject to corrective or disciplinary action, including temporary separation, suspension or expulsion.

- Disobedience
- Defiance
- Gross Misbehavior
- Identity
- Insubordination
- Unauthorized Student Protest
- Immoral Conduct
- Indecency
- Profanity
- Pornographic Materials
- Overt Sexual Behavior
- Illegal /Safety Issues
- Arson
- Assault (Physical or Verbal)
- Bullying
- Bomb Threats
- Drugs or Drug Paraphernalia
- Extortion
- Fighting
- False Alarm
- Hate Crimes
- Smoking
- Theft
- Trespassing
- Vandalism
- Violence
- Honor Code
- Academic Theft
- Cheating
- False Reports
- Forgery
- Gambling
- Habitual Failure
- Unauthorized Use of Computers

Dress Code and Hygiene

Dress and appearance, which present health or safety problems or cause disruption, must be corrected. It is the desire of the Board of Education to allow for the expression of individuality through proper attire; however, dress, grooming or items of appearance, which detract from or disrupt the orderly instructional process are strictly prohibited. Further, it is the expectation that bodily conditions of students would also not detract from the educational process.

Electronic Devices

Possession or use of pocket pagers, signal devices or any electronic communication device, except for health or other unusual reasons approved in advance by the principal. Also included are Game Boys, iPods, MP3 players, laser pointers and Walkman radios/CD players.

Cellular Phones

Cell phones may be used outside of the building before school, during lunch hours and after school. In the building, cell phones must not be visible. They are to be turned off during classes, assemblies or any school activity. Students using cell phones for the purpose of taking pictures to cheat on tests or assessments will be disciplined and have their phone confiscated until a parent conference. These students will be disallowed to carry a phone. Text messaging answers to another regarding daily school work, exams, tests or assessments is considered cheating and will be dealt with as such.

“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 device.

Unauthorized Groups (Gangs)

Membership in or participation in the activities of a club, society or organization not authorized or regulated by school authority. Appearance of membership, activity or affiliation symbols including tattoos, clothing, jewelry, gestures or claims will be treated as evidence of membership.

Disciplinary Actions: Definitions and Procedures

1. Reprimand and Detention
2. A reprimand is criticism with the intent of correcting a fault or a scolding for inappropriate behavior.
3. Detention is the act of detaining a student before, during or after school.
4. Every staff person shall have the authority to reprimand and/or detain students. Such corrective measures shall be used for the purpose of improvement in the personal conduct of the student, not as a means of public ridicule or embarrassment.
5. The building administrator or teacher may require a parental conference to discuss corrective measures for the purpose of improving personal conduct of the student. Attendance at this conference by the parent(s) or guardian(s) may be a prerequisite to the student continuing to attend classes. A phone conference may be permitted.
6. Probation
7. Conditional enrollment imposed by school administrator (or designee) for a trial period. The period of probation may be for varying lengths of time, but not to exceed one semester.
8. A building administrator shall establish the conditions of probation and impose the terms after a conference with the student and the student's parent(s) or guardian(s). All conditions of probation shall be stated in writing, with a copy to the parent(s) or guardian(s).
9. Closing of Classes
10. Immediate removal of a student by administrator (or designee) from one or more classes. Closing of classes may be for corrective discipline or for investigation of suspected misconduct. Procedures include:
 11. When appropriate, the building administrator (or designee) shall notify the student and parent(s) or guardian(s) of the action to close classes and the reason for the action.
 12. When closing of classes is used to conduct an investigation, such investigation is not to exceed three (3) days. Procedures for investigation shall follow numbers 1, 2 and 3 under Suspension procedures.
13. Suspension (Short-term and Long-term)
14. A withholding of the privilege of attendance by school administrator (or designee) for a defined period of time. This action should only be used for serious misconduct or repeated misbehavior as outlined under the Categories of Misconduct. Suspension may be either in-school or out-of-school. Students subject to suspension may not participate in nor be present for any school activities for the duration of the suspension.
15. Procedural safeguards for special education students must be observed.
16. Short-term Suspension: 1-10 school days
17. Long-term Suspension: 11-179 school days
18. Students on suspension shall be given the opportunity to make up all school-work deemed appropriate by the school administrator and the teachers involved. The teacher may set a reasonable deadline for turning in this work. Additional penalties shall not be assessed against make-up work missed during suspension. Suspension procedures include:
 19. The building administrator shall confer with the person (or persons) involved.
 20. The student shall be informed of the specific charge(s) that could be the basis for disciplinary action.
 21. The student shall have the right to be heard and to present any relevant information to the school administrator.

Before suspending or expelling a pupil [under the revised school code], the board of the school district, or the superintendent, school principal, or other designee, shall consider each of the following factors:

1. Age of the student;
2. Disciplinary history of the student;
3. Whether the student has a disability;
4. Seriousness of the violation threatened the safety of students and staff;
5. Whether restorative practices will be used to address the violation; and Whether less intervention would properly address the violation

Once the building administrator (or designee) determines that suspension is appropriate, the administrator (or designee) shall:

1. notify the parent(s) or guardian(s) as soon as possible of the suspension, the reasons for it, and the duration. In addition to the parent's or guardian's copy of the Disciplinary Notice to Parents/Guardians form, notification may be by phone, home visit, or a suspension letter. Suspensions extending beyond ten (10) days shall be confirmed by a written statement sent by mail.
2. confer, at the earliest possible time, with the parent(s) or guardian(s) and the student to discuss the conditions for the return of the student to the school setting;
3. advise parent(s) or guardian(s) and student of their right to appeal the decision;
4. refer to law enforcement agencies when appropriate, as in cases of arson, vandalism, violence, theft, assault, carrying weapons, illegal drugs, etc.;
5. complete and file in the building the Disciplinary Notice to Parents/Guardians form.

Appeal Procedures for Suspension

In the event that the offending student and/or parent(s) or guardian(s) wish to question the facts of the appropriateness of the sanction imposed by the administrator, these appeal procedures will be followed:

1. The appeal must be registered within the period of the suspension. The appeal must be first made by phone or personal conference with the person levying the suspension.
2. In case of suspension for ten (10) days or less, further appeal may be made to the appeal officer or designee, who shall review the case with the appropriate individual(s). Based upon this review, the appeal officer may adjust, revoke or sustain the suspension with reasonable dispatch. A written decision may be requested by the parent(s) or guardian(s).
3. In the case of suspension for more than ten (10) days, further appeal may be made in writing to the Superintendent, or designee, who shall review the case with the appropriate individual. Based upon this review, the Superintendent, or designee, shall render a written decision within five (5) school days of receipt of the appeal.
4. In the case of suspension for more than ten (10) days, further appeal in writing may be made to the Board of Education. Arrangements for such appeal shall be made through the office of the Superintendent. The Board shall render a written decision within fourteen (14) calendar days of receipt of the appeal.

Expulsion

A termination of enrollment permanently or for an extended period through formal action of the Board of Education. The student forfeits all rights possessed as a member of a student body, including attendance at classes, school functions, visitation of school premises, etc., except that students in grades K-5 may, on a case by case basis, be eligible for minimal instructional services pending possible reinstatement, as determined by the Superintendent.

The following procedures are followed in cases of expulsion:

1. Parents and Students has the right to a closed hearing

2. Both recommendations shall be in writing, supported by the essential elements which form the basis for the charges.
3. The student shall be under suspension pending the Board's decision.
4. Prior to the recommendation to expel a student, it is expected that procedures outlined for suspension shall have been followed.
5. The parent(s) or guardian(s) and the offending student shall be advised of their right to a hearing before the Board of Education.
6. Upon written request of the parent(s) or guardian(s) of a hearing before the Board of Education, the Board shall schedule such a hearing within ten (10) school days, and shall notify the parent(s) or guardian(s) that the hearing will be conducted under the following rules and procedures:
 - a. Written notice shall be given of the time, date and place of hearing.
 - b. The student or parent(s) or guardian(s) may be represented by an attorney or other advisor of their choosing.
 - c. Witnesses may be presented at the hearing
 - d. The hearing is not a court proceeding, and court rules of evidence shall not be enforced at such a hearing.
 - e. There may be present at the hearing the principal, the Board of Education's attorney, and such resource persons as the President of the Board of Education deems essential to the proper adjudication of the case.
 - f. The Board of Education shall act on the recommendation with reasonable dispatch at a regularly scheduled meeting of the Board. If the Board ruling favors expulsion, the Superintendent shall notify the parent(s) or guardian(s) in writing of the expulsion and reasons for it. Such written opinion shall be forwarded to all parties concerned and shall be final.

Petitions for Reinstatement

The parent or legal guardian of an individual expelled pursuant to this policy, or, if the individual is at least 18 years of age or an emancipated minor, the student may petition the Board for reinstatement of the student to public education in the district.

The procedure for petitioning for reinstatement shall be as follows:

For an individual who was enrolled in Grade 5 or below at the time of expulsion, the parent or legal guardian, or, if the student is at least 18 or an emancipated minor, the student may initiate a petition for reinstatement at any time and be reinstated after ten (10) school days. For a student who was in Grade 6 or above at the time of expulsion, the parent or legal guardian, or, if the student is at least 18 or an emancipated minor, the student may initiate a petition for reinstatement at any time after the expiration of one hundred and fifty (150) school days after the date of expulsion.

An individual who was in Grade 5 or below at the time of the expulsion shall not be reinstated before the expiration of ten (10) school days after the date of expulsion. A student who was in Grade 6 or above at the time of the expulsion shall not be reinstated before the expiration of one hundred and eighty (180) school days after the date of expulsion.

It is the responsibility of the parent or legal guardian, or, if the student is at least 18 or an emancipated minor, of the student, to prepare and submit the petition. The Board is not required to provide any assistance in preparing the petition.

Upon request by a parent or legal guardian, or, if the student is at least 18 or is an emancipated minor, by the student, the School Board shall make available a form for a petition. Not later than ten (10) school days after receiving a petition for reinstatement under this subsection, the School Board shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian, or, if the student is at least age 18 or is an emancipated minor, by student. The committee shall consist of two School Board members, one school administrator, one teacher and one parent of a student in the school district. During this

time, the Superintendent of the school district may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

Not later than ten (10) school days after all members are appointed, committee described in subsection D shall review the petition and any supporting information provided by the school district, and shall submit a recommendation to the School Board on the issue of reinstatement.

The recommendation shall be for unconditional reinstatement, for conditional reinstatement or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and any recommended conditions for reinstatement. The Superintendent shall be allowed to attend meetings of the committee appointed by the Board of Education when considering petitions for reinstatement.

Criteria for Reinstatement

The designated committee and this Board of Education shall consider at least the following factors when a petition for reinstatement is submitted.

1. The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel;
2. The extent to which reinstatement of the individual would create a risk of school district or individual liability for the School Board or school district personnel;
3. The age and maturity of the individual;
4. The individual's school record before the incident that caused the expulsion;
5. The individual's attitude concerning the incident that caused the expulsion;
6. The individual's behavior since the expulsion and the prospects for remediation of the individual; and
7. The degree of cooperation and support from the individual's parent or guardian (if the petition was filed by a parent or guardian), as well as any support that may be expected from a parent or guardian if the expelled student is reinstated.

Petitions for reinstatement from students expelled by another Board of Education shall not be processed if that student has not first submitted a petition for reinstatement to the expelling Board. This school district will only consider reinstatement, to the extent required by law, upon receiving written verification of the denial of the student's petition for reinstatement by the expelling Board.

Conditions of Reinstatement

The School Board may require an expelled student (and if the petition was filed by a parent or legal guardian) to agree in writing to specific conditions before reinstating the student. These conditions may include, but are not limited to:

1. Signing a behavior contract;
2. Participation in or completion of an Anger Management Program or other appropriate counseling (at the expelled student's expense);
3. Periodic progress reviews; and
4. Specific immediate consequences for failure to abide by any conditions of reinstatement.

Reinstatement

Not later than the next regularly scheduled Board meeting after receiving the recommendation of the committee, the Board shall make the decision to accept or reject said recommendation.

If the school district decides to reinstate the expelled pupil, those who are in Grade 5 and below at the time of the expulsion shall not be reinstated before the expiration of ten (10) days subsequent to the date of expulsion. Individuals in Grade 6 or above at the time of expulsion shall not be rein-stated before the expiration of one hundred and eighty (180) school days (one legal school year) after the date of expulsion.

Notice of Nondiscrimination Policy

It is the policy of the Public Schools of the City of Muskegon that no person sexual orientation shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. If you feel you have been discriminated against, please contact Human Resources, 349 W. Webster Avenue, Muskegon, Michigan, 49440, (231) 720-2000.

Grievance Procedures

Section I

Any person believing that the Muskegon Public School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, and (5) Title II of the Americans With Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the Superintendent or the Director of Academic Services at the following address:

Dr. Jennifer Hammond
Director of Academic Services
Muskegon Public Schools
1458 5th St.
Muskegon, MI 49441
(231) 720-2000
jhammond@mpsk12.net

Mr. Matthew Cortez
Superintendent
Muskegon Public Schools
1458 5th St.
Muskegon, MI 49441
(231) 720-2000
mcortez@mpsk12.net

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps:

Step 1: A written statement of the grievance signed by the complainant shall be submitted to the local Title IX Coordinator within five (10) business days of receipt of answer to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (10) business days.

Step 2: A complainant wishing to appeal the decision of the Title IX Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3: If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) days of the receipt of such appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

The Title IX Coordinator, upon request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure

The Individuals with Disabilities Education Act (IDEA) has been in effect since 1976 and provides special procedural safeguards to eligible students. Any persons who believe that the Public Schools of the City of Muskegon or any part of the organization has inadequately addressed these safeguards or protections in the application of this Student Code of Conduct should direct their concerns to:

Dr. Christine Robertson
Director of Special Education
Muskegon Public Schools
1458 5th St.
Muskegon, MI 49441
231-720-2010 Voice
croberts@mpsk12.net

Alternative formats of the Student Code of Conduct are available from the office of the Director of Special Education.

Glossary of Terms

Academic Theft:	Stealing assessments, test keys, cheat notes, another's work.
Arson:	Purposely attempting or setting fires to personal or school property.
Assault:	Physical attacks or threats to students or school employees. Assaultive behavior committed by a student while on school property, during a school-sponsored activity, or on the way to or from school or a school event.
Bodily Conditions:	The conditions under which a student is suspected of having a communicable disease or of neglecting personal hygiene to the point of disrupting the educational process.
Bomb Threats:	Issuing by word or writing or any other form of communication the intention to do damage or harm by bombing or other destructive means
Bullying:	Intimidation, Isolation, Taunting or creating an atmosphere where student's safety is a concern.
Cheating:	The act of deceiving school personnel in regard to student performance.
Computers Use:	Unauthorized or illegal use of computers or other data management systems to access or attempt to access data or information.
Criminal Sexual Conduct:	Physical sexual contact with a person below the age of consent or of diminished capacity, or sexual contact by force or coercion. Criminal sexual conduct must be defined according to Michigan law.
Discipline:	Defined as control of conduct by the individual or external authority. The administration of discipline will take into account the constitutional rights of individuals and assure the protection of due process of law.
Disobedience:	Insubordination and defiance in complying with reasonable requests from school personnel.
Drugs:	Possession, use, sale or distribution of intoxicants or illegal or unauthorized medicine, drugs or narcotics, including by use of illustration and not limitation: alcohol, malt beverages, including non-alcoholic, marijuana, heroin, opium, cocaine, morphine, LSD, barbiturates, amphetamines, inhalants, and drugs manufactured for use with animals. Also prohibited are paraphernalia associated with the use of illegal or controlled substances. "like" substances, items and materials will be treated the same as those listed above.
Extortion:	Obtaining, or attempting to obtain, money or other items of value by the use of threats or violence or without the consent of both parties involved.
False Alarms:	Issuing by word or act or any other form of communication a false or misleading report of a fire.
False Reports:	The act of falsely reporting incidents, or making false accusations, or giving false testimony to school personnel for sexual favors, or other verbal, visual or physical conduct.
Forgery:	Fraudulently using the name of another person or falsifying times, dates, grades, residence or other data used by the school.
Gambling:	All forms of gambling. Possession of gambling or gaming objects, materials or paraphernalia.
Gross Misbehavior:	Deliberate, malicious or willful conduct detrimental to the normal functioning of the educational program or activity under school sponsorship.

Habitual Failure:	Failing subjects due to indifference or lack of reasonable effort.
Harassment:	Verbal, written or physical acts or attacks which have the intent to disturb or torment another. Also includes the use of the Internet, at home or at school.
Identification:	The failure to identify oneself to personnel or legal authorities.
Immoral conduct; indecency:	Overt displays of affection between students may encourage unwelcome advances, and are therefore prohibited.
Overt sexual behavior:	Overt sexual behavior through written, verbal or physical actions.
Pornographic materials:	Possession, display, distribution or sale of pornographic materials.
Profanity:	Use of profanity, obscenities or degrading epithets. Included are acts of racism and hate activities, such as verbal expression, the display of offensive symbols, and overt behaviors.
Sexual Harassment:	Sexual harassment toward another student has the effect of substantially interfering with an individual's education or creating an intimidating, hostile or offensive educational environment. Sexual harassment is defined as any unwelcome sexual advance.
Smoking:	Smoking of any substance or material; possession or use of any tobacco product or tobacco in any form.
Theft:	Stealing, burglary, robbery by whatever means accomplished.
Trespassing:	Being present in an unauthorized place or area, or refusing to leave a place or area when ordered to do so by school personnel or legal authority.
Unauthorized Student Protests:	Which result in the disruption of the normal educational process.
Vandalism:	Willful destruction, defacement of, or tampering with personal or school property violence or threat of violence.
Weapons:	The act of possessing, using or threatening to use any weapons, explosives or instruments capable of inflicting bodily harm. The act of possessing facsimile weapons, explosives or other instruments for the purpose of intimidating or threatening others. Possession or use of volatile liquids, ignition or detonation devices, laser pointers, electronic shocking devices.

School Dance Rules

Attendance at school-sponsored dances/events is a privilege.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances/events. Attendance at school-sponsored dances/events is a privilege. In particular, students shall not:

1. Use, possess, distribute, purchase, or sell tobacco materials, alcoholic beverages, or any illegal substance or paraphernalia;
2. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a "look-alike" weapon
3. Vandalize or steal
4. Haze/bully other students
5. Behave in a manner that is detrimental to the good of the school
6. Be insubordinate or disrespectful toward teachers and chaperones.

Students who violate the school's discipline code will be required to leave the dance/event immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as out-lined in the school's discipline code.

High School Only: Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. A guest must be 20 years old or under and must have a completed "Guest Form" filled out through the main office.

Equal Access for Non-School Sponsored Student Clubs

A student-initiated group may meet on school premises during non-instructional time and shall have the same rights and access and be subject to the same administrative guidelines that govern the meetings of

school-sponsored student organizations, without regard to the religious, political, philosophical, or other content of the activity.

The principal shall grant the group's request and first determining that:

1. The activity has been initiated by students
2. Attendance at the meeting is voluntary
3. No agent or employee of the District will promote, lead, or participate in the meeting
4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities in the school
5. Non-school persons do not direct, conduct, control, or regularly attend the activity.
6. A school employee may be assigned to attend a student-initiated meeting in a custodial capacity but shall not participate in the activity.

Search and Seizure

In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Concussions and Head Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion (i.e. loss of consciousness, headache, dizziness, confusion, or balance problems), shall be immediately removed from any physical participation and shall not return to the activity until he/she is evaluated by an appropriate licensed health professional who has the ability to recognize and treat concussions and receives written clearance to do so.

State law requires all Michigan schools to provide educational materials on the signs/symptoms and consequences of concussions. Please visit:

https://www.michigan.gov/mdhhs/0,5885,7-339-71548_54783_63943---,00.html for more information. The concussion awareness information is acknowledged through the verification of the student handbook and procedures being received by the parent/guardian.

Students

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for a school to make a factual determination.

MPS Elementary Attendance Policy

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The State of Michigan requires all children between the ages of 6 and 18 to attend school. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Each MPS elementary school will develop a positive behavior incentive program that rewards students for good attendance and punctuality.

If any student is going to miss school for all or part of any school day, parents/guardians should contact the main office prior to 9:30 a.m. on the date of the absence. Leave your child's name and the reason for the absence. If the absence is due to an illness, please indicate your child's symptoms.

Bunker Elementary	231-720-2300
Marquette Elementary	231-720-2600
Oakview Elementary	231-720-2450

Professional Appointments

Parents are asked to please call the school office and give the date(s) your child will be absent from school for an appointment. If able, please bring your student to school before or after his/her appointment. Please provide the office with written documentation of the appointment within 72 hours.

General Illness

Parent Excused Illness- The school will only accept notification of an excused absence up to 3 days after the student has been absent.

A physician's note is REQUIRED if a student is absent for 3 consecutive days or more, due to illness or health related issues.

Students with flu-like symptoms should remain at home through the course of their illness and for at least 24 hours after they are free of fever without the use of fever reducing medications (Tylenol, aspirin, etc.). Flu-like illness symptoms include cough, fever, sore throat, runny or stuffy nose, vomiting, body aches, headache, chills and fatigue.

Excused Absences

1. Illness of the student.
2. A family medical emergency (includes the death of a close friend or relative).
3. A medical appointment (doctor, dentist, etc.)
4. Subpoenaed court appearance
5. Attendance at a funeral
6. Observance of Religious Holidays
7. Quarantine of the Home (Head Lice, Bed Bugs, Scabies, or any contagious virus)
8. Recovery from an accident
9. NOTE: THESE ARE STILL CONSIDERED AN ABSENCE.

Examples of Unexcused Absences

1. If the office does not hear from the parent/guardian within 72 hours, the absence will be classified as unconfirmed and marked UA (Unexcused Absence)
2. Other Unexcused Absences

3. (Parents, please contact the building's Pathways 2 Potential Success Coach for assistance)
4. Oversleeping
5. Missing the bus
6. Being suspended from the bus and not attending school
7. No transportation to attend school
8. Skipping - An absence from school which was not authorized by the student's parents or the School.
9. Vacations - Due to the importance of continuity in your child's education, we strongly urge parents to consider taking vacations during regularly scheduled school break times. We cannot legally excuse any student for this reason. Please contact your child's teacher well in advance. Please notify the office for attendance purposes. Students will be responsible for all make-up work upon their return.

Tardy Policy

Students are expected to be in their classrooms and ready to begin class on time. The bells may or may not be used. Chronic tardiness disrupts the educational flow. If a pattern exists, the teacher or administration may conference with the child and parent to rectify the problem. Persistent tardiness could result in loss of recess or after-school make-up time. If a child arrives 5 or more minutes past the start time they will be marked tardy.

Late Arrival

Student's parent must sign the student in at the office when arriving late at school. Please Note: Arrival 1 (one) hour after the start time will count as a morning absence.

An occurrence will be noted on a student's attendance record if he/she is tardy.

Early Dismissal/ Leaving School During the day

When a student must leave for an appointment (doctor, dentist, child guidance, etc.) they must be checked/signed in and out at the main office. Students should have a note of explanation directed to the office to be excused from school during the day and are to be picked up at the school office by their parent(s). Students will not be released to anyone other than a parent unless the written note gives permission to release the child to a specific individual. If a child leaves 1(one) hour prior to the end of the day, they will be considered absent for the PM. If a child leaves 5(five) or more minutes before the end of the day, they will be logged as "Leave Early" which counts as a tardy.

Students leaving early will be marked with a LE for "left early," on the attendance record and counts as a tardy on the attendance record.

Make Up Work

Students will have one day for every day absent to make up missed school work. Teachers may give the option of more time for special assignments. If your child is going to be absent due to an extended illness (more than two days) every attempt will be made to honor requests for school work. Please submit your request by 9:00 a.m. to the teacher or the office. Homework will be in the office the following morning by 9:00 a.m.

Truancy

A student shall be considered truant each day or part of the day she/he is in-excusably absent from his/her assigned location. A student will be considered tardy rather than absent if she/he is in his/her assigned location within ten (10) minutes after the official start of the school day or Activity. A student will be considered absent if they arrive later than 1 hour and 5 minutes after school has started.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action will align with MPS District Guidelines.

A student shall be considered a "habitual truant" when, in spite of warnings and/or his/her parent's efforts to ensure attendance, she/he has accumulated twelve (12) truanancies during a semester.

Parent Notification of Excused Absences

An automated phone call will be generated to parents whose child accumulates 5 excused/unexcused absences in a semester. This will serve as a reminder of the importance of attendance.

Muskegon Public Schools participates in Operation Graduation with the Muskegon Area Intermediate School District (MAISD) and other county schools. Per Section 380.1599 of the Revised School Code, failure of parents to comply with school attendance policy is a misdemeanor, punishable by fines, imprisonment, or both. Operation Graduation is a collaboration with the Muskegon County Prosecutor's office, Department of Human Services, Mediation and Restorative Services and district Family Resource Centers. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving high school. Students who miss too much school often struggle throughout their academic career and may be less likely to graduate. This collaborative effort focuses on early intervention and individual family needs. It gives the opportunity for all students to succeed. Being in school, every day, is critically important.

Cumulative absences will be calculated each semester:

STEP 1: After 2 unexcused absences: Teacher will make initial contact with parent/guardian.

STEP 2: 5 unexcused absences: A copy of the attendance letter will be mailed.

STEP 3: 9 unexcused absences: A second letter will be mailed requesting a mandatory meeting with Pathway to Potential/Department of Health and Human Services and building administrator

STEP 4: 12 unexcused absences: Referred to the Prosecutor

Students arriving later than 15 minutes for their first scheduled period will be marked partial time (PT) for that hour. For all other classes, students will be marked tardy up to 5 minutes after the bell. Students arriving after the 5 minute mark will be marked PT for the period.

- At 5 and 9 days of unexcused absences: a letter will be sent home to inform the parent/guardian of the number of absences. The parent/guardian will be encouraged to monitor the student's attendance and remain in close contact with the school.
- At 10 unexcused absences in any class during a semester, credit may be withheld from the student in the identified classes.

At 12 days of unexcused absences: a letter will be sent home to inform the parent/guardian of the number of absences. A notice will be sent to Operation Graduation and the district's identified truancy officer. The parent/guardian may be required to meet with the school to identify solutions to attendance barriers.

At 15 days of unexcused absences: a final letter will be sent home to inform the parent/guardian of the number of absences. The district will continue to work with the Muskegon County Prosecutor's office regarding student attendance. Any student who has accrued 15 or more unexcused absences may be dropped due to non attendance.

Drop Off

Students who are walking or being dropped off shall not arrive to school prior to fifteen minutes before school begins. There is no supervision at the school and early arrival is a safety concern. Students who are late should stop in the school office and sign in to receive a pass before arriving to class. If parents/visitors are wishing to take their students to their classroom, that is at the discretion of the building, however each parent/visitor will need a visitors pass before escorting their student anywhere in the building outside of the school office.

Pick-Up

Students should be picked up promptly from school. Parents and those picking up students from school are asked to be very sensitive to the extra burden placed on the school when students need to be supervised after the pick-up time. Late pick-up also poses a safety concern. The school may contact CPS or the police regarding students who are not picked up at the end of the school day.

*Reasonable modifications to this policy may be available to students with disabilities.

MPS Secondary Attendance Policy

Muskegon High School and Middle School staff believe that student achievement is directly related to regular school attendance. As a result, Muskegon High School and Muskegon Middle School staff regularly recognize students for exemplary attendance.

Students, when absent, are expected to make up missed class work. Students who are absent for one day are expected to make up class work on the first day of return. Additional procedures address multiple consecutive days of student absences. The responsibility to obtain missed schoolwork due to any absence belongs to the student, not the teacher.

Parents are expected to call the Muskegon High School Attendance Office 231-720-2800 (Press the number 1) or the Middle School Main Office at 231-720-3003 to confirm all student absences within 48 hours of the absence.

If a student is late arriving to school any time during the school day, it is the student's responsibility to report directly to the attendance office. Students arriving later than 15 minutes for their first scheduled period will be marked absent for that hour. For all other classes, students must report to class no later than 10 minutes after the start of class in order to be marked tardy and not absent.

High School Attendance:

Types of Absences: All absences will be categorized as:

1. School-related
2. Excused
3. Unexcused

School-Related: Absences that occur as a result of school-sponsored activities are excused. Prior to the absence, students are expected to notify teachers of school-related absences and obtain and make arrangements to complete make-up work.

Excused: Absences that have been verified and documented must be received in the office to be excused. Documentation must be received within 48 hours after the student returns to school. Examples of excused absences include:

1. Long term personal illness
2. Family medical emergency
3. Medical appointments (doctor, dentist, etc.)
4. Subpoenaed court appearance
5. Attendance at a funeral
6. Observance of Religious Holidays

Students arriving later than 15 minutes for their first scheduled period will be marked partial time (PT) for that hour. For all other classes, students will be marked tardy up to 5 minutes after the bell. Students arriving after the 5 minute mark will be marked PT for the period.

- At 5 and 9 days of unexcused absences: a letter will be sent home to inform the parent/guardian of the number of absences. The parent/guardian will be encouraged to monitor the student's attendance and remain in close contact with the school.
- At 10 unexcused absences in any class during a semester, credit may be withheld from the student in the identified classes.

At 12 days of unexcused absences: a letter will be sent home to inform the parent/guardian of the number of absences. A notice will be sent to Operation Graduation and the district's identified truancy officer. The parent/guardian may be required to meet with the school to identify solutions to attendance barriers.

At 15 days of unexcused absences: a final letter will be sent home to inform the parent/guardian of the number of absences. The district will continue to work with the Muskegon County Prosecutor's office regarding student attendance. Any student who has accrued 15 or more unexcused absences may be dropped due to non attendance.

Loss of Credit due to nonattendance: Students are allowed a maximum of 10 non-school related absences per semester. When a student accumulates 11 or more absences, they will lose credit for the course. Students may earn back credit for a course through one or more of the following methods:

Students may "buy back" time on an hour-by-hour basis in lunch detention or a comparable alternate consequence solely approved by the principal or designee.

Students may earn back credit by achieving a minimum of a 77% C+ on the final exam.

Excessive absences must be made up by the last day of the semester final exams.

Final determination of the loss of credit will be made by the building principal.

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a licensed physician.

Professional Appointments: Parents should make every attempt to schedule appointments before or after school hours. When possible, students should return to school before or after their appointment. Please provide the office with written documentation of the appointment when the student returns to school.

Pre-Arranged: Absences may be pre-arranged for family trips involving two or more school days by completing a Pre-Arranged Absence Form. This form must be signed by the parent/guardian and all of the student's teachers. It must be returned to the office a minimum of five (5) school days prior to the absence.

Unexcused: All absences will be marked as unexcused unless the office receives official documentation or if the absence does not meet the guidelines for excused absences listed above. Unexcused absence from school (truancy) is not acceptable.

Suspension from School: Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused, and will be treated in the same manner as school-related absences. A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student completes missed assignments during the suspension and turn them in to the teacher upon his/her return to school. Assignments may be obtained from the high school office 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.

Loss of Credit: Students are allowed a maximum of 10 non-school related absences per semester. When a student accumulates 11 or more absences, they will lose credit for the course. Students may earn back credit for a course through one or more of the following methods:

1. Students may earn one day of attendance back by attending class 5 days in a row. This provision only applies after the maximum number of absences has been exceeded. A student may only buy back up to three absences using this method.
2. Students may "buy back" time on an hour-by-hour basis in lunch detention or a comparable alternate consequence solely approved by the principal and attendance clerk.
3. Students may earn back credit by achieving a minimum of a 77% C+ on the final exam.

Excessive absences must be made up by the last day of the semester final exams.

Final determination of the loss of credit will be made by the high school principal.

MHS Attendance Appeals:

A student or his/her parent/guardian who has lost credit by exceeding ten (10) absences may appeal the loss of credit. All attendance appeals are to be presented to the building principal to evaluate loss of credit when the parent or student wishes to provide evidence to indicate there may be extenuating circumstances to be considered. An example would be excessive absences due to an extended medical condition.

Students should fill out an Attendance Appeal through the counseling office. The initial appeal should be made in writing to the principal within three (3) school days of the notification of loss of credit, and prior to final exams. The principal will consider the appeal and may request documentation regarding absences, including proof of medical appointments, hospitalization, court appearances, family emergencies, religious observances, and the like. If the appeal is granted, the following expectations may be enforced:

1. All subsequent absences due to illness may require a doctor's verification confirming that the student was too ill to attend school.
2. The parent/guardian must notify the school regarding the absence before 8:00 a.m. on the day of the absence.
3. Non-illness related absences must be of a religious or emergency nature.
4. Any other stipulations the principal deems appropriate for the individual case.

If the appeal is not granted, the student and/or parents/guardians may appeal to the superintendent within three (3) school days. The superintendent's decision shall be final.

Parent/Student and School Communication:

An automatic call to the parent/guardian will be generated any day that a student is marked absent in at least one class. Parents should also regularly check Power School to monitor their student's attendance. For assistance with questions regarding PowerSchool, please contact the office.

Additionally, the administration and/or counseling office will also communicate with parents regarding their student's attendance in the following manner:

Make Up Work

Students will have one day for every day absent to make up missed school work. Teachers may give the option of more time for special assignments. If your child is going to be absent due to an extended illness (more than three days) every attempt will be made to honor requests for school work. Please submit your request to the teacher, the main office or the counseling office. Homework will be in the office by the end of the following day.

County Prosecutor Office Referral for Students

Administrators will monitor student attendance and ensure that students and parents are notified in writing or by phone when students accumulate 30 hours of unexcused absences.

When a student accumulates 45 hours of unexcused absences, a building administrator will meet with the student and their parents/guardians to discuss attendance/truancy concerns.

When a student accumulates 60 hours of unexcused absences, a building administrator will send written notification to parents/guardians regarding attendance/truancy concerns. A copy of the letter is also sent to the Muskegon County Prosecutor's Office Department of Human Services Mediation and Restorative Services.

When a student accumulates 72 hours of unexcused absences, a building administrator will write a referral for intervention to the Muskegon County Prosecutor's Office Department of Human Services Mediation and Restorative Services.

*Reasonable modifications to this policy may be available to students with disabilities.

Education of Students with Disabilities

It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

1. Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Discipline of Students with Disabilities

The School District will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

Student Privacy Protections

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

1. Consent before the student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 - a. Political affiliations or beliefs of the student or the student's parent/guardian;
 - b. Mental or psychological problems of the student or the student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom the students have close family relationships;
 - f. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
 - h. Income, other than that required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of any other protected information survey, regardless of funding;
 - a. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use Protected information surveys of students;
 - a. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational Curriculum

Instructional Material

A student's parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Michigan Revised School Code afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 30 school days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. The parent/guardian of a student less than 18 years old has the right to copy and inspect their child's education records. Once the student turns 18, the right to copy and inspect education records is transferred to the student.
2. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected.
3. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. The District will not charge for copying records, which contain personally identifiable information about the student that is collected or created by the school district as part of the pupil's education records.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

1. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper. A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the district decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
2. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or the Michigan Revised School Code authorizes disclosure without consent. Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - a. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these

individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

3. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order, so long as the parents/guardians or eligible student is notified of the court order before the documents are produced; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
4. The right to a copy of any school student record proposed to be destroyed or deleted. Education records are maintained for at least 60 years after the student graduates or permanently withdraws. If the student transfers, education records are maintained until the next school district requests the records.
5. The right to prohibit the release of directory information. Throughout the school year, the District may release directory information regarding students, limited to the District's defined list of information that is "directory information" as contained in the District's policies and procedures. Such directory information may include:
 - a. Name
 - b. Address
 - c. Grade level
 - d. Birth date and place
 - e. Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
 - f. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
 - g. Academic awards, degrees, and honors
 - h. Information in relation to school-sponsored activities, organizations, and athletics
 - i. Major field of study
 - j. Period of Attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.¹ Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

Requests from Military or Institutions of Higher Learning

Upon their request, military recruiters and institutions of higher learning will be given access to students' names, addresses and telephone numbers. Parents who do not want their child's name to be released (or students over the age of 18 who do not want their name released) should contact the building principal.

Age of Majority

Although 18-year-old students are recognized as adults under the Age of Majority Act, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. With the exceptions noted below, school district policies and procedures set forth apply to all students, regardless of their attainment of the age of majority. Students 18 years and older may:

1. Have the same privilege as their parents/guardians as it relates to access or control of their student records;
2. Represent themselves during disciplinary conferences and be the addressee for their grade reports

3. Sign themselves in and out of school and may verify their own absences. NOTE: All attendance standards continue to apply;
4. Provide reason(s) for their absences and tardies, but are held to the same attendance requirements as other students, including the acceptable reason(s) for an excused absence.
5. Eligible students who wish to assert these rights should register their intent on the appropriate form in the high school office. Until such time as the eligible student registers this intent, school officials will not apply the above exceptions to school policies and procedures.

Teacher Qualifications

Parents may request information about the qualifications of their child's teachers and paraprofessionals, including:

1. Whether the teacher has met State certification requirements;
2. Whether the teacher is teaching under an emergency permit or other provisional status through which State licensing criteria have been waived;
3. The teacher's college major;
4. Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
5. Whether any instructional aides or paraprofessionals

Standardized Testing

Students and parents/guardians should be aware that students will take standardized tests. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

Homeless Child's Right to Education

When a child loses permanent housing and becomes "homeless" as defined by law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families includes:

1. Educational organizations and schools
2. Food bank and meal programs
3. Local service organizations (Goodwill, Salvation Army, etc.):
4. Family shelters
5. Medical services
6. Other support

Sex Education

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent/guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the course, and is notified in advance of his/her right to have the student excused from the class.

Upon the written request of a student or the student's parent/guardian, a student shall be excused, without penalty or loss of academic credit, from attending a class in which sex education instruction is provided. "Class" means an instructional period of limited duration within a course of instruction and includes an assembly or small group presentation.

If a student's parent/guardian files with the school a continuing written notice that the pupil is to be excused from a class in which sex education instruction is provided, the student shall not be enrolled in such a class unless the parent/guardian submits a written authorization for that enrollment.

Notice to Parents/Guardians of Students Enrolled in Sex Education Classes or Courses on Sex Education, Reproductive Health, Instruction on Dangerous Communicable Diseases

The school district may offer instruction in sex education, including family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted diseases. This instruction shall stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease and is a positive lifestyle for unmarried young people.

Request to Examine Instructional Material

The school district's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within 5 days.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program. If you do not want your child to participate in these classes or courses, please complete the following class attendance waiver statement and return it to your child's classroom teacher within 5 school days.

Parental Involvement (Title I)

Several MPS Schools are considered Title 1 Schools. These schools annually have meetings for all parents. Parents will receive notification from their Principals as to when the meeting will be held.

At the meeting, the school will discuss parental involvement, and opportunities for parents/guardians to get involved in the education of their children. Parents/guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/guardians to be fully involved in the educational process.

The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy.

School programs, in addition to the standard educational curriculum, in which parents/guardians may wish to become involved include:

1. school performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results;
2. a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. opportunities for regular meetings to formulate suggestions, share experiences with other parents/guardians, and participate as appropriate in decisions relating to the education of their children if such parents/guardians so desire; and
4. timely responses to suggestions.

Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves.

In order to better assist in educating the students, we need the help of all parents/guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time.

The school endeavors to do its best to provide all information in the language best understood by parents and guardians.

English Learners (ESL)

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be informed how they can (1) be involved in the education of their children, and (2) be participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact the ELL Coordinator at 231-720-2822 or 231-720-3000.

Pesticide Application Notice

The school district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

MPS Elementary Retention Guidelines

Muskegon Public School District (MPS) expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies in a timely manner, if needed. Research has shown that retention results in long lasting negative impacts on most students. Students who are retained are 5-11 times more likely to drop out of school, tend to get into trouble, dislike school, and feel badly about themselves more than children who go on to the next grade, regardless of the age of the student. The National Association of School Psychologists (NASP) calls retention ineffective, citing "no evidence of a positive effect on either long-term school achievement or adjustment" and asserting that it is too liberally misapplied as an intervention amongst poor urban minorities and students with behavior or maturity problems. Any decision to retain a student must be determined on an individual basis with the primary objective being to assist the student to catch up during the year of retention and be back on track and ready to move on to their appropriate grade level at the end of the retention year. It is strongly recommended that a student not be retained more than

one year throughout their academic career. The following guidelines must be followed if it has been decided that retention will benefit the student.

References:

Should My Child Repeat a Grade. The National Association of School Psychologists.
<http://www.nasponline.org>

How are children identified as “at risk for retention”

Low Test Scores:

At the student’s assigned grade level, the student has not met the grade-level standards on the first benchmark test for the school year; and/or a student has been identified as having a deficiency in mathematics and/or reading score by the results of NWEA MAP testing.

AND

Low Classroom Scores. Classroom assessments show that the student is not making adequate progress toward grade-level standards despite documented educational support interventions and the student is earning the lowest ranking score in the core academic areas on his/her report card.

OR

Absent and incomplete work. The student has been absent and has not satisfactorily completed the academic content during the time of the absence.

What happens when a child is identified as “at risk for retention? The parent/guardian is notified and involved in the process.

At nine weeks, the student is referred to the STAY team and an academic plan is developed to help the student be successful and avoid retention.

The academic plan is implemented.

The student is assigned a teacher/mentor to monitor their progress of the plan

Additional changes are made to the student’s academic plan if the student’s progress is insufficient.

Before the end of May, a decision is made as to whether the student will be retained.

When May a Student Be Retained?

A student may be retained only when all the following criteria have been met.

1. Identified as “at risk for retention” The student has not met the grade-level standards, has low classroom scores and/or they have not completed the academic content due to absenteeism.
2. Early Parent Notice Provided Parents were given a notice by November 1 that their student is at risk for retention. In cases where the student did not enroll at the beginning of the school year, the parent notice must be given no later than the 30th school day of the student’s first day of attendance.
3. Student Progress Monitored and Used for Program Planning The student’s academic progress has been monitored by a teacher/mentor and, if the student was not making sufficient progress, this information was used to make changes to the educational plan.
4. Unsuccessful Program Analyzed, Individual Retention Plan Established The teacher/mentor has described, in writing, why the student’s program has been unsuccessful and has written an Individual Retention Plan recommending revised teaching strategies to help the student meet the minimum grade-level standards during the year of grade retention.
5. Parent Conference: A meeting with the parent, teacher/mentor and administrator to discuss the plan for retention before the end of May.

APPENDIX A

BUILDING ADDRESSES AND CONTACT INFORMATION

District Offices and Departments

Office of the Superintendent	231-720-2004
Office of Student Services	231-720-2005
Office of Curriculum and Instruction	231-720-2083
Office of Specialized Instruction (Special Education)	231-720-2010
Office of Human Resources	231-720-2025
Central Registrar	231-720-2013
Finance Department	231-720-2033
Office of Technology Services	231-720-2063
Food Service Department	231-720-2807
Transportation Department	231-720-3170
Maintenance Department	231-720-3175

Administration Building

1458 Fifth St.
Muskegon, MI 49441

Superintendent
Mr. Matthew Cortez
mcortez@mpsk12.net

Executive Director of Curriculum and Instruction
Dr. Jennifer Hammond
jhammond@mpsk12.net

Chief Financial Officer
Mrs. Tina Wright
twright@mpsk12.net

Special Education Director
Dr. Christine Roberson
croberts@mpsk12.net

Director of Operations
Mr. John Snyder
jsnyder@mpsk12.net

Community Relations Liaison
Mr. Paul Kurdziel
pkurdzie@mpsk12.net

MPS Elementary Buildings (Grades K-5)

Bunker Elementary

2312 Denmark Street
Muskegon, MI 49441
(231) 720-2300

Principal:

Ms. Okeelah McBride
omcbride@mpsk12.net

Assistant Principal/TWI Supervisor:

Mr. Amado Perez-Chavez
aperez1@mpsk12.net

Student Behavior Specialist:

Mr. Eddie Brown
ebrown1@mpsk12.net

Student Behavior Specialist:

Ms. Joy Dockery
jnash@mpsk12.net

Special Education Supervisor:

Mr. Luis Gomez
lgomez@mpsk12.net
(split Marquette and Bunker)

Marquette Elementary

550 West Grand
Muskegon, MI 49441
(231) 720-2600

Interim Principal:

Mrs. Jennifer Halverson
jhalvers@mpsk12.net

Assistant Principal:

Mrs. Lis Smith
lsmith1@mpsk12.net

Student Behavior Specialist:

Mr. Billie Shanks
bshanks@mpsk12.net

Oakview Elementary

1826 Hoyt Street
Muskegon, MI 49442
(231) 720-2450

Principal:

Dr. Brian Gamm
bgamm@mpsk12.net

Assistant Principal:

Ms. Renee Williams
ajohnson@mpsk12.net

Muskegon Middle School (Grades 6-8)

1150 Amity Avenue
Muskegon, MI 49442
(231) 720-3000

Principal:

Mrs. Lakisha Loudermill
clohman@mpsk12.net

Assistant Principal:

Gregory Nimitz
gnimitz@mpsk12.net

MTSS Coordinator:

Ms. Dana Judd
djudd@mpsk12.net

Counselor:

Ms. Julie Hansen
jhansen@mpsk12.net

Muskegon High School (Grades 9-12)

80 W. Southern Ave.
Muskegon, MI 49441
(231) 720-2800

Principal:
Mr. Tim Hoffman
thoffman@mpsk12.net

Freshman Academy Coordinator:
Mr. Brent White
bwhite@mpsk12.net

Assistant Principal/ MTSS/Due Process
Coordinator:
Mr. Bernard Loudermill
blouderm@mpsk12.net

Counselor:
Ms. Jennifer O'Brien
jobrien@mpsk12.net

Assistant Principal:
Mrs. Lindsey Crockford
lcrockfo@mpsk12.net

Counselor:
Mrs. Shawndra Sain
ssain1@mpsk12.net

Assistant Principal:
Mrs. Kellie Postema
kpostema@mpsk12.net

Athletic Director:
Mr. Keith Guy
kguy@mpsk12.net

Athletic academic Advisor:
Mr. Josh Wall
jwall@mpsk12.net

Muskegon Community Education (MCEC)

550 West Grand Street
Muskegon, MI 49441
(231) 720-2800

Principal:
Mr. Paul Kurdziel
pkurdzie@mpsk12.net

Counselor:
Mr. Thomas Ellis
tellis@mpsk12.net

Career and College Facilitator:
Mr. Chauncy Williams
cwilliam@mpsk12.net

APPENDIX B
Muskegon Public Schools
Board of Education

President

G. Lynnette Marks
lmarks@mpsk12.net
231-740-6249

Vice President

Louis Churchwell
lchurchw@mpsk12.net
231-724-6547

Treasurer

Zachary Anderson
zanderso@mpsk12.net
231-571-8978

Secretary

Christine Hamel
chamel@mpsk12.net
231-286-2109

Trustee (Secretary Pro-Tem)

Kwame Kamau James
kkamau@mpsk12.net
310-666-8375

Trustee

Morgan Witmer
mwitmer@mpsk12.net
616-215-0611

Trustee

Billie J. Bruce
bbruce@mpsk12.net
231-773-7179

Appendix C
Muskegon Public Schools
Student Technology Acceptable Use Agreement
Equipment, Electronic Data, Networks, Security, Safety and Privacy

I acknowledge that I have read and will abide by the School Board Policies/Guidelines and the Student Handbook which pertain to the use of school owned technology equipment, electronic data, networks, security, safety and privacy. The district reserves the right to take appropriate disciplinary action against individuals who fail to comply with the AUP.

Parent or Guardian

As the parent or guardian of the student listed above, I acknowledge that I've read the School Board Policies/Guidelines and the Student Handbook related to school owned equipment, electronic data, networks, security, safety and privacy. I understand that this access is granted for my student's educational purpose only. I recognize it is impossible for MPS to completely restrict electronic access to all inappropriate or controversial materials and suppress all collections of student personal data that could be obtained from online services/applications/programs. I accept full responsibility for my student's use of the above mentioned electronic resources. I hereby give permission for MPS to issue school electronic accounts and allow network access for my student.

For the purpose of this agreement, "Chromebook" includes the Chromebook, power charger/adapter, license, and case.

I understand that:

- The Chromebook remains the property of Muskegon Public Schools at all times and places.
- It is a privilege, which may be revoked, to receive the Chromebook, and it is the responsibility of the student to protect and use the Chromebook in the same condition as it was issued, less reasonable wear.
- Any failure to comply with the guidelines and expectations may result in disciplinary action which may include the removal of the Chromebook from being in possession on a daily basis.
- The Chromebook is used for school/educational purposes only.
- Students may place school appropriate stickers on the case of the device, but not on the device itself. Paint, sharpie, markers, and/or any other defacing of the case or Chromebook is prohibited. The MPS internal documentation stickers must remain on the device at all times.
- In terms of privacy, students and parents/guardians have no right or expectation of privacy or confidentiality with respect to the use of Muskegon Public Schools' owned devices and connections regardless of whether the use of such devices is for district, school, classroom, or personal related purposes.
- Damage, whether intentional or unintentional, will result in fees or fines being issued. Intentional or neglectful damage may incur disciplinary actions and may include the loss of Chromebook privileges. If any device damage occurs due to extreme neglect and needs a total replacement, a meeting between a school official and the parent(s) will need to take place before a replacement is issued. The cost of a **total replacement** will occur as well.
- If a student's device requires replacement more than once due to neglect then another meeting is required with a school official before a new Chromebook is issued. If the second chromebook is completely damaged, then the student will not be given another chromebook to take home. They will need to check out a chromebook when they come to school and return it before the end of the school day.

Sample Replacement/Repair Costs (estimated costs as of July 2023)

- | | |
|-----------------------------|--|
| ● Total Replacement – \$200 | ● Audio port, power port, motherboard – \$85 |
| ● Screen – \$25 | ● Charger – \$15 |
| ● Keyboard – \$85 | ● Case – \$25 |

Lost or Stolen Chromebooks

All lost or stolen devices should be reported to the Muskegon City Police Department by filing a police report, and the student's school administration must also be notified. We do have a way to track the device, so knowing as soon as possible that the device has come up missing is important. Parents/guardians/students will be responsible for the price of the device and license so that it can be replaced.

All devices will be turned in for the summer. Upon collection, everything should be in working order, including the case as well as all parts that were signed for. Please refer to the MPS Student Handbook.



MUSKEGON PUBLIC SCHOOLS

Student Acceptable Use Policy (AUP)

Equipment, Electronic Data, Networks, Security, Safety and Privacy

I acknowledge that I have read and will abide by the School Board Policies/Guidelines located at: (<https://muskegonpublicschools.org/board-of-education/>) and the Student Handbook which pertain to the use of school owned technology equipment, electronic data, networks, security, safety and privacy. The district reserves the right to take appropriate disciplinary action against individuals who fail to comply with the AUP.

Parent or Guardian

As the parent or guardian of the student listed above, I acknowledge that I've read the **School Board Policies/Guidelines and the Student Handbook related to school owned equipment, electronic data, networks, security, safety and privacy.** I understand that this access is granted for my student's educational purpose only. I recognize it is impossible for MPS to completely restrict electronic access to all inappropriate or controversial materials and suppress all collections of student personal data that could be obtained from online services/applications/programs. I accept full responsibility for my student's use of the above mentioned electronic resources. I hereby give permission for MPS to issue school electronic accounts and allow network access for my student.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

**All devices will be turned in for the summer. Upon collection, everything should be in working order, including the case as well as all parts that were signed for. Please refer to the MPS Chromebook Policy and Handbook guide as well.*

**A blank copy of this form is available for review/download on our website at muskegonpublicschools.org*

**To receive a copy of your signed form via email, please complete the Google*

Behavior (applies to all school locations and events)		Administrative Actions Category 1	Administrative Actions Category 2	Administrative Actions Category 3	Administrative Actions Category 4
		<ul style="list-style-type: none"> • Category identification for behaviors are solely the discretion of administration, in all cases. • All listed items under administrative action must be done 			
Defiance/ Insubordination/ Non-Compliance Repeated refusal to follow school-wide expectations, adult directions, and procedures that are ongoing within a short period of time (time frame equivalent to a subject area) and the staff member has worked through possible responses and interventions with no success.		<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges <u>Interventions:</u> <ul style="list-style-type: none"> • Restorative Practices • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference - includes parents <u>Interventions:</u> <ul style="list-style-type: none"> • Restorative Practices • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference - includes parents • Behavior Contract <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Mediation and Mutual Respect Agreement <u>Interventions:</u> <ul style="list-style-type: none"> • Restorative Practices • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Conference • 2-5 days suspension* • Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Conference • 3-5 days suspension* • Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <u>Interventions:</u> <ul style="list-style-type: none"> • Referral to Intervention Team • Restorative Practice
Disruption Behavior disrupts the entire class over a long period of time and the student cannot be redirected to the task through the established continuum of consequences and corrections. The staff member has worked through possible responses and interventions with no success.		<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges <u>Interventions:</u> <ul style="list-style-type: none"> • Restorative Practice • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference - includes parents <u>Interventions:</u> <ul style="list-style-type: none"> Restorative Practice • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference - includes parents • Behavior Contract <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Mediation and Mutual Respect Agreement <u>Interventions:</u> <ul style="list-style-type: none"> • Restorative Practice • Parent Conference 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Conference • 2-5 days suspension* • Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Conference • 3-5 days suspension* • Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <u>Interventions:</u> <ul style="list-style-type: none"> • Referral to Intervention Team • Restorative Practice
Abusive Language/ Inappropriate Language/ Profanity	Inappropriate Language/ Profanity Use of profanity as a statement or in conversation (not directed at another person)	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Administrator conference with student <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Administrator conference with student 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Restorative Practice • Parent Conference <u>Administration Action (6-12):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Contact • Loss of privileges • Restorative Practice Conference - includes parents 	<u>Administrative Action (K-5):</u> <ul style="list-style-type: none"> • Parental Conference • Loss of privileges • Behavior Contract

*Restorative practices/restitution can always be used in lieu of suspension days

		<p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practice 	<p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practice Parent Conference 	<p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practice Conference - includes parents <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practice Parent Conference 	<p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Mutual Respect Agreement *violation of mutual respect agreement is now disruption <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference 	
<p>Abusive Language/ Inappropriate Language/ Profanity</p>	<p>Abusive Language/Verbal Altercation</p> <p>- Language is specifically directed towards another student - Mutual participation in verbal sparring</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practices/Peace Path <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practice Conference - includes parents <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practice Conference - includes parents <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference Loss of privileges Behavior Contract <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Mediation and Mutual Respect Agreement <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference 2-5 days suspension* Last Chance Agreement (LCA) <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Conference 2-5 days suspension* Mediation and Mutual Respect Agreement or Last Chance Agreement (LCA) <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference 	
	<p>Abusive Language towards staff</p> <p>Language is specifically directed towards a staff member</p>				<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference Loss of privileges Behavior Contract <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Mediation and Mutual Respect Agreement 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference 2-5 days suspension* Mediation and Mutual Respect Agreement or Last Chance Agreement (LCA) <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact 2-5 days suspension Mediation and Mutual Respect Agreement or Last Chance Agreement (LCA)
	<p>Skip class</p> <p>Student leaves or misses class without permission.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Conference with Administrator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Date identified on skipping tracking sheet. 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Conference with Administrator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Date identified on skipping tracking sheet. 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Conference with Administrator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Date identified on skipping tracking sheet. 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference Behavior Contract <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Date identified on skipping tracking sheet. 	

*Restorative practices/restitution can always be used in lieu of suspension days

	<p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Parent Conference 	<p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Parent conference 	<p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<ul style="list-style-type: none"> ○ 2 day suspension after 6th offense* ○ 5 day suspension after 9th offense* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Restorative Practice ● Parent Conference
<p>Inappropriate Location/ Out of Bounds Area</p> <p>- Student is off campus. - Student is in an area that is outside of school boundaries (as defined by school) and there is a threat to safety, or the student does not respond to correction.</p> <p>*if student is off property call 911 immediately</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Conference with Administrator 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● Behavior Contract 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator 	
	<p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Date identified on skipping tracking sheet. <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Parent Conference 	<p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Date identified on skipping tracking sheet. <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● Behavior Contract <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Date identified on skipping tracking sheet. <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Date identified on skipping tracking sheet. <ul style="list-style-type: none"> ○ 2 day suspension after 6th offense* ○ 5 day suspension after 9th offense* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Date identified on skipping tracking sheet. <ul style="list-style-type: none"> ○ 2 day suspension after 6th offense* ○ 5 day suspension after 9th offense* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Restorative Practice ● Parent Conference
<p>Cell phone</p> <p>*conditions may warrant other violations (disruption, harassment, bullying etc.)</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Administrator/Dean conference with student ● Cell phone is confiscated for remainder of the day <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Administrator/Dean conference with student ● Cell phone is confiscated for remainder of the day 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Cell phone is confiscated for remainder of the day (returned to parents only) <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Cell phone is confiscated for remainder of the day ● Restorative Practice Conference - includes teacher <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Cell phone is confiscated for remainder of the day (returned to parents only) ● Parent Conference <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Cell phone is confiscated for remainder of the day ● Parent Conference <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Loss of privilege to have a cell phone on school grounds. ● Creation of a contract with students and parents. <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Category 4 cell phone violation is Insubordination/non-compliance ● Loss of privilege to have a cell phone on school grounds. ● Creation of a contract with students and parents. <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference

*Restorative practices/restitution can always be used in lieu of suspension days

<p>Technology Violation</p> <p>Student violates internet user agreement</p> <p>*conditions may warrant other violations (disruption, harassment, bullying etc.)</p> <p>*Certain content may trigger a Suicide Risk Assessment or Violence/Threat Assessment</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Administrator/Dean conference with student <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Administrator/Dean conference with student 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Administrator/Dean conference with student review of signed technology agreement. <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Administrator/Dean conference with student review of signed technology agreement. <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Review of technology agreement. 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent conference includes review of signed technology agreement Loss of technology privileges (penalty box) for 3 days <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent conference includes review of signed technology agreement Loss of technology privileges (penalty box) for 3 days <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Technology use/misuse training -go guardian review 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Conference including administration, parents, teachers, students. Loss of technology privileges (penalty box) for 5 days Technology Use Contract <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Conference including administration, parents, teachers, students. Loss of technology privileges (penalty box) for 5 days Technology Use Contract <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Training Safety Video
<p>Forgery/Theft/Plagiarism</p> <p>Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property that is of significant value.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restitution <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restitution <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Reporative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practice Conference - includes parents Restitution <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restorative Practice Conference - includes parents Restitution <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Reporative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference Loss of privileges Behavior Contract Restitution <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Contact Loss of privileges Restitution Mediation and Mutual Respect Agreement <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Reporative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parental Conference 3-5 days suspension* Restitution Last Chance Agreement (LCA) <ul style="list-style-type: none"> violation of LCA results in referral to Due Process Coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parental Conference 3-5 days suspension* Restitution Last Chance Agreement (LCA) <ul style="list-style-type: none"> violation of LCA results in referral to Due Process Coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Reporative Practice Parent Conference
<p>Property Damage/Vandalism</p> <p>- Students intentionally participate in an activity that results in destruction or disfigurement of property which cannot be fully restored by the student.</p> <p>- Student is engaged in severe misuse and/or damage that results in defacing or destruction of school property or the property of staff or other student</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Restitution <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Restitution <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Community Service 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Contact Community Officer Parent Conference Restorative Practices Restitution 3-10 days Suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Parent Conference Restorative Practices Restitution 3-10 days Suspension 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Community Service 	

*Restorative practices/restitution can always be used in lieu of suspension days

		<u>Interventions:</u> <ul style="list-style-type: none"> ● Parent Conference ● Restorative Practices ● Community Service 		
<p>Inappropriate Display of Affection</p> <p>Repeated engagement in physical, verbal, or written displays of affection that are not appropriate in a school environment AND staff member has worked through all 5 C's without success OR engagement in any sexual act other than mouth kissing</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Restorative Practice <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Restorative Practice <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Loss of privileges ● Restorative Practice Conference - includes parents <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Loss of privileges ● Restorative Practice Conference - includes parents <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Loss of privileges ● Mediation and Mutual Respect Agreement <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Contact ● Loss of privileges ● Mediation and Mutual Respect Agreement <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parental Conference ● 3-5 days suspension* ● Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parental Conference ● 3-5 days suspension* ● Last Chance Agreement (LCA) <ul style="list-style-type: none"> ○ violation of LCA results in referral to Due Process Coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Restorative Practice ● Parent Conference
<p>Physical Aggression /Horseplay*</p> <p>- Inappropriate/unwanted physical contact with an aggressive nature</p> <p>*horseplay at secondary is disruption</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Restorative Practices <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Restorative Practices <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practices ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Loss of privileges ● Restorative Practice Conference - includes parents <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Loss of privileges ● Restorative Practice Conference - includes parents <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practices ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● 2-3 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● 2-3 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Reporative Practice ● Parent Conference ● Behavior Contract 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● 3-5 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● 3-5 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Reporative Practice ● Parent Conference ● Last Chance Agreement
<p>Harassment/Mean Behavior</p> <p>- The delivery of disrespectful messages in any format related to gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other protected class.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Restorative Practices <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Restorative Practices <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Restorative Practices ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Loss of privileges ● Restorative Practice Conference - includes parents <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● Loss of privileges ● Restorative Practice Conference - includes parents 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● 2-3 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● 2-3 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Reporative Practice ● Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> ● Parent Conference ● 3-5 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> ● Parent Contact ● 3-5 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> ● Referral to Intervention Team ● Reporative Practice ● Parent Conference

*Restorative practices/restitution can always be used in lieu of suspension days

	<ul style="list-style-type: none"> Behavior modules/lesson on harassment Second Step SEL/Behavior Small group 	<u>Interventions:</u> <ul style="list-style-type: none"> Restorative Practices Parent Conference 		
<p>Bullying</p> <p>- Multiple and ongoing targeted and disrespectful messages in any format (direct or technology-based) that involve intimidation, teasing, taunting, threats, or name calling to cause bodily harm, reasonable fear for personal safety or personal degradation. Bullying involves a real or perceived power imbalance.</p> <p>- Bullying by isolation</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Restorative Practices <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Restorative Practices <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Loss of privileges Restorative Practice Conference - includes parents <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Loss of privileges Restorative Practice Conference - includes parents <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact 2-3 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact 2-3 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference 3-5 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Conference 3-5 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference
<p>Gang Affiliation Display</p> <p>Student uses gesture, dress, and/or speech to display affiliation with a gang.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Contact Community Officer Restorative Practices <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Contact Community Officer Restorative Practices <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer 3-5 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer 3-5 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference Last Chance Agreement Gang Prevention Programs 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer 5-10 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer 5-10 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference Last Chance Agreement Gang Prevention Programs 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Conference Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference Gang Prevention Programs
<p>Fighting</p> <p>Student is involved in mutual participation in an incident involving physical violence, with possibility of bodily harm.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Minimum 2 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> 3-5 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference Last Chance Agreement 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> 5-10 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> 10 day suspension* Contact Community Officer <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Referral to Intervention Team Restorative Practice Parent Conference Last Chance Agreement 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> 10 day suspension* Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> 10 day suspension* Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator

*Restorative practices/restitution can always be used in lieu of suspension days

				<u>Interventions:</u> <ul style="list-style-type: none"> Established within due process
<p>Gang Related Fighting</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Contact Community Officer 5-10 day suspension* Last Chance Agreement <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer 5-10 day suspension* Last Chance Agreement <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Restorative Practices Parent Conference 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Established within due process 		
<p>Assault One way purposeful physical altercation with possibility of causing bodily harm</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Long-term suspension and Student Disciplinary/Expulsion Hearing in front of the Board of Education. 			
<p>Use/Possession of Tobacco/Vapes (Tobacco) Student is possession of or uses tobacco.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 3 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 3 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Tobacco Prevention Courses/Lessons 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Tobacco Prevention Courses/Lessons 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 10 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 10 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Tobacco Prevention Courses/Lessons 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Established within due process
<p>Use/Possession of Drugs/Vapes/Alcohol Student is in possession of or is using alcohol, illegal drugs/substances or imitations.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 3 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 3 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 10 day suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 10 day suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Last Chance Agreement 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator

*Restorative practices/restitution can always be used in lieu of suspension days

			<u>Interventions:</u> <ul style="list-style-type: none"> Established within due process
<p>Use/Possession of Weapons</p> <p>Student is in possession of weapons (not classified as dangerous by MDE), look alike, or other objects readily capable of causing harm.</p>	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 2-5 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 2-5 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5-10 days suspension* <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate 5-10 days suspension* <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Parent Conference Restorative Practices Last Chance Agreement 	<p><u>Administrative Action (K-5):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Administration Action (6-12):</u></p> <ul style="list-style-type: none"> Parent Contact Confiscate Long-term suspension/expulsion hearing with administration and district due process coordinator <p><u>Interventions:</u></p> <ul style="list-style-type: none"> Established within due process
<p>Use/Possession of Dangerous Weapons</p> <p>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing harm.</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Student Disciplinary/Expulsion Hearing in front of the Board of Education. 		
<p>Possession with the intent to deliver drugs</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Student Disciplinary/Expulsion Hearing in front of the Board of Education. 		
<p>Use/Possession of Combustibles</p> <p>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (examples include but are not limited to firecrackers, gasoline, lighter fluid).</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Student Disciplinary/Expulsion Hearing in front of the Board of Education. 		
<p>Arson</p> <p>Student plans and/or participates in malicious burning of property.</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Student Disciplinary/Expulsion Hearing in front of the Board of Education. 		
<p>Bomb Threat/ False Alarm</p> <p>- Student deliver a message or possible message of explosive materials being on campus, near campus and/or pending explosion.</p> <p>- This includes initiation of false emergency alarms (lock down, fire etc.)</p>	<p><u>Administrative Action (K-12):</u></p> <ul style="list-style-type: none"> Contact Community Officer Student Disciplinary/Expulsion Hearing in front of the Board of Education. 		

*Restorative practices/restitution can always be used in lieu of suspension days

<p>Other Behavior Student engages in problem behavior not listed that is unsafe or illegal.</p>	<p>Subject to the discretion of the administrator in charge</p>
<ul style="list-style-type: none"> ● Violations will occur when problems that happen outside to the school day/location are brought back into the building <ul style="list-style-type: none"> ○ Including social media/tik tok/ groups chats etc. 	

Updated & Board Approved August 2023

<p>Students getting third Category 3 offense or higher. Any student that receives a third Category 3 offense shall complete their current courses for the card marking period remotely.</p> <ul style="list-style-type: none"> ● Students will remain enrolled and responsible for all current classes, so they will be on track when they return from remote learning on a last chance agreement. ● A student may reset a Category 3 offense with 30 consecutive school days present and no discipline. ● If there are less than 2 weeks left in the card marking the student shall remain virtual for the following card marking as well. ● Students will return to in-person learning on a Last Chance Agreement (LCA) around discipline. ● Students must maintain 70% attendance while remotely learning through check ins and responding to emails. Participation in work and projects is required to be able to return. 	<ul style="list-style-type: none"> ● Remote learning for the remainder of the card marking or semester (student schedule will remain the same only learning remotely)
---	--

*Restorative practices/restitution can always be used in lieu of suspension days