

MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY SYSTEM



Muskegon Heights Academy
2441 Sanford Street
Muskegon Heights MI 49444
(231) 830-3700

**Parent and Student Handbook
&
Code of Conduct**

Letter from the Principal

Dear Parents,

We extend our heartfelt gratitude to you for choosing Muskegon Heights Academy as the educational institution for your child's middle and high school journey. Our dedicated leadership team, teachers, and support staff are excited to embark on this educational endeavor and empower your child as Ferocious Scholars. We have been diligently preparing for the upcoming months to ensure a successful and enriching experience for all.

To guide you and your child through this exciting phase, we have developed the Parent and Student Handbook and Code of Conduct. We strongly encourage you to thoroughly read both sections of this booklet and engage in discussions with your child. These resources will serve as valuable references and help foster a shared understanding of our school's expectations and values.

Within the Parent and Student Handbook, you will find essential contact information for our leadership team, detailed information about our proven curriculum and instructional design, as well as specific school policies and procedures. Adhering to these guidelines consistently will contribute to the growth of our community and the overall success of Muskegon Heights Academy. Additionally, the Code of Conduct outlines the specific policies and procedures we have implemented to encourage appropriate behavior and maintain a safe and conducive learning environment.

We understand that you may have questions or concerns that are not addressed within these pages. Please do not hesitate to reach out to me, any member of our leadership team, or your child's teacher for assistance. We are here to support you and ensure that your child's educational journey is as fulfilling as possible.

At Muskegon Heights Academy, we firmly believe that educating children requires a collaborative effort between the school and parents. We eagerly anticipate working alongside you in this vital pursuit. Together, we can achieve our shared vision of excellence in education.

Thank you once again for entrusting your child's education to Muskegon Heights Academy. We are excited to embark on this journey with you.

Warm regards,

Dr. William Hickman
Principal
Muskegon Heights Academy
231-830-3701

Statement of Diversity

The Muskegon Heights Academy admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

School Overview

Mission

Our mission is to provide a comprehensive, equitable system where all stakeholders work collaboratively to hold the success of each and every learner as the highest priority. We are committed to a climate that embraces student values, beliefs, backgrounds, and identify in a safe, welcoming and joyful environment. Through relentless urgency, we empower students with the academic and non-academic supports they deserve to reach their potential. Our scholars define their own success realizing they are the key to a future of meaningful options.

Vision

Empowering Ferocious Scholars

We Believe.....

- ❖ We must challenge the status quo.
- ❖ We can not wait until it is convenient for adults.
- ❖ We are only limited by our creativity.
- ❖ Our students deserve more and we are their advocates.
- ❖ Distractions prevent progress.
- ❖ No one is alone in this work, 'I've got you'
- ❖ We must laugh together.
- ❖ EVERY decision must be weighed against the benefit and cost for our students.
- ❖ We've got this!

Leadership

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions or concerns. You may call the school office at 231-830-3700 or email:

- **Principal- Dr. William Hickman, whickman@mhtigers.org**
- **Administrative Assistant- Ms. Chaunel Phillips cphillips@mhtigers.org**
- **10th – 12th Dean of Student - Athletes / Athletic Director - Mr. Dalrecus Stewart, dstewart@mhtigers.org**
- **7th – 9th Dean of Student Success – Mr. Van Mathews, vmathews@mhtigers.org**
- **Guidance Counselor- Ms. Ellis, Sellis@mhtigers.org**

➤ **Parent Liaison- Mrs. Kim Purnell, kpurnell@mhtigers.org**

MANAGEMENT

Muskegon Heights Academy is part of a hybrid-model school district. The Muskegon Heights Public School Academy System is a self-managed district that operates under the leadership of Superintendent Rane' Garcia , directed by the Muskegon Heights Public School Academy System Board. Contracted services for finances and special education are provided by the Muskegon Area Intermediate School District. As such, we offer a rigorous curriculum that meets the Michigan Merit Curriculum requirements, a positive behavior support (PBIS) program, second-language instruction, school uniforms for middle school students, art and music instruction, and a variety of clubs and athletic opportunities.

High School

Daily Schedule

Breakfast - 8:00-8:30a.m.

1st Hour - 8:30 - 8:50a.m.

2nd Hour - 8:54 - 9:54a.m.

3rd Hour - 9:58 - 10:53a.m.

4th Hour -10:57-11:27a.m.

5th Hour - 11:31-12:01p.m.

6th Hour - 12:05-1:00p.m.

7th Hour - 1:04-1:59p.m.

8th Hour - 2:03-2:58p.m.

***We have a closed campus for lunch at Muskegon Heights Academy, students may not leave campus without parent permission**

****ROAR is a 30 minute daily class focused on reading interventions, organization skills, and accountability that leads to results.**

Reading + Organization + Accountability = Results

MUSKEGON HEIGHTS PUBLIC SCHOOL ACADEMY

Middle School

Daily Schedule

Breakfast-8:00-8:30a.m.

1st Hour - 8:30-8:40a.m.

2nd Hour- 8:45-9:40a.m.

3rd Hour - 9:45-10:40a.m.

ROAR - 10:45-11:15a.m.

4th Hour - 11:20-12:15p.m.

Lunch - 12:20-12:50p.m.

5th Hour - 12:55-1:50p.m.

6th Hour - 1:55-2:50p.m.

***We have a closed campus for lunch at Muskegon Heights Academy, students may not leave campus without parent permission.**

****ROAR is a 30 minute daily class focused on reading interventions, organization skills, accountability that lead to results.**

Reading + Organization + Accountability = Results

Curriculum and Instructional Design

At the heart of Muskegon Heights Academy is a highly structured curriculum (Michigan Merit Curriculum requirements) that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Muskegon Heights Academy provides a strong academic foundation for students that will prepare them for the demanding academic studies of college. Please review the Michigan Merit Graduation Requirements on the following page.



MICHIGAN MERIT CURRICULUM (MMC) High School Graduation Requirements

Effective for Students Entering 8th Grade in 2006 (Class of 2011)

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

The Michigan Merit Curriculum requires students entering 8th grade in 2006, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, students entering the 3rd grade in 2006 (Class of 2016) will need to complete two credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation.

Michigan Merit Curriculum High School Graduation Requirements	
MATHEMATICS - 4 Credits	
Algebra I Algebra II	Geometry One math course in final year of high school
ENGLISH LANGUAGE ARTS - 4 Credits	
English Language Arts 9 English Language Arts 10	English Language Arts 11 English Language Arts 12
SCIENCE - 3 Credits	
Biology Physics or Chemistry	One additional science credit
SOCIAL STUDIES - 3 Credits	
.5 credit in Civics U.S. History and Geography	.5 credit in Economics World History and Geography
PHYSICAL EDUCATION & HEALTH - 1 Credit	
VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit	
ONLINE LEARNING EXPERIENCE Course, Learning or Integrated Learning Experience	
LANGUAGE OTHER THAN ENGLISH - 2 Credits In grades 9-12; OR an equivalent learning experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)	

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by Michigan Department of Education, may be acquired through Career and Technical Education programs, and integrated courses.



Academic Progress

POWERSCHOOL PARENT & STUDENT ACCESS

Parents and students have access to attendance and academic information 24 hours a day, seven days a week through PowerSchool. User name and password are assigned to incoming freshmen and transfer students and parents. PowerSchool allows parents and students to receive automatic academic and/or attendance progress reports. Information can be mailed upon request to parents & students without email/internet access. If you need help with access, please contact the school office.

Field Trips

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will remain at the school in another class.**

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible and will need to have a background check. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

Student Conduct

Muskegon Heights Academy recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The School's *Code of Conduct* clearly defines expectations for all in

the learning community and connections are made to qualities and character traits found in our PBIS initiative and qualities they desire to cultivate within themselves. Students are encouraged to model the character virtues in their every action and thereby to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

A complete copy of the *Code of Conduct* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children and sign and return to your child's ROAR teacher the compact on the last page to indicate that you understand and agree to the School's rules and expectations. Students are also asked to sign the form, which will be co-signed by the Principal upon receipt. The *Code* will thus serve as a contract among students, parents, and school staff. The School Administration will make appointments to discuss the *Code of Conduct* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

Communication

Experience has demonstrated that open communication between parents and the school's staff is the key to maintaining a stable and productive relationship.

If you have a concern, please:

1. Discuss the problem with your child's teacher. Teachers will make themselves available outside instructional time to discuss parental concerns regarding their child.
2. If unresolved, contact the principal for an administrative meeting. The Principal possesses the requisite leadership and decision-making skills to solve most problems and is eager to support students and parents. Please schedule an appointment with administration by emailing ejones@mhtigers.org and cphillips@mhtigers.org or calling 231-830-3700

Parent Involvement and Communications

Communication Folders

Each Monday students will bring home an orange 'Weekly Communication Folder'. This folder will contain all important information for the week. Parents/guardians should look for this folder, review with the student and return the empty folder to school on Wednesday. Students who lose this folder will be expected to pay \$2 to replace it.

ID Cards and lanyards

We value student safety as our most important responsibility. To support safety, all Muskegon Heights students will be provided with one orange lanyard and one photo id card free of charge. Students are expected to wear the lanyards and id card when in the school building. Students who lose the lanyard or id cards will be expected to pay \$2 per item to replace them.

Parent P.R.I.D.E. Team

The role of the Parent Pride Team is to offer support to the school, organize and implement fundraisers and other activities throughout the school year. It will be expected that the organization will elect a President, Vice President, Secretary, and Treasurer. The Parent P.R.I.D.E. Team will meet monthly to help the Principal plan events for Parent University. Please watch for notices via the School Messenger system, and take home flyers.

Parent Teacher Conferences

Formal parent/teacher conferences are scheduled three times a year (fall, winter, and spring) to facilitate open communication between parents and teachers regarding students' progress.

Muskegon Heights Academy maintains that parents and the school team together will most benefit student success. Classroom visits are available with an appointment. To schedule an appointment please contact the teacher. **To maintain the highest level of security, all visitors must first report to the Main Office. Visitors will be required to sign in, wear a visitor's badge, and be in the presence of a staff member when students are present in the building.** Informal conferences or conversations are

encouraged, and should be scheduled with teachers or school leaders outside the instructional day, as needed throughout the year.

Report Cards

Students and their parents are encouraged to sign up to electronically so they can check grades and attendance on PowerSchool 24/7 throughout the school year. At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress via U.S. Mail. Please be sure we have the most recent contact information for you. If you don't receive a copy of the report card, please call the office to confirm your address and we will resend it.

School Store

The Tiger Den is a school store operated by students. Students involved in the economics class are given the first opportunity to work at the school store. The Tiger Den is a great way for students to gain first hand experience using many of the principles of Economics. Students apply what they learn in the classroom to the school store to make decisions about pricing product and ordering stock. Additionally, running the store allows students to learn skills valuable in the workplace; such as money handling, product stocking, and customer service.

Students who owe fees for lost items are not allowed to purchase from the school store until their fees are paid in full.

School Newsletters

Parents will receive monthly newsletters from the Principal with announcements of upcoming events and school-wide activities.

School Uniforms and Dress Code

To help create an environment conducive to learning, middle school students at Muskegon Heights Academy are required to wear simple uniforms and high school students are required to adhere to the dress code. This policy is designed to encourage a setting focused on academics.

Muskegon Heights Academy has a uniform policy for the 7th & 8th graders and a dress code for 9th – 12th graders. Please see both policies in this handbook.

Textbooks and Supplies

Muskegon Heights High School furnishes textbooks and instructional materials that remain school property. Parents will be required to reimburse the school for lost or damaged books, before new books are issued. Supplies may be required and teachers will send home a list of such supplies.

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction. Volunteers may also be involved in setting up for school-wide events and serving on committees. In addition, parents are encouraged to contribute their time and talent to help organize extracurricular activities and community outreach projects.

All volunteers must complete a background check and show a picture id. Volunteers receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not

in keeping with the School policies, the Principal reserves the right to relieve the volunteer of his or her responsibilities.

Dress Code for High School Students

Establishment of a school dress code is for the purpose of maintaining order, securing the safety of all students, and providing a healthy environment conducive to academic purposes. It is important that students learn to dress for success. In order to achieve these purposes the Muskegon Heights Academy Code guidelines prohibit student dress or grooming practices which:

- presents a hazard to the health or safety of the individual student or to others in the school;
- interferes with school work, create disorder, or disrupt the educational program;
- prevents a student from achieving his/her own educational objectives because of blocked vision or restricted movement;
- causes excessive wear or damage to school property.

Grooming, hair style and/or wearing of clothing, jewelry, head coverings, tattoos, or accessories which by virtue of color, arrangement, trademark or other attribute denotes membership in a group other than student sponsored organizations is not acceptable school attire. In addition, clothing deemed to be profane in nature is prohibited. Dress should not interfere with health, safety, welfare of others, or the educational process. Clothing that is considered too revealing or displays inappropriate messaging is unacceptable. Footwear must be worn at all times for health reasons. Extremely short skirts, short shorts, halter tops, bare midriffs, bare shoulders (shoulder straps must be a minimum of two (2) inches wide), bare sides and bare backs are considered to be unacceptable school attire. Shorts, dresses, and skirts must be at least mid-thigh in length. A general guideline for most students would be fingertip length with arms fully extended at the student's side.

*** Students who do not meet Dress code requirements must change clothing and leave the inappropriate item(s) in the office for the remainder of the day. If a student does not have appropriate clothing, t-shirt and sweatpants will be provided. Failure to change clothing will be considered insubordination. ***

1st Offense: Warning and student must change clothing, leaving inappropriate item(s) in the office for the remainder of the day, parent contact.

2nd Offense: Change clothing and parent/guardian contact to collaborate on plan for success.

3rd+ Offense: Change clothing, parent meeting, parent to pick up inappropriate clothing, and 1 Reflection Day.

Failure to Change: Persistent disobedience is considered to be insubordinate behavior and require parent meeting and Reflection Day.

To further clarify:

1. See-through attire is not allowed.
2. Swim attire, beachwear, and pajama style wear is not allowed.
3. Attire with vulgar words, profanity, or offensive designs is not allowed.

4. Wearing apparel promoting the use of drugs, alcohol, tobacco, weapons, or using obscene language is not allowed.
5. Pants that are baggy and sags such that underwear is exposed are not allowed. **Jeans and pants that are torn or have holes are not appropriate for school and are not allowed.** Pants or shorts, which by nature of the material are extremely tight fitting, are not permitted.
6. Hats, hoods, caps, headscarves, and sunglasses are NOT to be worn inside the school building during the school day (7:00am to 3:30 pm). These items shall be stored in the student's locker. Items not stored in lockers will be held by school personnel in the office where students may pick up at the end of the school day. Coats and jackets are not to be worn once the student enters the building. A coat is considered an outer garment that is normally worn outdoors or over other clothing. We do encourage sweatshirts and sweaters; we discourage hooded sweatshirts. Hoods are not allowed to be worn during the school day.
7. Backpacks are not allowed inside of the classrooms. All backpacks will be placed in lockers or other designated area approved by administration or teaching staff.

Attendance

Regular school attendance is a critical factor in the academic success of each student. The active participation and interaction by students in the classroom is an essential part of the instructional process.

In order to support parent/school communication, each hour of each school day, all students marked with an unexcused absence will receive an automated phone call and email to the parent/guardian to alert them. Parents who receive this call should contact the school to report the absence as noted below in types of absences or participate with the school in locating the student and developing a plan for success.

ABSENCE

REPORTING an ABSENCE

When a student is absent, a parent or legal guardian must call the High School Attendance Office at 231-830-3700 on the day of the absence to explain the reason for the absence.

Absences may only be excused by a parent or guardian for all students under age 18. If no call is received within 48 hours of the recorded absence, the absence will be recorded Unexcused.

SIGN-IN and/or SIGN-OUT of SCHOOL

Students must sign-in and/or sign-out in the office when arriving or leaving school at any time other than normal start or end of the school day.

Truancy Process

When a pattern of absence is established that interferes with the child's learning our team will initiate supports to improve attendance. Deans monitor attendance and reach out to families to understand barriers and problem solve. When initial attempts to problem solve do not result in appropriate attendance families will be invited to participate in a meeting with Mediation and Restorative Practices to develop a contract for attendance. If the contract is unsuccessful truancy will be filed. The Muskegon County Truancy procedures include filing truancy when 10 or more days of Excused and

Unexcused absences are reached. A day is counted for each school day that one or more classes are missed.

TYPES OF ABSENCES

- **EXCUSED**
 - Absences reported by a parent/guardian within 48 hours of the student's recorded absence will be marked Excused. Examples include personal illness, medical appointments, family emergencies, pre-arranged absences, or religious observances. When an appointment interferes with scheduled classes please bring a note from the appointment to school.
- **UNEXCUSED**
 - Absences that are not excused, include skipping, or a non-reported absence (within 48 hours).

SKIPPING

A student will be considered skipping if the student is absent for any classes during the school day without the consent of the parent, without the consent of the school, and/or the student is in the school building but not in his/her assigned class or location.

MISSED REFLECTION DAY

If a student misses an assigned Reflection Day, the student will receive an Unexcused Absence which will count toward truancy.

SCHOOL RELATED

Absences that are the result of school sponsored activities do not count toward a student's absence limit. School related absences do not count toward excused or unexcused absences or the 10 limit total.

EXTRAORDINARY CIRCUMSTANCES

In the event that extraordinary circumstances require that the student be absent from school, an authorized absence plan may be developed jointly by the teacher, the Principal, the Parent Liaison, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the Principal and the parent/guardian prior to the student's absence.

ATTENDANCE AND AFTER-SCHOOL ACTIVITIES

The first obligation and responsibility of a student is academics. Students **MUST** attend **ALL** classes in order to attend after-school activities. Any student with an unexcused absence during the day will not be eligible for that evening activities. Excused absences for appointments that have written verification from the agency where the appointment was held will not count as an absence in regards to after-school activities. After-school activities include, but are not limited to: sport practice, games, or event, club, study sessions, Boys and Girls Club, and all other school sponsored events held on or off school property.

Tardiness

It is critical that all students be prepared to begin instruction on time. Classroom doors will be closed with the tardy bell, students who are not in the room prior to the door being shut are considered tardy.

Students who exceed 10% tardies will be identified and parents will be contacted to support in developing a plan for success.

Attendance and tardies will be reviewed systematically for all students. Students who demonstrate greater than 10% of the enrolled days will have a plan of support developed. Parents will be contacted to participate in the plan. If the plan is unsuccessful the parent liaison will notify the parent that the truancy process is being initiated.

After 10% to date of occurrences of tardies, unexcused or excused (without medical verification) absences during a single hour, an attendance plan will be established with the student and parent. If the pattern continues, a referral will be made to the Muskegon County Truancy Officer.

Early Release

If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office. In such cases, parents must inform the school of the specific time that the child will be picked-up and the person who will come for the child. **Only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.**

Admission, Re-enrollment, Transfers

Admission

Muskegon Heights Academy is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine group placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

Re-Enrollment

To secure your child's place at Muskegon Heights Academy for the next school year, re-enrollment is offered. In January/February, re-enrollment forms will be sent home along with the spring deadline. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

Transfers

The school asks that, whenever possible, parents provide at least two weeks notice if a student must transfer from Muskegon Heights Academy for any reason. Such notice will allow the school to process

the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

Student Records and Confidentiality

All student information is protected by the Family Educational Rights to Privacy Act (FERPA) for the purpose of protecting student confidentiality.

Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- Application for Enrollment
 - Birth Certificate
 - Copy of Immunization Records
 - Proof of Residency
 - Parent Request for Transfer of Records
 - Education Testing (If applicable)
 - IEP (If applicable)
 - Transportation Information (If applicable)
 - Household Survey Lunch Form
 - Permission to Photograph
 - Volunteer Form (for parents)
-
- ❖ Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year, on an as needed basis.
 - ❖ For children entering kindergarten, evidence of current immunizations must be provided before students can attend school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name (legal documentation must be provided for name changes), address (proof of address change must be provided), phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Administrative Assistant.

Muskegon Heights Academy is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents and guardians, appropriate members of the school's faculty and staff and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

Breakfast and Lunch

Muskegon Heights Academy commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

ALL Muskegon Heights Academy students will receive FREE lunch, although all students must submit a Household Survey.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during meal times.

Health and Safety

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the wellbeing of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made. **Muskegon Heights Academy** is regulated by the State Department of Health Services. All facility inspection reports are available upon request.

Accidents

The School Administrative Assistant or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept on file. **In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate emergency contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.**

Custody

A legal document is required to support any questions of custody between divorced or separated parents. Unless the Principal is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

Medication

The Administrative Assistant must be informed of any **prescription or non-prescription medication** that a student is required to take at school. To dispense prescription or non-prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication must be brought to the School Office in its original prescription container or original purchased container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

Safety Drills

The school will have regular fire, tornado and lock down drills that take place during normal school hours per Michigan Law. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

Visitor Identification

To help ensure a safe and secure learning environment for your children, all visitors to Muskegon Heights Academy are required to report to the office and follow the Administrative Guideline 9150 for Visitors, see appendix. During school hours, visitors are required to sign in at the office, recording their purpose of their visit, name of team member visiting, wear a visitor's badge, and be escorted by a team member. Faculty and staff have been instructed to escort everyone not having a visitor's badge or an escort to the office immediately.

School Behavior Policy

Safe Bus Riding

Students at **Muskegon Heights Academy** are expected to conduct themselves according to the *Code of Conduct* and to practice PRIDE, in all school settings—including on the bus. Following school rules on the bus is essential for ensuring students' safety.

The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of unruly behavior is the distraction it causes to the bus driver, whose main focus is concentrating on traffic and traffic conditions, not on discipline. Any behavior that causes the driver to shift their attention from traffic to discipline will not be tolerated. Safe student transportation for all students is our goal.

Policy:

1. Because misconduct by even one student creates an unsafe condition for all students, the rules will be strictly enforced.
2. Parents/Guardians are primarily responsible for their children's behavior on the bus. Parents must ensure that their children understand and follow bus behavior rules and understand the consequences of failing to follow the rules.
3. The Principal will take disciplinary action if rules are not followed. Riding on the bus is a privilege that may be suspended or revoked when a student does not behave in a safe and appropriate manner.
4. Categories and definitions of misconduct on the bus are:
 - Minor Misconduct – (i.e. standing while the bus is in motion; eating; drinking; chewing gum)
 - Serious Misconduct – (i.e. damage, theft or stealing)
 - Severe Misconduct – (i.e. fighting, throwing objects either inside or outside the bus)
 - Criminal Misconduct – (i.e. assault, terrorist threats, illegal conduct)
5. Penalties for misconduct on the bus are:
 - Oral or written warning for the first referral in the Minor Misconduct category, increasing to a 1 – 5 day suspension of riding privileges for the second and culminating in suspension of riding privileges for the remainder of the school year upon a fifth referral.
 - Oral warning; written record and suspension of riding privileges for 5 days for any referral of Serious Misconduct culminating in suspension of riding privileges for the remainder of the school year upon a second referral.
 - Notification of authorities, written record and revocation of riding privileges for the remainder of the school year for Severe and Criminal Misconduct and other additional action as appropriate including expulsion.
6. Parents/Guardians must ensure that their children understand and follow the rules for riding the school bus described in the box below.

While the school's Principal administers the School Bus Behavior Policy, success requires everyone's backing, cooperation and support, including parents/guardians, teachers, and other school officials.

This program is focused on providing safe transportation to and from school every day.

School Bus Expectations

- Be seated until the bus stops
- Follow bus driver's directions
- Use your manners
- Show your Tiger PRIDE!

If a student breaks a rule on the bus, the driver will notify the Principal, and swift action will be taken. **Serious misbehavior may lead to the suspension or expulsion of bus riding privileges. The school will remove students from the bus unless the bus rules are followed. See Consequence Guide**

Parents with specific complaints about bus service should notify, in writing, the Principal and dean transportation.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **The School assumes no responsibility for the loss or theft of such articles.**

Bringing Non-School Related Items

The student assumes responsibility for any items brought from home. **Toy weapons are prohibited by law**, and no cell phones, headphones, radios, games, etc. are allowed in the classroom. If any of these items are in use in the classroom they will be confiscated.. For electronic items, they will be returned to the student at the end of the day for the first violation. For the second violation, a parent will have to pick up the device from the grade level dean.

Grades 7-8 Mr. Mathews

Grades 9-12 Mr. Stewart



INTRODUCTION

The Muskegon Heights Academy is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. When determining the appropriate action to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity or repetition of misconduct; age and grade level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school community, and any other relevant factors.

The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination.

WHEN AND WHERE THE CODE OF STUDENT CONDUCT APPLIES:

The Code of Student Conduct applies before, during, and after school:

- When a student is at school:
At school means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises;
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff; and
- When a student is using school telecommunications networks, accounts, or other district services.

STUDENT RIGHTS AND RESPONSIBILITIES:

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health and welfare of all students in each school.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom.

All students should recognize the consequences of their language, manners, and actions toward each other and school staff. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment.

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the Principal.

VIOLATIONS OF THE CODE OF STUDENT CONDUCT

Student misconduct is classified into three levels. In addition to these three levels of discipline, a teacher may suspend a student for his or her conduct in a class, subject or activity. The definitions of misconduct at each level are not all inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

School district staff use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for Level I and Level II violations. The staff will refer Level III violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions.

A teacher may issue suspensions for up to one day. The Principal may issue short-term suspensions. The district's board of education or its designee may issue long-term suspensions or expulsions. (See *Suspension of a Student by a Teacher*, page 12.)

Short-term Suspension:

A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended. Teachers will provide and students are expected to complete homework during this time.

Long-term Suspension:

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the students rights and privileges of attending school, including extracurricular activities, are suspended. Teachers will provide and students are expected to complete homework during this time.

Expulsion:

An expulsion occurs when the school district's board of education terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an identified period of time, and is specified by the school board or state law. The parent/guardian of the student may petition the school board to request the student's reinstatement to school, as permitted by state law, for permanent expulsions.

LEVELS I, II, AND III VIOLATIONS

Depending on the severity or repetition, a Level I violation may be reclassified as a Level II or Level III violation.

LEVEL I VIOLATIONS:

Cheating/Academic Misconduct

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other disciplines.

Defacement of Property

A student will not willfully cause defacement of, or damage to, property of the school or others.

Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.

Disorderly Conduct

A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

Inappropriate Displays of Affection

Students will not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.

Inappropriate Dress and Grooming

A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distractive or indecent, to the extent that it interferes with the learning and teaching process.

Insubordination/Unruly Conduct

A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

Leaving School Without Permission

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Negligent or Improper Operation of a Motor Vehicle

A student will not negligently operate a motor vehicle on school property, so as to endanger the property, safety, health, or welfare of others.

Possession of Inappropriate Personal Property

A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to pornographic or obscene material, laser lights, personal entertainment devices, computer games, electronic pagers or beepers, radios, television sets, cassette players, compact disc players, telephones, or other personal communication devices. Certain devices may be permitted for health or other reasons, if approved by the principal.

Profanity and/or Obscenity Toward Students

A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any other student.

Sexual Harassment (Level I)

A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.

Smoking

A student will not smoke, use tobacco, or possess any substance containing tobacco in any area under the control of a school district, including all activities or events supervised by the school district.

Tardiness

A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

Technology Abuse

A student will not violate the district's Technology Use Guidelines.

Trespassing

A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

Truancy

A student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or parent/guardian.

SCHOOL RESPONSES TO LEVEL I VIOLATIONS:

School administrators and staff may use appropriate intervention strategies, as determined by local district policies including, but not limited to, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. Any of the following intervention strategies and disciplinary actions may be used:

- Administrator/student conference or reprimand;
- Administrator and teacher-parent/guardian conferences;
- Referrals and conferences involving various support staff or agencies;
- Daily/weekly progress reports;
- Behavioral contracts;
- Change in student's class schedule;

- School service assignment;
- Confiscation of inappropriate item;
- Restitution/restoration;
- Before and/or after-school detention;
- Denial of participation in class and/or school activities;!
- Weekend detention;
- In-school suspension;
- Other intervention strategies, as needed;
- Out-of-school suspension (short-term) from one (1) school day up to and including ten (10) school days;
- Law enforcement agency notification.

Level II Violations:

Depending upon the severity or repetition, a Level II violation may be reclassified as a Level III violation.

Bullying/Harassment/Intimidation

Bullying, harassment or intimidation means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic.

Destruction of Property

A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.

Failure to Serve Assigned Detention

A student will not fail to serve an assigned detention of which students and/or parents/guardians have been notified.

False Identification

A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.

Fighting

A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

Forgery

A student will not sign the name of another person for the purpose of defrauding school personnel or the Board of Education.

Fraud

A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

Gambling

A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

Gang Activity

A student will not, by the use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission.

Gang activity includes:

Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.

Using any word, phrase, symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.

Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.

Recruiting student(s) for gangs.

Hazing

A student will not haze or conspire to engage in hazing of another. As used in this section, hazing includes any method of initiation or pre-initiation into a student organization or any pastime, or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, personal harm, or personal degradation or disgrace. The term hazing does not include customary athletic events or similar contests or competitions.

Improper, Negligent, or Reckless Operation of a Motor Vehicle

A student will not intentionally or recklessly operate a motor vehicle, so as to endanger the safety, health or welfare of others on school property.

Loitering

A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

Profanity and/or Obscenity Toward Staff

A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.

Sexual Harassment (Level II)

A student will not make unwelcome sexual advances, requests for sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel or adult volunteers.

Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less which does not belong to the student.

Threat/Coercion

A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.

School Responses to Level II Violations:

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Any or all of the following intervention strategies and disciplinary actions may be used:

Any school response to a Level I violation, listed above;

Out-of-school suspension (short term) for one (1) school day, up to and including ten (10) school days.

NOTE: Fighting poses an immediate threat to student safety. In most cases, out-of-school suspension is imposed even for a first offense. The length of suspension will depend on severity or repetition.

Recommendation to the school district board of education or its designees for long-term suspension or expulsion;

Law enforcement agency notification;

Denial of driving privileges.

Level III Violations:

Depending on the severity or repetition, a Level I or Level II violation may be reclassified as a Level III.

Alcohol and Drugs

A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school.

Arson (Starting a Fire)

A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building, on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). Arson means a felony violation as set forth in Chapter X of the Michigan Penal Code. (MCL 750.71 to MCL 750.80).

Extortion

A student will not make another person do any act against his or her will, by force or threat of force, expressed or implied.

False Fire Alarm or Bomb Report; Tampering with Fire Alarm System

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a

building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. If a student enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, school property, or a school-related event, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined in the discretion of the school board, or its designee. (MCL 380.1311a[2]).

Felony

A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.

Fireworks

A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers.

Interference with School Authorities

A student will not interfere with administrators, teachers or other school personnel by threat of force or violence.

Physical Assault

A student will not physically assault another person. If a student enrolled in grade 6 or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days. (MCL 380.1310[1]).

If a student enrolled in grade 6 or above commits a physical assault at school against a person employed by, or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5). (MCL 380.1311a[1]). Physical assault means intentionally causing or attempting to cause physical harm to another through force or violence. (MCL 380.1310[3][b], MCL 380.1311a[12][b]).

Robbery

A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

Sexual Assault

A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). Criminal sexual conduct means a violation as set forth in Chapter LXXVI of the Michigan Penal Code. (MCL 750.520b to MCL 750.520g).

Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$100.00 that does not belong to the student.

Verbal Assault Against an Employee

If a student enrolled in grade 6 or above commits a verbal assault, as defined by school board policy, at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined in the discretion of the school board or its designee. (MCL380.1311a[2]).

Weapons: Dangerous Instruments

A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A dangerous instrument means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper spray or like substances; stun guns; BB guns, pellet guns; razors; or box cutters.

Weapons: Dangerous Weapons

A student will not possess, handle, transmit, or use as a dangerous weapon, an instrument capable of harming another person. A dangerous weapon means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. (MCL 380.1313).

A firearm, as defined in section 921, title 18 of the United States Code (18 U.S.C. § 921) means:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer; or
- Any destructive device.

The term firearm does not include an antique firearm (18 U.S.C § 921). State law requires the school board or its designee to permanently expelled from the school district a student who possesses a dangerous weapon in a weapon-free school zone, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). However, a school board is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- The weapon was not knowingly possessed by the student;
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon;
- The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

Weapon-free school zone means school property and a vehicle used by a school to transport students to or from school property.(MCL 750.237a).

School property means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses. (MCL 750.237a).

If a dangerous weapon is found in the possession of a student while the student is in attendance at school or a school activity, or while the student is enroute to or from school on a school bus, the superintendent or the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student's parent or legal guardian and the local law enforcement agency. (MCL 380.1313[1]).

Weapons: Use of Legitimate Tools as Weapons

A student will not use a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

The term weapon means any object capable of inflicting serious bodily harm or property damage or endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including air and gas powered guns (whether loaded or unloaded, that will expel BB, pellet, or paintballs, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

This policy shall also encompass such actions as look-alike, false firearms, bomb threats, or intentional calls to falsely report a dangerous condition.

SCHOOL RESPONSES TO LEVEL III VIOLATIONS:

Any or all of the following intervention strategies or disciplinary actions may be used:

- Any school response to a Level I or II violation, listed above;
- Recommendation to the Board of Education or its designee for long-term suspension or expulsion;

[NOTE: Drug-related behaviors pose an immediate threat to student safety. In all Level III drug-related cases, out-of-school suspension is imposed even for the first offense.]

Placement in an alternative education program or transfer to another building;

In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that, within three days after the expulsion, an official of the school district refers the individual to the appropriate county department of the family independence agency or county community mental health agency, and notify the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral. (MCL 380.1311[4]).

Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be from a source approved by the administration.

Failure to Follow Prescribed Intervention Strategy: Separate Violation.

If a student fails to comply with the terms of the disciplinary action, such failure is a separate violation of the Code of Student Conduct, at the same level for which the student was initially disciplined; the student may be disciplined for the additional violation.

Staff Authority

The authority of any member of the school staff extends to all school district students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

School Activities

A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school activity, regardless of location, during the suspension (including weekends and/or holidays).

Maintaining Class Progress

When appropriate in the judgment of the principal, a suspended student may maintain academic progress under the terms and conditions set by the Principal.

DUE PROCESS PROCEDURES

Short-Term Suspension

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the charges. The student shall be given the opportunity to present an explanation or a differing statement of the facts.

If the misconduct is found, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short term suspensions. Students whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

The student and parent/guardian shall be notified of the circumstances and action taken.

Long-Term Suspension or Expulsion

If recommended by the Principal or designee, the school's board of education or its designee shall conduct a hearing to determine whether to impose a long-term suspension or expulsion. The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing. The board of education or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others. At the request of the student or the student's parents, the board of education may meet in a closed session to consider the dismissal, suspension, or disciplining of a student. The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student. After the hearing, the board of education or its designee shall issue a decision, including a determination of disciplinary action.

Appeal to Board of Education for Reconsideration

A student aggrieved by the decision of the board of education may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request a review or reconsideration by the board or its designee. The petition shall be in writing and contain the reasons that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or request for reconsideration.

Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education

Students previously identified under state and federal regulations as eligible for special education are entitled to an extra measure of consideration for the disability in student discipline procedures. Also, other due process provisions are triggered for any student if a review of a student's record indicates significant prior knowledge about a potential but unidentified disability.

Interviews of Students by Police or Other Public Agencies

The school district endeavors to cooperate with law enforcement agencies. Students may be interviewed in school by law enforcement officials. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) the seriousness of the incident; (3) age and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

When practical, school personnel will be present during the police interview, and an attempt will be made to contact the parent/guardian prior to the interview. If the student is a minor and the parent was not present during the interview, the parent/guardian will be notified by the principal that an interview has taken place.

Notification to Law Enforcement Agencies

State law requires each school board to comply with the statewide school safety policy adopted by the Superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308).The statewide school safety policy requires the following types of incidents occurring at school be reported to a local law enforcement agency:

Armed Student or Hostage	Robbery or Extortion
Suspected Armed Student	Unauthorized Removal of Student
Weapons on School Property	Threat of Suicide
Death or Homicide	Suicide Attempt
Drive-By Shooting	Larceny (Theft)
Physical Assault (Fights)	Intruders (Trespassing)
Bomb Threat	Illegal Drug Use or Overdose
Explosion	Drug Possession or Drug Sale
Arson	Vandalism or Destruction of Property
Sexual Assault	Minor in Possession of Alcoholic Liquor or Tobacco Products
(Criminal Sexual Conduct)	Bus Incident or Bus Accident

Attachments

Attachment 1

This model policy for locker searches was developed by the Michigan Department of Education, in collaboration with other state and local agencies, pursuant to the Revised School Code, 380.1306(5), 2000 PA 87.* It may be adopted by Michigan school districts and public school academies for the purposes of this legislation, and may be modified to adequately reflect local school district policy and procedure.

POLICY ON SEARCHES OF PUPILS' LOCKERS AND LOCKER CONTENTS

LOCKERS ARE SCHOOL PROPERTY :

All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the public school principal or his/her designee.

LEGITIMATE USE OF SCHOOL LOCKERS :

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the public school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the public school principal or his/her designee.

SEARCH OF LOCKER CONTENTS :

Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent.

The public school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

SEIZURE:

When conducting locker searches, the public school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the locker.

NOTICE OF POLICY:

A copy of the local school board policy regarding locker searches shall be provided annually to each pupil and parent/guardian of the pupil assigned a school locker.

REFERENCES :

The Revised School Code, 380.1306, 2000 PA 87 (Locker Searches)

New Jersey v. T.L.O., 469 U.S. 325 (1985)

U.S. Constitution, Amendment IV

*If the board of a school district, local act school district, or intermediate school district or board of directors of a public school academy operates a school that has pupil lockers, the board or board of directors shall adopt a policy on searches of pupils' lockers and locker contents. The board or board of directors shall provide a copy of this policy to each pupil at a school that has lockers and to the parent or legal guardian of each of those pupils. The board . . . shall also provide a copy of the policy to the department upon request by the department.[380.1306(2)]

Classroom Managed Behaviors

Behaviors that are managed in the classroom through teacher-created classroom instructional and environmental routines, procedures, expectations and redirection.

- ✦ **Non-Compliance** (*refusal to work, cell phone use/visibility, eating in class, inappropriate dress, etc.*)
- ✦ **Disruption**
- ✦ **Disrespect**
- ✦ **Inappropriate Language/Gestures**

- ✦ **Tardiness**
- ✦ **Skipping Class**
- ✦ **Unkind Language/Behavior**
- ✦ **Dishonesty**

Strategies for Redirecting Classroom Managed Behaviors:

- Emphasis on positive behaviors/Provide incentives (e.g., Tiger Paws)
- Reteaching routines, procedures, expectations
- Reminders of expectations
- One-on-one conference
- Providing supplies, additional support
- Goal-setting conversations
- Future success contract
- Proximity
- Change of environment (move seat, help with materials distribution, etc.)
- Brain break/exercise/movement
- Breathing exercises
- Secret signals
- Journaling
- Family contact to ask how to best provide additional support
- Temporary change of activity

Minor Behaviors Requiring Additional Support

Behaviors that can cause potential physical or emotional harm to self or others, or chronic recurrence of classroom managed behaviors that require additional support to reinforce and redirect instructional and environmental routines, procedures, expectations.

⊕ **Chronically Recurring Classroom-Managed Behaviors** (*at least 5 documented instances of the same Classroom-Managed Behavior and redirection strategies from teacher*)

- ⊕ **Bullying**
- ⊕ **Harassment**

- ⊕ **Inappropriate use of district technology**
- ⊕ **Cheating**
- ⊕ **Inappropriate Display of Affection**
- ⊕ **Forgery, Theft, Plagiarism**
- ⊕ **Walking Out/Intentional Lack of Supervision**

Strategies for Redirecting Minor Behaviors Requiring Additional Support:

A referral must be provided to an administrator for additional support.

- [REFLECTION AND SUPPORT DAY](#)
- After-School/Lunch Reflection and Support (**link coming soon**)
- Parent Conference with Teacher/Team Member and Administrator
- Future Success Contract
- Student Success Team Referral
- Loss of Special Activity/Privileges
- Suspension*

NOTE:

*Suspensions are the least favorable redirection strategy; ALL suspensions must be given final approval by building principal.

Major Behaviors Requiring Additional Support

Behaviors that may cause immediate physical or emotional harm to self or others, are illegal, or chronic recurrence of minor behaviors that require additional support to reinforce and redirect instructional and environmental routines, procedures, expectations.

⚡ **Chronically Recurring Minor Behaviors** (*at least 3 documented instances of the same Minor Behavior and redirection strategies from teacher*)

⚡ **Physical Aggression**

⚡ **Threats**

⚡ **Weapons**

⚡ **Arson**

⚡ **Drugs/Alcohol**

⚡ **Threats**

⚡ **Gambling**

⚡ **Sexual Harassment**

⚡ **Threats** (*Bomb threats, other threats that jeopardize the safety/well-being of self/others*)

⚡ **Gang-related Activity**

⚡ **Other Illegal Activity**

Strategies for Redirecting/Addressing Major Behaviors Requiring Additional Support:

A written referral must be immediately provided to an administrator for additional support.

- Reflection and Support Day
- Parent Conference with Teacher/Team Member and Administrator
- Future Success Contract
- Loss of Special Activity/Privileges
- Suspension*
- Expulsion**
- Law Enforcement/Legal Authority Contact

NOTES:

*Suspensions are the least favorable redirection strategy; ALL suspensions must be given final approval by building principal.

**Per MHPSAS Board of Education Policy

PREPARING FOR SUCCESS

No matter how far along you are in your education, doing well in school can be a challenge. You can do your very best in school by developing strong study habits and keeping your time and supplies organized. It's also important to take care of yourself so that you feel your best and have all the energy you need! Webster's Dictionary defines wellness as "the state of being in good health, especially as an actively pursued goal".

- Wellness is a conscious, self-directed and evolving process of achieving full potential
- Wellness is multi-dimensional (many different views) and holistic(full), encompassing lifestyle, mental and spiritual well-being, and the environment
- Wellness is positive and affirming

Here are some ways to maximize wellness while preparing for success in school:

MINDFULNESS EXERCISES:

5, 4, 3, 2, 1 Grounding Activity: Look for 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. As you go through this exercise, say these things quietly to yourself or write them down.

Progressive Muscle Relaxation: Start with your hands and squeeze them as hard as you can for 3 seconds, and slowly release. Do the same thing with your eyes, arms, legs, shoulders.

Breathing Exercises:

- Take at least three deep breaths to calm and shut off the “fight or flight” system of the brain
- S.T.A.R: Smile, Take a deep breath And Relax
- Drain: with arms out front as an extension of the breath with a simulated faucet
- Balloon: with arms over head that expands as you inhale and deflates to lower arms upon exhale
- Pretzel: twist arms together inward to the chest, with tongue on the roof of your mouth

POSITIVE AFFIRMATIONS:

- Today I choose to be confident.
- Today I choose to think and be positive.
- All of my problems have solutions.
- I believe in myself and my abilities.
- My mistakes help me learn and grow.

More affirmations can be found at <https://www.teacherspayteachers.com/Product/101-Free-Positive-Thinking-Affirmations>

RIGHTS OF LEARNERS:

Learners in MHA are protected to rights under federal and state law and shall not be discriminated against on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity or expression or any other factor prohibited by law in its programs and activities.

Learners have a right to:

- Be treated with fairness and equity.
- Access a quality education in a safe learning environment.
- Fair interventions and consequences.
- Safety and security, which includes protection from harassment and bullying.
- Be heard and treated with dignity.
- Be protected from retaliation for reports made in good faith.

CITIZENSHIP EXPECTATIONS

ACADEMIC INTEGRITY

Academic integrity is a focus on learning through positive values of honesty, trust, fairness, respect, responsibility and courage driving learners intrinsically in ethical academic practice.

Ethical Academic Practice includes avoiding the following behaviors:

- **PLAGIARISM:** Please use only original and unique yet informed ideas, thoughts, works, or images when completing work. This includes when utilizing technology or completing conventional assignments or accepting money to complete assignments for other individuals.
- **CHEATING:** You are capable! Utilize your teachers and resources to understand the material and be successful. An attempt to alter your grade by bringing answers into a testing area, copying others work or providing answers to other learners when prohibited can result in disciplinary action. In addition, this keeps you from reaching your true potential!
- **FORGERY/FALSIFYING DOCUMENTS:** If a document requires a signature or represents academics in any capacity, altering that document will result in disciplinary action and can affect your future academic career. Please practice our values of academic integrity and have the courage we know you do to act accordingly.

BUYING, SELLING, TRADING OF PRODUCTS

- Except for school-approved fundraisers, buying, selling and trading items, including personal items, is not allowed.
- MHA Public Schools is not responsible for reimbursement for the loss of personal items.

COLLEGE AND CAREER READINESS

Learners are encouraged to:

- Utilize all available school resources to ensure academic success (Tutoring, Saturday School, Academic Clubs, Career & Technical Learner Organizations, etc.)
- Consistently check grades and transcripts to know where they stand related to next grade promotion or graduation.
- Develop their high school plan of study and make their course pathway selection based upon career interest and personal aptitude utilizing our Navience platform.
- Think about future college and career plans and enroll in courses that will cultivate the skills needed to be successful.

COMMON AREAS/CAFETERIA EXPECTATIONS

- Learners are to remain in the school buildings during their lunch periods.
- Learners are expected to go directly to the cafeteria during their lunch period unless they receive permission to be elsewhere.
- Learners are expected to remain in the cafeteria until they are dismissed, at which time learners are expected to go directly to their next class.
- Takeout food cannot be delivered to learners.

DRESS CODE

- No learner shall be discriminated against by dress code policies based on gender, gender identity, gender expression, race, religion, body size, body maturity or socioeconomic status.
- Elementary and middle school learners are expected to wear the assigned uniform of their school. High school learners shall be allowed to come to school dressed comfortably in a way that

allows for appropriate self-expression.

- Private parts and undergarments must be covered by clothing with opaque fabric (i.e. no sheer/mesh).
- Clothing and accessories that display statements, signs or pictures with alcohol, tobacco, drugs, weapons, sexual innuendos, inappropriate language or inappropriate slogans will not be permitted.
- Shoes must be worn at all times.
- If a learner regularly is out of uniform or otherwise not in compliance with the dress code, administration shall investigate and provide support prior to imposing any consequences.
- No learner shall be given an out of school suspension for dress code non-compliance.

ELECTRONIC DEVICES

- MHA understands learners may have serious responsibilities outside of school that require cell phone use. These learners are expected to communicate these needs to administration with as much notice as possible.
- Outside of circumstances in which a learner notifies administration for appropriate cell phone use, learners are expected to limit use of electronic devices to before and after school.
- When a learner is found to be using a cell phone inappropriately during the school day, interventions may be given on a case-

by-case basis. Interventions for frequent inappropriate cell phone use may include confiscating the device and contacting the parent to pick it up, detention or placement in a designated recovery room.

- Learners are encouraged to leave other types of electronic devices at home, including hand held music, video and gaming devices. If a learner does bring these devices to school, the use of these devices is allowed only before and after school.
- MHA is not responsible for lost, stolen or damaged electronic devices.

EXPECTED BEHAVIOR OF LEARNERS IN THE CLASSROOM

- When entering the classroom, learners are encouraged to find their seat and end conversations.
- Learners are encouraged to have the necessary materials packed in their bag the night before school and let their teachers know which supplies they are missing.
- Learners are encouraged to be respectful of others while they are talking.
- Learners are asked to refrain from personal grooming in the classroom, and use provided restroom breaks instead.
- Learners are asked to make arrangements with teachers for any makeup work needed or tests that need to be made up due to an absence.
- Learners are asked to refrain from sharing their hard work with others; the work of an individual learner is their own.
- Learners are encouraged to limit distractions, including refraining from eating unless instructed to do so by the teacher, or with a note from the nurse. Keeping all food in the designated space will help eliminate unwanted visitors like insects and mice.
- Before being dismissed by the teacher, learners are encouraged to look around their area and help keep it tidy.
- If a learner needs to leave the classroom for any reason, they are encouraged to notify their teacher for arrangements to be made, learners are asked not to leave their classroom without approval.
- Learners are encouraged to refrain from physical displays of affection while on campus.

FIELD TRIP EXPECTATIONS

- Learners leaving with a group on a field trip are expected to return with the group unless prior transportation arrangements have been made with a parent or guardian.
- All participants in a district sponsored field trip must sign a statement agreeing to follow district rules and the rules of any sponsoring host or organization.

NETWORK ACCESS

All learners have a user ID and password that gives them access to the computer network and home directory on the “U” drive. Learners are responsible for following MHA Technology Use Policy (see Administrative Policy EHB). All users must agree to follow the district’s policies and procedures. A copy of the MHA Technology Use Form is included in the appendix of this handbook (see “Forms”).

RECORDING OF CLASSES

Creating a video or audio recording in the school setting is prohibited unless being done for specific curricular purposes as determined by school officials.

SOCIAL MEDIA USAGE

Learners are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the MHA community and beyond. Learners who participate in online interactions must remember that their posts are subject to the same behavioral standards set forth in the Code of Student Conduct.

Since social media reaches audiences far beyond the community and can leave lasting impressions, learners must use social sites responsibly and be accountable for their actions. Learners should consider not posting or linking anything to social networking sites that they would not want peers, teachers, college admissions officers or future employers to access. Learners should be sure to utilize privacy settings to control access, never share personal information with unknown parties on unsecure sites and be protective of site passwords. Misrepresentation of someone else's identity should also be avoided.

Learners should remember to be respectful to others when communicating online, and refrain from profane, obscene or threatening language. Cyberbullying is considered an act of harassment. Cyberbullying is sending or posting harmful or cruel texts or images using the Internet or other digital communication devices, and includes but is not limited to all social media, such as Facebook, Twitter, Instagram, etc. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

Learners involvement in cyberbullying or cyber-threats may result in disciplinary action as described in the Code of Student Conduct (see Administrative Policy JCFC, pages 15, 26).

BULLYING

General

In order to promote a safe learning environment for all learners, the MHA strictly prohibits all forms of bullying and cyberbullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against learners.

Definitions

Bullying: In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable learner to fear for their physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any learner without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying: A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose interventions and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day: A day on the school calendar when learners are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the district wide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent learner bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a learner must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Learners who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves learners from more than one district building, the report should be

made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve learners from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education learner or a learner with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's learner discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's anti-bullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Learner discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Interventions

Learners who participate in bullying, or who retaliate against anyone who reports bullying, will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards and other interventions deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a learner for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist learner victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district ground or at district activities, notifying the appropriate district staff

to assist the victim and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify learners, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in learner handbooks and posted on the district's website.

Training and Education

The district's anti-bullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with learners in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to learners every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/ guardians will be invited to attend.

In addition to educating learners about the content of this policy, the district will inform learners of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including learner peer-to-peer initiatives.
4. The interventions for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriated district staff will educate learners who are victims of bullying about how to overcome the negative effects of bullying including but not limited to:

- Cultivating the student's self-worth and self-esteem.
- Teaching the learner to defend themselves assertively and effectively without violence.
- Helping the learner develop social skills.
- Encouraging the learner to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

* * * * *

INFORMATION REGARDING WEAPONS

CONCEAL AND CARRY FIREARMS LEGISLATION

Anyone carrying a firearm, including individuals with conceal and carry permit will not be allowed on any school property without the consent of a school official or the Board of Education. This includes possession of a firearm in a vehicle on the premises of a school facility.

WEAPONS: Weapons, including guns, knives, mace or any items designed to inflict injury to others are prohibited on school grounds. In compliance with the “Gun Free Schools Act” (Federal) and §160.261 RSMo. (Amended 1995): If it is determined that any learner brought a weapon (as defined below) to school in violation of this policy, the learner shall be suspended for a period of not less than one year, or be recommended for expulsion and referred to the appropriate legal authorities. The superintendent will review every incident in which a learner brings a weapon to school. A learner’s suspension may be amended based solely on the superintendent’s discretion, per state law.

Definition: For purposes of this section the term “weapon” shall mean a firearm as defined under 18 U.S.C. 921. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant. Violation of this policy will result in suspension and referral to the Discipline Office. Simulated weapons (including water guns and water dispensing devices) are prohibited and disciplinary interventions shall be imposed according to the **Code of Student Conduct**.

SUSPENSION GUIDELINES

At Muskegon Heights Academy any action from our learners will first and foremost be viewed through a lens of understanding underlying causes of resulting behavior, with an intention to focus on impact, restoration of harm, building awareness and identifying alternative coping strategies in preparation to support our learners for life beyond their time at MHA.

SUSPENSION RULES

The following is a summary of Administrative Policy JGD regarding the suspension of learners (also see pages 19-28):

RESPONSIBILITY OF PRINCIPALS: Principals are charged with the basic responsibility for implementing the Code of Student Conduct with fidelity in accordance with regulations and guidelines established by the Board of Education.

SUSPENSION OR EXPULSION

The authority of the Principal, Superintendent and Board of Education, to suspend or expel learners, as provided in §167.161 and §167.171, RSMo., shall be exercised only in conformity with the provision of said statues and of the rules of the Board governing method and procedure, specification of charge, right of appeal, right to counsel and of hearing.

Learners who are suspended or expelled for any reason are prohibited from attending or taking part in any

district-sponsored activity, regardless of location, or any activity that occurs on district property.

RECOVERY ROOM PROCEDURES

The purpose of a recovery room is to keep learners engaged in school in situations which might otherwise result in an out-of-school suspension. The recovery room process is a highly structured class situation allowing learners an environment to recover from situations in which a learner's presence in their classroom may not be appropriate, including, but not limited to: conflict, the influence of substances, or disruptive behavior.

OUT-OF-SCHOOL SUSPENSION (OSS)

MHA believes that out of school suspensions should be given as a last resort and only in response to behavior that is harmful to others or behavior which violates the Missouri Safe Schools Act. (See page 37 for Safe School Act violations). Trauma-informed and restorative practice interventions are to be provided prior to the consideration of an out of school suspension. If a learner is given an out of school suspension, the purpose of the suspension is to allow time for administration to develop an intervention plan upon the learner's return to school.

MAKE-UP WORK PROCEDURE FOR OSS LEARNERS: Make-up work shall be provided for all absences, including suspensions. School administration and teachers are expected to work collaboratively to provide make-up work to learners serving out of school suspensions. After a learner obtains their make-up work, learners will be given one (1) day for each day absent to complete the work and receive full credit upon completion.

CODE OF STUDENT CONDUCT

INTRODUCTION TO THE CODE OF STUDENT CONDUCT

The Code of Student Conduct is designed to encourage learners to accept responsibility for their actions, teach learners to respect the rights of others, facilitate learning and promote the orderly operation of all MHA. It is composed of five groups of behaviors. A learner who engages in behavior which is not listed in the Code of Student Conduct, but is detrimental to good order in the schools or which impairs the morale or good conduct of learners, will be subject to the authority of the classroom teacher and/or principal.

Application of Disciplinary Interventions

For purposes of this Code of Student Conduct, early learning interventions apply to learners in Pre-K, elementary interventions apply to learners in grades K-5 and secondary interventions apply to learners in grades 6-12. District personnel will use their professional judgment to determine which disciplinary interventions for the listed behaviors will be most effective while taking into account the following factors:

- The learner's age
- The level of the infraction
- The learner's previous interventions
- Other culturally relevant factors

Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as district policy. Please refer to Section IV for the approved procedures for disciplining learners with special needs.

Learners in our Pre-K program must be disciplined in accordance with Missouri child care licensing requirements, state child care accreditation, as well as district policy. Please refer to section VI for an explanation regarding disciplining students in early learning.

SCOPE OF AUTHORITY

The provisions of this Code of Student Conduct apply in all situations in which learners are involved, including:

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport learners for the district;
- Off-site school sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the learner's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of learners and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of learners and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related and adversely affect the educational climate will also be subject to school-related interventions. In addition, the district will seek restitution in instances where district property is damaged, destroyed or stolen.

SUPERVISION OF LEARNERS

All district personnel responsible for the care and supervision of learners have the responsibility to support learners' physical and psychological safety. Therefore, district personnel are authorized to hold learners accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school or in any vehicle when that vehicle is used to transport learners for the district during school-sponsored activities or during intermission or recess period.

School personnel may use reasonable and prudent physical forces as a last resort to restrain a learner whose actions are reasonably believed to result in physical injury to any persons, including the learner.

LEARNER ACCOUNTABILITY

As learners within MHA district, it is expected that behavior always falls under the guidance the MHA Code of Student Conduct. This is expected of all MHA learners and Parent(s) and/or Guardian(s) without exception (unless spelled out through a written success plan). It is encouraged that all MHA Scholars and Parent/Guardian read and get an understanding of the Code of Student Conduct responsibilities and consequences. A sign of good faith will be an acknowledgment of the Code of Student Conduct with a signature. This acknowledgment is intended to share that we are a team and in an agreeable standing of our responsibilities.

Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment.

LEARNERS' ACCOUNTABILITY FOR PERSONAL SUCCESS

As important members of the MHA community, learners are encouraged:

- To read and become familiar with all MHA policies.
- To attend school daily, come prepared for academic success and complete all academic work to this best of their ability.
- To understand and follow school rules and instructions given by the school's leaders, teachers and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property and the property of others.

LEARNERS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

MHA strives to promote a safe learning environment. Learners should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Michigan and Federal law, School Board policy or the Code of Student Conduct. Learners are responsible for any items and/or materials found in their possession. For purposes of the Code of Student Conduct, items are deemed to be within a learner's possession if the items are found in any of the following places:

- Learner's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.);
- Learner's purse/book bag;
- Learner's desk;
- Learner's locker; and/or
- Learner's automobile located on district property.

It is each learner's responsibility to check his or her personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school or any vehicle when that vehicle is used to transport learners for the district and school-sponsored activities. A learner may be required to provide unsafe items to administration if these items are brought to school.

GROUP I – BEHAVIORS AND INTERVENTIONS

Truancy (Chronic Absence)

Significant time away from school negatively impacts the academic success of our learners. Chronic absence includes all absences: excused, unexcused and suspensions that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the learner's absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services.

***Tardy:** A learner is tardy if they are not present at the start of a class period. A learner who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Learners who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a

formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unverified.

*Chronic absence can be considered truant under state statutes and city ordinances and may result in a referral for a truancy citation. *Note: School Administration will follow the attendance policy defined in the District Handbook. For detailed information on the attendance policy, please refer to the district's website at www.kcpublicschools.org.*

Failure to Adhere to the Approved Dress Code

Learners are encouraged to dress in a manner consistent with schools' dress code guidelines (page 13). Learners whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

GROUP I – INTERVENTIONS

GRADES 7 – 12

First Incident

- In-school Conference with Learner
- Parent/Guardian Conference
- Teacher/Learner Conference

Subsequent Incidents

- Individual Behavior Support Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Teacher/Learner Conference
- Parent/Guardian Conference

GROUP II – BEHAVIORS AND INTERVENTIONS

Academic Dishonesty

Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

Note: The initial act of academic dishonesty will result in the learner receiving a zero on the assignment and parent notification. For detailed information on this policy, please refer to the district's website at www.kcpublicschools.org.

Possession and/or Use of Tobacco or Tobacco-like Products

Possession and/or use of any tobacco products, electronic cigarettes or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy MHA. In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any MHA campus locations.

Note: Electronic vaping devices, personal vaporizers, electronic nicotine delivery systems, including Juul and Juul pods, or vials of liquid or other types of material for use in such devices.

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting or distributing obscene material, (either hard copies or electronically) which satisfies all three elements of the Miller Test for obscenity.

Gambling

To secure a safe learning environment for all, gambling is not supported by the MHA community due to

the adverse nature it may create between learners, school staff and administration. Gambling is defined as betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment. (i.e. running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.)

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the defiant violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Group III Interventions.

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or learner responsibilities outlined in the district's Technology Acceptable Use Policy (see page 61). If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.

Note: Additional interventions may be imposed by administration for violation of this policy.

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

Possession of Cigarette Lighters and/or Matches

The possession of cigarette lighters and/or matches.

GROUP II – INTERVENTIONS

GRADES 7 – 12

First Incident

- In-school Conference with Learner
- Parent/Guardian Conference
- Teacher/Learner Conference
- De-escalation/Cool Down Space
- Individual Behavior Support Plan/Safety Plan

Subsequent Incidents

- Individual Behavior Support Plan/Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention

GROUP III – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district security depending on the severity of the behavior.

Forgery

Making, completing, altering or authenticating any written document so that it purports to have been made by another party.

Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a learner, teacher or other staff member (i.e., throwing chairs, throwing items at student/staff, slap boxing, Tik Tok challenges, etc.).

Note: Any serious physical injury, which results from a learner's dangerous behavior, will be considered an assault and may result in Group IV Interventions

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Note: Severity of the theft violation could warrant an automatic 10 days out of school suspension and possible referral for a discipline hearing on the first Behavior.

Extortion

Obtaining money, information or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: Community restitution could be applied as an intervention.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another learner and/or school personnel.

Note: This behavior only applies to learners who did not steal the property.

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Interventions

Violating conditions of a suspension, expulsion, or other disciplinary intervention including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.

Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material

Learners may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district school personnel for its educational value. Learners will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of learner misconduct by another learner for the purpose of substantially disrupting any school function or classroom. If a learner utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the body a controlled substance.

Unauthorized Entry – Restricted and/or Unsupervised

Learners entering into the school or certain areas of the building without permission; learners entering restricted areas; learners being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to, toy guns, cap guns, nerf guns, etc. that would put a reasonable person in fear or apprehension of harm.

Note: Short-Term suspension possible if simulated weapons used to intimidate or cause disruption to the learning environment.

GROUP III – INTERVENTIONS

GRADES 7 – 12

First Incident

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention Short-Term Out-of-School Suspension (up to 3 days)

Subsequent Incidents

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention
- Short-Term Out-of-School

GROUP IV – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district security depending on the severity of the behavior.

Threatening Another Learner

Intentional verbal or physical threat to do harm to a learner by a learner who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a learner utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc., the learner may be included as a participant in violation of a Behavior that may include inciting to fight, fighting or bullying.

Note: The severity of a fight violation could warrant a referral for a disciplinary hearing on the first behavior that will require a ten (10) day out-of-school suspension.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Note: Any learner who arrives at school or class under the influence of drugs will be referred to Recovery Room, Support Staff and/or Administration until next steps can be determined for the learner to return to class.

Assault of Another Learner

An actual and intentional touching or striking of another learner against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. A learner using physical force in self- defense during the event of an assault shall not be considered to have engaged in assault themselves.

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a learner's educational performance or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors; and other unwelcome verbal conduct or a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate. For detailed information on Title IX guidelines, please refer to the district's website at www.kcpublicschools.org/families.

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another's clothing, etc.). This behavior includes touching or fondling members of the same sex as well as members of the opposite sex.

Note: Learners found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration, MHA security personnel, and the Muskegon Department if warranted.

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a learner or multiple learners perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm (See page 15).

GROUP IV – INTERVENTIONS

GRADES 7 – 12

First Incident

- In-School Conference with Learner
- Parent/Guardian Conference
- Individual Behavior Support Plan/Safety Plan
- Recovery Room
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative and/or Trauma Intervention (see pg. 29)
- Short-Term Out-of-School Suspension (up to 10 days; approval from school leadership required for suspensions longer than 3 days)

Subsequent Incidents

- Individual Behavior Support Plan/Safety Plan
- Restriction of Attendance at School-Sponsored Activities

GROUP V – BEHAVIORS AND INTERVENTIONS

Learners **may** be referred to the Discipline Office upon the first occurrence of any Group V behavior. Any of these behaviors may be reported to local law enforcement agency depending on the severity of the behavior.

The behavior must be reported to district security.

Possession of Drugs with Intent to Sell or Distribute

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Possession and/or Use of a Weapon Other Than a Firearm

Possession and/or use of any of the following:

- Any of the weapons listed under Notice of Provisions, Michigan Safe Schools Act
- knife (see statutory definition under Notice of Provisions, Michigan Safe Schools Act
- ordinary pocket knife or an instrument with a blade measuring four inches or less in length;
- pen knives;
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.);
- blackjack;
- knuckles;
- pepper spray;
- mace;
- “tasers”; or
- normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or pad locks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are used as a weapon.

Possession and/or Use of a Firearm

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:

- Any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

Causing Serious Physical Injury to Learner or Staff

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Possession, Use and/or Sale of Explosives

The carrying, concealing, use or sale of a bomb, dynamite or other deadly explosives.

Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.)

Arson

Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).

Terroristic Threat

A threat to commit a crime of violence or a threat to cause bodily injury to another person and terrorization as the result of the proscribed conduct. (i.e., written or verbal statements to shoot up the school, hit list, photos, etc.)

Note: This also includes any threat posted on any social media platform, text messages, or any communication devices.

GROUP V – INTERVENTIONS

GRADES 6 – 12

First Incident and Subsequent Incidents

- In-School Conference with Learner
- Individual Behavior Support Plan/ Safety Plan
- Parent/Guardian Conference
- Recovery Room
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative and/or Trauma Intervention Short-Term Out-of-School Suspension (up to 10 days)
- 10-day Out-of-School Suspension and a referral to the discipline office; mandatory for Possession of Weapon

RESTORATIVE JUSTICE AND TRAUMA INFORMED INTERVENTIONS

RESTORATIVE JUSTICE INTERVENTIONS

The interventions below use a “WITH” approach, described in the Social Discipline Window, also called a Restorative approach. Restorative Practices engage learners in community building and problem solving. When conflict occurs, a restorative approach focuses less on rules and punishment, instead emphasizing the importance of relationships and repair.

PROACTIVE INTERVENTIONS:

Restorative Classroom Temp Checks: This proactive approach can be done at the beginning of every class or one time a week. Ask learners to share how they’re feeling on a scale from 1-10. The “why” is optional. Ask the classroom what their “class average” is.

Follow up:

- What type of energy should we bring to class today if our average is a 4?
- Staff should be sure to check in with any learner below a “5”. These numbers are often representations of the learner’s “Window of Tolerance” for the day and can be a predictor of future stress responses.

Mindfulness: Practices that focus on learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. This could include Restorative Yoga, Mindfulness Monday in Advisory, Gratefulness Minutes during Morning Circles, etc.

Collaborative Class Agreements: Staff can engage their learners in a “WITH” approach by building some or all classroom norms together, using this 4-square:

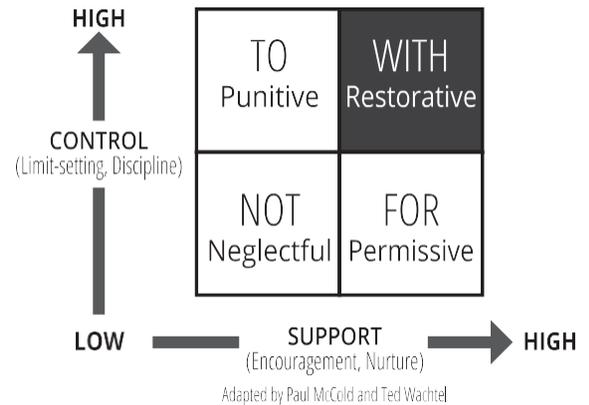
Teacher-Learner Norms:	Learner-to-Learner Norms:
Learner-Teacher Norms:	All of Us to Classroom:

Classroom Circle: Staff can use the Circle process for culture building, opinion sharing, and curriculum review. The circle process includes:

- A talking piece
- Circle norms agreed upon by the group
- A centerpiece
- Pre-written rounds (questions)

*Circle training can be provided by your Senior Restorative Justice Coordinators or school-based Restorative Justice Coordinator.

Group I Interventions:



Teacher-Learner/Restorative Conference: This can be a formal or informal process. Teacher will ask the learner:

- “What happened”
- “What were you feeling at the time?”
- “Who was affected?”
- “What can be done to make it right or better?”

Check-In/Check Out: Learners assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that learner.

For example, the learner uses a “points card” that spells out the goals for each part of the day. As the learner progresses through the day, their teachers work with the learners to *collectively evaluate behavior and assign points together for meeting the learners’ daily goals (1-5).

Learners will review their reflection card with CICO at the end of the day.

**Staff must work collectively with learners to assign points for the day for this to be a Restorative approach.*

Cool-Down Space: Whether in the classroom or in an alternative space in the school, learners can utilize a cool-down space.

For example, schools can use a cool-down card system (2-5 cool-down cards a semester). When a learner is dysregulated, a staff member would ask “Would you like to use one of your cool down cards?” The learner then gets 5-10 minutes to cool down in a safe space. This teaches learners to monitor their emotions and ask for assistance when needed.

**Safe space/calm corner for Pre-K available as needed.*

Group II Interventions:

Restorative Justice Mediation: This conference brings together the two parties harmed by the action. Mediations require:

1. A written reflection by both parties
2. A pre-conference with both parties
3. Both parties agreeing to be present
4. Guidelines written by both parties
5. Restorative Justice Coordinator or Center for Conflict Resolution-trained Mediator

Group Conferences: Group conferences are held for students with similar harmful behavior (excessive tardies, on-going conflict in classrooms, academic struggles) – group of 5-8. The circle process brings together vested peers and staff members to share their perspective and help the students create an action plan.

Parent/Guardian Restorative Conference: This is a smaller circle, used for a group of 4-10. Learners, Parent/Guardian(s) and Staff will be able to share what happened from their perspective, how they were affected by the action and what they collectively believe is needed to make things right.

In-Class Restorative Circle: In-class circles include the entire class, 15-30. Everyone in the class has a chance to share how the event impacted them and what they need to move forward.

Problem Solving Anchor Chart: Staff will facilitate learners in filling out a Problem-Solving Anchor Chart. This is a more formal version of a Restorative Conversation. This can be facilitated with an individual learner, with a small group or with a full class.

What happened?	Who all was affected?
What needs to happen to make it right?	When will those action steps take place?

Group III Intervention:

Parent/Guardian Restorative Conference: Parent/Guardian(s) will take part in a Restorative Circle. Learners and Parent/Guardian(s) will be able to share what happened from their perspective, how they were affected by the action and what they collectively believe is needed to make things right.

Group IV and V Intervention:

Community/Neighborhood Accountability Board: This process is facilitated by a Restorative Justice Coordinator or Center for Conflict Resolution representative. This process is larger and more formal than a mediation and is used to discuss chronic harmful behavior or an incident that caused harm to two or more parties. This process brings together every party affected by a learners’ actions and stakeholders in the learner’s life. All participants will be able to share what happened from their perspective, who was affected, and what they believe needs to happen to make things right. The board, including the learner, creates an Accountability Agreement.

The goal of creating a “trauma sensitive school” is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all learners. When schools are able to address the behavioral health needs of learners in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.

A non-trauma-informed system punishes and blames actions and asks, ‘what’s wrong with you?’ A trauma-informed system will hold individuals responsible for their actions, but will provide space and time to process ‘what happened to them?’ without adding guilt a more trauma.

According to the national Substance Abuse and Mental Health Services Administration (SAMSHA) a trauma-informed approach for any system, including schools, adheres to the following 4 R's:

1. Realizes the widespread impact of trauma and understands potential paths for recovery;
2. Recognizes the signs and symptoms of trauma in clients, families, staff and others involved with the system;
3. Responds by fully integrating knowledge about trauma into policies, procedures and practices; and
4. Seeks to actively resist re-traumatization.

Group I Interventions

Group I behaviors are described as non-physical. Trauma Sensitive interventions to Group I behaviors may include:

- Gather as much information as possible about family stressors and link to resources.
- Foster a feeling Safety in the classroom/at school.
- Develop a strong, trusting relationship with the learner/caregiver.
- Partner with the caregiver to identify ways to meet school expectations.
- Provide positive reinforcement for desired behaviors (i.e. attends school on time).

Group II Interventions

Group II behaviors are described as non-physical behaviors that disrupt the learning environment. Trauma Sensitive interventions to Group II behaviors may include:

- Provide a safe space for learner's voice
- Engage the learner one to one to assess what happened that resulted in the behavior
- Practice Open Communication Dialogues (i.e. I feel (feeling word), because (state what happened) and (state what needs to happen to prevent this feeling from occurring again in a similar situation)
- Use Shaping, Simulation and Modeling strategies to influence the desired behavior
- Positive Setting - indirect way to set events by setting the stage for the desired behavior (i.e. only setting out colored pencils and markers for art, instead of paint)
- Awareness of Self strategies
- Provide consistency, predictability and choice-making opportunities for the learner
- Complete a De-Escalation Preferences form (identifies triggers and **what happened** to influence the behavior, also identifies a "safe person" that can assist when the learner becomes dysregulated.)
- Integrate multi-sensory integration breaks into class schedule (i.e. Safe Movement, Rhythm and Music, Yoga, Self-Pressure point touch)
- Utilize a sensory or meditation room for emotional regulation and class re-integration
- Provide positive reinforcement for desired behavior (i.e. attends school on time); avoid punishments/consequences (i.e. loss of recess)
- Partner with learner/caregiver to develop a home-based reinforcement plan (designed to encourage positive behavior at home in the school setting)

Group III Interventions

Group III behaviors are described as academic integrity and physical behaviors that may cause harm to others. Trauma Sensitive interventions to Group III behaviors may include:

- Emotion management/relationship skills psycho-education groups/classes
- Peer/Educator mediation
- Violence prevention/bullying groups
- Restorative Justice strategies to increase impact of behavior
- Consult with School Support Team (Counselor, Trauma Sensitive School Clinician)

Group IV and V Interventions

Group IV and V behaviors are described as physical behaviors. Trauma Sensitive interventions to Group IV and V behaviors may include:

- Coordinate services with Mental Health Therapists/Agencies Centers (i.e. Substance Use Disorder Treatment)
- Psycho-education groups/classes related to the behavior
- Dispel misconceptions about the undesired behavior
- Restorative Justice Services to prevent criminal infractions
- Consult with School Support Team (Counselor, Trauma Clinician)

EXPLANATION OF INTERVENTIONS

Alternative School Assignment

The reassignment of a learner to a specific alternative program which may be better suited to meet the learner's educational needs concerning academics, attendance and/or discipline. Alternative school programs may offer specialized curriculum, smaller teacher/ learner ratios and support services.

Note: All learner referrals for alternative placement at Success Academies will need the Problem-Solving Team (PST) documentation to be submitted for review. These documents regarding the tiered interventions that have been implemented will be utilized to review whether alternative placement is appropriate. No discretionary referrals will be accepted without this documentation provided.

Community Service

An assignment of work or responsibilities that are given and served as interventions for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A learner performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parent/guardian.

Detention

After notice to the parent/guardian and approval from the building administrator a learner may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of-school suspension.

Expulsion

The exclusion from school for a period exceeding one hundred and seventy-five (175) school days. Only the Board of Education authorizes such action and must approve the learner's re-admission into the district.

Individual Behavior Support Plan/Safety Plan (Pre-K)

ISP includes social-emotional learning interventions, tracking of behavior data and goal setting to promote optimal development in Early Learning. Planning will utilize developmentally appropriate strategies based in best practices in early childhood, includes

Conscious Discipline and Trauma-informed care. Observations and support services may be provided by the Pre-K Clinician, with a referral to Community Play Therapist if appropriate.

In-School Conference

A conference between the violating learner and appropriate school personnel.

Recovery Room Process

The recovery room process has been established to give learners an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. Learners are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for learners.

Long-Term Suspension (LTS)

The removal of the violating learner from school property for eleven (11) to one hundred and seventy-five (175) school days. The length of time is imposed by the superintendent or their administrative designee. Learners shall not be allowed to participate in extra-curricular activities, attend any school function or be on any MHA property during the length of the suspension.

Mediation

A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation and finalize the agreed upon resolution between the parties.

Miller Test

Also known as the Three Prong Obscenity Test, the Miller Test consists of three basic conditions an item must meet to be deemed obscene whether:

1. the average person applying contemporary community standards would find the work, taken as a whole, appeals to the prurient interest,
2. the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and
3. the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

Out-of-School Suspension (OSS)

The removal of the violating learner from school property for ten (10) days or less. The length of time may be imposed by the building principal, the superintendent or their administrative designee. Learners shall not be allowed to participate in extra-curricular activities, attend any school function or be on any MHA property during the length of the suspension.

Parent/Guardian Conference

A conference will be held with parent/guardian, learner and school administration to discuss violations of the Code of Student Conduct and disciplinary interventions that may include suspension for subsequent discipline infractions.

Probation

After notice to, or a conference with, the learner and parent/guardian, a learner may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the marking period or the end of the school year.

Referral to Legal Authority

Schools may contact law enforcement or other legal authorities and charges may be filed as appropriate.

Restitution

After notice to, or a conference with, the learner and parent/guardian, a learner may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property.

Restorative Practices

Practices that emphasize repairing the harm to the victim and the school community caused by the learner's misconduct. Learner violators of the Code of Student Conduct may have the opportunity to engage in restorative practices as an intervention of their inappropriate behavior, as facilitated by school officials. It is important that any learner engaging in restorative practices freely admit to any wrongdoing and express contrition for their actions to the offended parties. Restorative practices developed in response to a Code of Student Conduct violation may include but are not limited to the following productive activities:

- Restitution
- Alternative suspension including Recovery Room/Detention
- Apology for offense (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- Learner-to-Learner mediation
- Staff-to-Learner mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with term of completion specified.

Suspension of Computer Privileges and/or Forfeiture of Access to Computer

Any learner found responsible for misuse or inappropriate network practices may have access privileges suspended for a specific period of time. This will preclude learners from having access to the district mainframe, Internet or any other network services.

BEHAVIOR AND ACADEMIC SUPPORT MODELS

BIST (Behavior Intervention Support Team)

BIST is a behavior and academic model that supports a caring community and a productive academic environment. BIST empowers schools to change learners' lives and behavioral skills by: balance of grace and accountability, powerful language to problem solve and consistency in expectations. The BIST model utilizes four steps so educators have the ability to know when and how to intervene to assist learners with behavior concerns. The four steps are: early intervention, caring confrontation, protective planning and outlasting. These four steps assist staff in creating a consistent, supervised, safe, educational environment.

Conscious Discipline

Conscious Discipline is a whole-school process for social-emotional learning, discipline and self-regulation. This process integrates classroom management and social-emotional learning. It utilizes everyday events and classroom routines rather than an external curriculum. It addresses the adult's emotional intelligence and brain state, as a means of coaching the learner's emotional intelligence toward optimal brain state. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to coach and teach critical life skills to learners.

Mentoring

A district-wide strategy was implemented to engage more learners in school-based mentoring programs. Mentoring within schools has become an increasingly popular and effective way to bring a caring adult or older peer relationship to the lives of more youth. The school setting provides an opportunity to reach learners in an environment that also allows access to educational, recreational and developmental support to help enhance mentoring relationships. MHA offers a diverse portfolio of mentoring options for community volunteers seeking to mentor youth. Our programs are designed to equip each learner with the unique type of support that best meets their needs.

PBIS (Positive Behavior Intervention Support)

PBIS is a framework that is utilized by schools to create a safer and effective school structure to support academic and behavior success of all learners. In utilizing this framework, a school adopts a long-term implementation plan for efficient and effective discipline throughout the school environment. This three-tiered model utilizes research-based methods to significantly reduce problem behaviors.

Positive Classroom Environment

Positive Classroom Environment is a set of professional development modules for teachers. These modules focus on learner-centered discipline and working with learners with trauma informed manner to establish a positive classroom environment. Teachers can complete the modules at their own pace.

PST (Problem Solving Team)

PST is designed to assist teachers and provide learners with opportunities to learn and progress within the general education curriculum. Teachers, administrators and other school personnel use a collaborative approach to devise interventions to improve learner performance in their current placement. The overall goal of PST is to maintain learner placement in the general education curriculum while accommodating learning differences and behavioral diversity. PST employs a data driven process to measure learner response

to interventions. Although the PST process is a general education function, the team serves all learners and staff within the building. The team may also provide interventions for learners identified for exceptional education services and exceptional education staff.

Teachers, school-based personnel and parents may request PST assistance. Issues that are addressed by PST include: learning challenges, attendance issues, discipline/behavior difficulties, health related issues.

RTI (Response to Intervention)

RTI is a process that provides intervention and educational support to all learners at increasing levels of intensity based on their individual needs. RTI is a proactive approach in preventing academic and behavior problems. The RTI process has three tiers that build upon one another.

- Tier I includes high quality instructions. The school provides all learners with access to high quality curriculum, instruction and behavior supports in the general education classroom.
- Tier II includes additional targeted, supplemental instruction/interventions. The school provides interventions to small groups of learners who need more support than Tier I provides.
- Tier III includes intensive instructions. The school develops and implements interventions to meet the individual needs of learners.

Restorative Practices

Restorative Practices are voluntary conversations (conferences, mediations, boards) that allow all parties to share harms and needs. These are processes that focus on accountability and healing. Some accountability actions (agreed upon by all parties) could include:

- Restitution
- Alternative suspension including In-School Suspension/Detention
- Apology for behavior (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school

- Engage in an agency and community supports
- Learner-to-Learner mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with term of completion specified.

The Leader in Me

The Leader in Me is Franklin Covey’s whole school transformation process. It teaches 21st century leadership and life skills to learners and creates a culture of learner empowerment based on the idea that every learner can be a leader. The process teaches learners the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

Note: Administrative teams will determine which models will be appropriate to utilized within their school.

Trauma Smart

Research shows that unresolved trauma in childhood can have devastating effects on a child’s ability to manage emotions, have meaningful relationships and live a healthy and productive life. Early intervention by caring adults can help children resolve their trauma as well as strengthen their resiliency for years to come. To support children and families, the MHA Head Start program uses the Trauma Smart® model. Trauma Smart was created by Crittenton’s Children Center to provide support to children who have experienced trauma as well as the caregivers and teachers who care for them. The model follows the ARC framework which stands for Attachment, Self-Regulation, and Competency – three core domains that are impacted by trauma. Interventions include:

- Creating a safe place with a sensory toolbox for Pre-K learners to use when overwhelmed with big feelings.
- Creating social stories and using literature to teach affect identification and modulation.
- Utilize the atonement steps (Notice, Name, Validate, Respond)
- Reference the “Brain as a Car” analogy to support understanding of what part of the brain the Pre-K learner and adult is functioning from so the appropriate response can be provided (safety, connection, meaning).
- Refer the parent/guardian to a Smart Connections parenting class.
- Consult with the Head Start Mental Health Consultant and Instructional Coach for individualized success plans.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT	BEHAVIOR MOTIVATIONAL
Seat learner near teacher or by role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Isolate from other students or move location	Use of timers to facilitate task completion
Different groupings of desks	Structure unstructured times (assemblies, hallway, field etc.)
Allow different positions for activities (bean bag chair, laying, standing)	Allow short breaks between assignments
Adjust grouping of students	Implement self-monitoring strategies
Acceleration to another level, class or group within the classroom	Encourage specific behaviors
Team teach or parallel teach	Provide quiet place for student to retreat
	Implement and maintain home/school communication system
	Develop a system to monitor behavior and reward success
ORGANIZATIONAL	LESSON PRESENTATION
Time limits for assignments	Give assignments orally and visually
Questions at end of each sentence/paragraph to help focus on important information	Use computer assisted instruction
Highlight main facts in the book	Provide a model to student and refer to it often
Organize a notebook or provide a folder to help organize work	Include variety of activities for each lesson
Send daily/weekly progress reports	Provide cross-age tutoring
Develop reward system for work completion	Provide peer note-taking
Conference regularly with the student concerning needs, production, evaluation of progress	Provide an individual folder or notebook to organize individual work, language assignments or projects.
Provide homework assignment notebook	
Utilize parent volunteer or aides	
Implement home/school communication system for assignments	
Conference with student's parents and other school personnel	
COMMUNICATION	CURRICULUM
Provide positive replacement behaviors for inappropriate behaviors or language	Provide special materials
Role play how to express feelings	Provide opportunities for extra drill
Communicate at developmentally appropriate level	Provide study guide
Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3 words)	Provide instructional materials geared toward student's level of basic skills
Ask child to repeat directions to determine comprehension	Stress a subject or topic in greater complexity or depth
Give student extra time to speak if having dis-fluencies (i.e., stuttering)	Present higher levels of abstraction of academic content
Keep commands simple and direct	Provide opportunities for independent study of library resources

Pair gestures with directions	Provide enrichment choices in addition to or in lieu of the regular assignment
	Plan for self-selected, interest or need-based tasks

NOTICE OF PROVISIONS UNDER THE MISSOURI SAFE SCHOOLS ACT

By state law, school administrators are required to report acts of school violence to teachers and other district personnel with a need to know. District personnel with a “need to know” refers to school personnel who are directly responsible for the learner’s education or who otherwise interact with the learner on a professional basis while acting within the scope of their assigned duties.

School administrators shall report to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the district or while involved in school activities:

1. First Degree Murder under 565.020, RSMo.;
565.052, RSMo.;
2. Second Degree Murder under 565.021, RSMo.;
566.031, RSMo.;
3. First Degree Kidnapping under 565.110, RSMo.;
under 561.120, RSMo.;
4. First Degree Assault under 565.050, RSMo.;
under 569.100, RSMo.;
5. First Degree Rape under 566.030, RSMo.;
Chapter 571, RSMo.;
6. First Degree Sodomy under 566.060, RSMo.;
Molestation under
7. First Degree Burglary under 569.160, RSMo.;
RSMo.;
8. Second Degree Burglary under 569.170, RSMo.;
566.061 RSMo.;
9. First Degree Robbery under 569.023, RSMo.;
Child under 566.083
10. Manufacture of a Controlled Substance under 569.055, RSMo.;
11. Delivery of a Controlled Substance under 579.020, RSMo.;
566.100 RSMo.;
12. First Degree Arson under 569.040, RSMo.;
565.090 RSMo.;
13. Voluntary Manslaughter under 565.023, RSMo.;
565.225 RSMo.
14. First Degree Involuntary
Manslaughter under 565.024, RSMo. or
Second Degree Involuntary Manslaughter
under 565.027. RSMo.;
15. Second Degree Assault under
16. Second Degree Rape under
17. Second Degree Kidnapping
18. First Degree Property Damage
19. Possession of a Weapon under
20. First, Second or Third Child
566.067, 566.061 or 566.069
21. Second Degree Sodomy under
22. Sexual Misconduct Involving a
RSMo.;
23. First Degree Sexual Abuse under
24. First Degree Harassment under
25. First Degree Stalking under

The appropriate law enforcement agency will be notified in all situations where a learner’s conduct violates state law or municipal ordinances. The district will fully cooperate in any investigation and encourages personnel to prosecute learners who are involved in conduct that causes physical harm to them.

In addition, if the district is notified by the juvenile officer that a petition has been filed alleging that a learner has committed a serious Behavior against persons or property, teachers and other district personnel with a need to know will be notified of that information.

Any information regarding serious Behaviors will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a learner.

If a learner's Individualized Education Program (IEP) includes an indication that the learner's condition includes violent behavior that information will be provided to teachers and other district personnel with a need to know.

SECTION I. CORPORAL PUNISHMENT

Corporal punishment is the use of physical force as a method of correcting learner behavior. No person employed by or volunteering on behalf of the district shall administer or cause to be administered corporal punishment upon a learner attending district schools. A staff member may, however, use reasonable physical force against a learner for the protection of the learner or other persons or to protect property.

SECTION II. MANDATORY DISCIPLINE FOR CERTAIN WEAPONS VIOLATIONS

If a learner is determined to have brought any of the following weapons to school or upon school property in violation of this and other district policies, the learner shall be suspended for a period of **not less than one (1) calendar year or recommended for expulsion**, except that the superintendent may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, "taser" (or stun-gun), mace, pepper spray or switchblade knife.

For purposes of this section, a "knife" means a dagger, dirk, stiletto or bladed-hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. In determining whether a learner will be subject to a mandatory one

(1) year suspension, a "knife" shall not include any ordinary pocketknife with a blade of four inches in length or less. However, an ordinary pocketknife with a blade of any length is a "weapon" as that term is used in this and other district policies and the possession,

sale, use or transfer of a pocketknife on school property will subject a learner disciplinary action, including, but not limited to, suspension and/or expulsion.

SECTION III. SERIOUS VIOLATIONS OF THE DISTRICT'S DISCIPLINE POLICY

All Group III, IV and V Behaviors of the Code of Student Conduct are considered serious violations of the district's discipline policy.

SECTION IV. VIOLENT ACTS

Pursuant to the Safe Schools Act, the phrase "act of school violence" or "violent behavior" means the exertion of physical force by a learner with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the district or while involved in school activities. "Serious physical injury" is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting a learner, teacher or any other school personnel of the district and a third-degree assault is considered a violent act.

SECTION V. RESTRICTIONS ON ATTENDING SCHOOL WITHIN THE DISTRICT

No learner shall be readmitted or enrolled in a regular program of instruction if: a) the learner is convicted of; b) an indictment or information is filed against the learner and no judgment is found; c) a petition is filed under Section 211.091 RSMo. alleging the learner committed an act and no judgment is found; or d) a person was adjudicated to have committed an act, which, if committed by an adult, would be one of the following:

- First Degree Murder under 565.020 RSMo
- Second Degree Murder under 565.021 RSMo
- First Degree Assault under 565.050 RSMo
- Forcible Rape under 566.030 RSMo
- Forcible Sodomy under 566.060 RSMo
- First Degree Robbery under 569.020 RSMo
- Distribution of Drugs to a Minor under 195.212, RSMo
- First Degree Arson under 569.040, RSMo
- Kidnapping as a Class "A" Felony under 569.040, RSMo
- Statutory Rape under 566.030, RSMo
- Statutory Sodomy 566.060, RSMo

This section **shall not** prohibit the re-admittance or enrollment of any learner if a petition has been dismissed or when a learner has been acquitted or adjudicated not to have committed any of the above acts. In addition, this section **shall not** apply to a learner with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the learner's disability. Finally, nothing in this section shall be construed to prohibit a district that provides an alternative education program from enrolling a learner in an alternative education program if the district determines such enrollment is appropriate.

SECTION VI. SUSPENSION RESTRICTIONS FOR SERIOUS VIOLENT ACTS

Learners on suspension for any of the Behaviors listed under Notice of Provisions, Requirements and Definitions under the Safe Schools Act or any act of violence or drug-related activity defined by district policy as a serious violation of school discipline pursuant to Section III. Serious Violation of the District's Discipline Policy and Section IV. Violent Acts, shall have as a condition of their suspension the

requirement that the learner is not allowed, while on suspension, to be within one thousand (1000) feet of any school in the district where the learner attended school unless the learner:

- Is under the direct supervision of his or her parent or guardian;
- is under the direct supervision of another adult designated by the learner's parent or guardian, in advance, in writing, to the principal of the school which suspended the learner;
- is in an alternative school that is located within one thousand (1000) feet of a school in the district where the learner attended school; or
- resides within one thousand (1000) feet of any school in the district where they attended school, in which case the learner may be on the property of his or her residence without direct adult supervision.

Any learner violating the condition of suspension required pursuant to this section may be subject to expulsion or further suspension pursuant to the provisions under Behaviors and Interventions. In making such determination, the district shall consider whether the learner poses a threat to the safety of any learner or school employee and whether the learner's unsupervised presence within one thousand (1000) feet of the school is disruptive of the school's disciplinary policy. Removal of any learner with a disability is subject to state and federal procedural rights.

SECTION VII. REINSTATEMENT CONFERENCES

Prior to the readmission or enrollment of any learner who has been suspended for more than ten (10) consecutive days for an act of school violence; or suspended out of school or expelled in accordance with this Policy, a conference must be held to review the learner's conduct that resulted in the suspension or expulsion regardless of whether or not the act was committed at a public school or private school in the state and discuss any remedial actions needed to prevent future occurrences of such conduct.

The district may carry out a suspension or expulsion imposed by another in-state or out-of-state school district, private school, charter school or parochial school if similar conduct in this district would have also resulted in suspension or expulsion. The parent/legal guardian, surrogate parent or learner may request a conference. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the learner and parents/guardians of the learner or any agency having legal jurisdiction, care, custody or control of the learner. The School Board shall notify in writing the parent/guardian and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

PROCEDURES FOR SUSPENSION AND EXPULSION OF LEARNERS

Note: Learners with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as district policy. Please refer to Section IV for the approved procedures for disciplining learners with special needs.

SECTION I. OUT OF SCHOOL SUSPENSION (10 SCHOOL DAYS OR LESS)

Principals or their designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any learner for up to ten (10) school days for violation of the Code of Student Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time.

Note: By law, parents/guardians and learners do not have the right to appeal short-term suspensions.

Prior to imposing the suspension, the principal or their designee must follow the following procedures:

1. Determine whether the learner is a special needs learner

The learner is a special needs learner if any of the following are present:

- Learner has an Individual Education Plan (IEP);
- Learner has a Section 504 Accommodation Plan or request;
- Learner is in the process of being considered or evaluated for a disability; or
- Learner is suspected of having a disability.

If the learner is not a special needs learner, the principal or their designee should proceed as discussed below. *Refer to Section IV for procedures for the suspension and expulsion of special needs learners.*

2. Inform the learner, verbally or in writing, of the charges against them and give them the opportunity to admit or deny the allegations.
 3. If the learner denies the charges, they must be given an explanation of the facts as known to school personnel and an opportunity to present their version of the incident before any Interventions are imposed.
 4. If they deem it necessary, the principal or their designee may conduct a further investigation into the matter before imposing a disciplinary suspension.
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NOTE:

- For purposes of this Policy, the principal may designate a vice-principal to act on the principal's behalf, subject to the principal's supervision.
 - In some cases, the principal or vice-principal may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.
 - When issuing a mandatory parent conference, principals and/or their designee may not use the lack of parent conference as an alternative form of suspension.
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EMERGENCY SUSPENSION

Any learner who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and a learner's opportunity to present their version of the facts shall be provided as soon as possible thereafter. The principal or their designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the learner as soon as possible thereafter. A learner subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the learner's transportation and safety.

SECTION II. LONG - TERM SUSPENSION (11- 175 SCHOOL DAYS)

The superintendent may suspend learners from school for a period of eleven (11) days to one hundred and seventy-five (175) days after the learner and their parents/guardians have been afforded a disciplinary conference. For purposes of this policy, the superintendent may designate the Learner Discipline Officer to act on their behalf, subject to the superintendent's supervision.

During the conference, the learner is subject to the following Due Process safeguards.

1. The learner shall be given notice, either oral or written, of the charges against them.
2. If the learner denies the charges, they shall be given an oral or written explanation of the facts which form the basis for the proposed suspension.
3. The learner shall be given an opportunity to present their version of the incident before any interventions are imposed. A learner has the right to bring forward witnesses on their behalf.
4. Prompt notification will be given to the learner's parents/guardians of the superintendent's or designee's actions, the reasons for such action and the right to a hearing before the school board. This notice shall be provided at the conclusion of the hearing or made by certified mail, addressed to the learner's parents/guardians at their last address.

Right to Appeal

Parents/guardians may appeal the decision of the superintendent or their designee. The appeal **must** be in writing and filed with the District's Legal Services Department within seven (7) calendar days of notice of the suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

If the learner gives notice that they wish to appeal the long-term suspension to the school board, the suspension shall be stayed until the school board renders its decision, unless the superintendent determines that the learner's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the learner may be immediately removed from school and the notice and hearing shall follow as soon as is practicable (167.171(4), RSMo.).

In the event of an appeal, the superintendent shall promptly transmit to the School Board a fully written report of the facts relating to the long-term suspension, the action taken by the superintendent and the reasons therefore.

See Administrative Policy JGD.

SECTION III. EXPULSIONS

The School Board is the only governing body within the district which may expel a learner for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the learners. Prior to expelling a learner, the parent and/or guardian must be given notice and a hearing before the school board. The parent/guardian, or learner if eighteen years or older, may waive the expulsion hearing. If not waived, the hearing will be held on the date set by the Board. The

Board will make a good faith effort to notify parents/guardians of the time, date and place of the hearing.

In all school board hearings for expulsions and/or appeals of long-term suspensions, the following procedures will be adhered to:

1. The parents/guardians will be notified in writing of:
 - The charges against the learner;
 - their right to a school board hearing;
 - the date, time, and place of the hearing;
 - their right to counsel; and
 - their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses.

All such notifications will be addressed to the learner's parent/guardian and mailed by certified mail and regular mail to the learner's parent/guardian at the last address shown on learner records.

2. Prior to the school board hearing, the learner and the learner's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the learner and learner's parent/ guardian will be provided with copies of the documents to be introduced at the hearing by school administration.
3. The hearing will be closed unless specified by the School Board. The hearing will only be open with parental consent. At the hearing, the administration or counsel for the administration will present the charges, testimony and evidence to support such charges. The learner, their parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the School Board shall deliberate in Executive Session and shall render a decision to dismiss the charges, suspend the learner for a specified period of time or expel the learner from the district's schools. The administration or its counsel, by director of the School Board, shall promptly prepare and transmit to the parents/guardians written notice of the decision. Written notice of the decision will also be submitted to the principal and superintendent.

NOTE:

- During any period of suspension (i.e. short and long-term or expulsion) students are prohibited from being on school property at all times. In addition, students are prohibited from attending and/or participating in any district-sponsored activities on or off school property.
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See Administrative Policy JGD.

SECTION IV. SUSPENSION AND EXPULSION OF SPECIAL NEEDS LEARNERS

Learners with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of Student Conduct, except as otherwise provided by this section. The term "Exceptional Education" shall mean and include the administrative unit or units responsible for the direction of the Department of Exceptional Education.

The learner's parent/guardian and Exceptional Education staff shall be involved in all administrative decisions under this Code of Student Conduct involving learners with special needs.

Due Process

Due process procedures applicable to removal, suspension or expulsion of learners from public schools under state law shall be afforded to qualified learners in accordance with School Board policy on Learner Suspension and Expulsion.

Authority of School Personnel

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a learner with a disability who violates the Code of Student Conduct.

Ten (10) School Days or Less

A school may remove a learner with a disability who violates the Code of Student Conduct from their current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than ten (10) school days in the same school year (to the extent such alternatives are applied to learners without disabilities) without providing services. Once a learner has been removed from their placement for a total in excess of ten (10) school days in the same school year, this agency must, during any subsequent days of removal in that school year, determine what special education services will be provided to the learner.

Long-Term Suspension

If a school seeks to give a learner with a disability an out-of-school suspension that totals more than ten (10) school days in one (1) school year and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the learner's disability, the relevant disciplinary procedures applicable to learners without disabilities may be applied to the learner in the same manner and for the same duration that the procedures would be applied to learners without disabilities except services must be provided to ensure the learner receives a free, appropriate, public education, although it may be provided in an interim alternative educational setting.

Change of Placement

A removal of a learner with a disability from the learner's current educational placement is a significant change of placement if:

- The proposed exclusion of a learner is permanent (expulsion), for an indefinite period, for more than ten (10) consecutive school days or a series of suspensions that cumulatively amount to more than ten (10) days that creates a pattern of exclusions under the Individual Disabilities Education Act.
- The determination of whether a series of suspension creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspension has resulted in a “significant change in placement” are the length of each suspension, the proximity of the suspensions to one another, the total amount of time the learner is excluded from school, and the similarity of the misconduct. In no case, however, may serial, short-term exclusions be used to avoid the requirements of re-evaluation before cumulative suspensions of more than ten (10) days. The district’s determination of whether a pattern of misconduct has occurred is subject to review through due process and judicial proceedings. Suspensions that, in the aggregate, are for ten (10) days or fewer are not considered to be a significant change in placement.

Services

School officials may suspend learners with disabilities as defined in the IDEA for a total of up to ten (10) school days (consecutive or cumulative) during a school year without providing procedural safeguards (i.e. without providing IEP services).

If learners with disabilities are given recovery room (suspension in school) and continue to receive access to IEP services, and the general curriculum, and participate with non-disabled learners to the same extent as specified in their IEP, suspension days do not count toward the ten-day limit.

School administrators may consider unique circumstances and determine on a case-by-case basis whether or not to apply full punishment for incidents as defined in this Code of Student Conduct for learners with disabilities, and may suspend a learner for fewer days than set forth in the Code for a single incident.

Manifestation

When school officials anticipate a referral for suspension days of more than ten (10) for the school year, or a long-term suspension/ expulsion, the IEP team must meet to hold a manifestation determination. At a Manifestation Determination, the IEP team reviews the learner’s IEP, evaluation report, information from the parent/guardian and observations of the learner and disciplinary incident to determine whether or not the incident is related to or caused by the learner’s disability.

If the decision made by the IEP team that the incident is related to, has a substantial relationship to, or is caused by the learner’s disability; OR the incident was a direct result of the school’s failure to implement the learner’s IEP.

Then the incident IS determined to be a manifestation of the learner’s disability, and a disciplinary change in placement (suspension/ expulsion) cannot occur. Learners with disabilities, even if expelled, must be provided with an appropriate education in an alternative setting. (See below for special circumstances.)

Additionally, if the incident is related to or cause by the learner’s disability, if necessary the IEP team should review or revise the learner’s Behavior Intervention Plan to address the incident/misconduct for which the learner is being disciplined. If the learner doesn’t have a Behavior Intervention Plan, the IEP team should refer the learner for a Functional Behavior Assessment in order to develop a Behavior Intervention Plan to address the misconduct.

If the learner’s behavior is NOT a manifestation of their disability, then school officials may apply the Code of Student Conduct. In no event, however, may the learner be suspended for more than 10 days in a school year without providing appropriate educational services.

Protection for Learners Not Yet Eligible for Special Education and Related Services

Learners who have not been identified as disabled may be subjected to the same disciplinary measures applied to learners without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the learner had a disability before the behavior that caused the disciplinary action, the learner may assert any of the protections for learners with disabilities in the area of discipline.

A school has knowledge of the disability when:

- The parent has expressed a concern that the learner needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the learner; or,
- the parent has requested an evaluation; or,
- the learner's teacher or other school staff has expressed specific concern about a pattern of the learner's behavior directly to

the director of special education or to other supervisory personnel in accordance with the agency's established learner find or special education referral system.

A school would not be deemed to have knowledge that the learner had a disability, if this agency conducted an evaluation and determined that the learner did not have a disability; or determined that an evaluation was not necessary and provided proper Prior Written Notice refused prior to the behavior incident; or, if the parent of the learner has not allowed an evaluation of the learner pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the learner is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the learner had a disability prior to the behavior that caused the disciplinary action), the learner remains in the educational placement determined by the school district, that can include suspension or expulsion without educational placement determined by the school district, that can include suspension or expulsion without educational services. If the learner is determined to have a disability, this agency shall provide special education and related services and follow all required procedures for disciplining learners with disabilities.

Determination that Behavior Was a Manifestation

If the conduct was a manifestation of the learner's disability, and the school has not conducted a functional behavioral assessment, the IEP team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such learners. If the learner already had a behavioral intervention plan when the conduct occurred, the IEP team must review the plan and, if necessary, modify it to address the behavior. If the behavior was a manifestation of the learner's disability, unless the removal is due to weapons, drugs or serious bodily injury, the learner must be returned to the placement from which the learner was removed. The parent and the school, however, may agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

Whether or not the behavior was a manifestation of the learner's disability, school personnel may remove a learner to an alternative educational setting (determined by the IEP team) for up to forty-five (45) school days if, while at school, on school grounds or at a school function under the jurisdiction of the State Educational Agency or School District:

- A) Carries/has a weapon.
- B) Knowingly has or uses illegal drugs, sells or solicits the sale of illegal or controlled substance.
- C) Has inflicted serious bodily injury upon another person.

On the date this is made, the parent must be notified of the decision, and provided the Procedural Safeguards statement.

Determination of Setting

The interim alternative educational setting must be determined by the IEP team for removals that are changes of IEP placement or forty-five (45) school day suspensions described under special circumstances.

Parent Appeal

If the parent of a learner with a disability disagrees with any decision regarding IEP placement, the manifestation determination under this subsection or the school believes that maintaining the current setting of the learner is substantially likely to result in injury to the learner or to others, they may request a due process hearing.

Authority of Hearing Officer

A qualified hearing officer must conduct the due process hearing and make a decision. The hearing officer

may:

- A) Return the learner with a disability to the IEP placement from which the learner was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the learner's behavior was a manifestation of the learner's disability; or
- B) order a change of IEP placement of the learner with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current setting of the learner is substantially likely to result in injury to the learner or to others.

These hearing procedures may be repeated, if the school district believes that returning the learner to the original setting is substantially likely, to result in injury to the learner or to others.

Whenever a parent or the school district files a due process complaint to request such a hearing, a hearing must be held, except as follows: The State Educational Agency must arrange for an expedited due process hearing that must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing. Unless the

parents and the school district agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of receipt of the due process complaint. A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

Placement During Appeals

When the parent or the school has filed a due process complaint related to disciplinary matters, the learner must, unless the parent and the State Educational Agency or school district agree otherwise, remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Reporting Crimes Committed by Learners with Disabilities

Nothing in this part shall be construed to prohibit this agency from reporting crimes, to appropriate law enforcement and judicial authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by learners with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the learner are transmitted for consideration by the appropriate authorities to whom it reports the crime. Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

Definitions

Controlled substances mean a drug or other substance identified under schedules I, II, III, IV or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)). Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law. Substantial evidence means beyond a preponderance of the evidence. Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of Title 18, United States Code. The term “dangerous weapon” means a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 ½ inches in length.

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ or mental faculty (18 USC 1365 (h)(3)).

SECTION V. DISCIPLINE OF LEARNERS WITH SECTION 504 DISABILITIES

Section 504 requires that the district evaluate each learner with a Section 504 disability before making an initial placement or any subsequent, significant change in placement. The proposed exclusion of a learner with disabilities that is permanent (expulsion), for an indefinite period, for more than ten (10) consecutive school days or a series of suspensions that cumulatively amount to more than ten (10) days that creates a pattern of exclusions constitutes a “significant change in placement” under Section 504.

The determination of whether a series of suspension creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspensions has resulted in a “significant change in placement” are the length of each suspension, the proximity of the suspensions to one another and the total amount of time the learner is excluded from school. In no case, however, may serial, short-term exclusions be

used to avoid the requirements of re-evaluation before cumulative suspensions of more than ten (10) days.

Suspensions that, in the aggregate, are for ten (10) days or fewer are not considered to be a significant change in placement.

Before implementing a suspension or expulsion that constitutes a significant change in the learner's placement, the 504 Committee must conduct an assessment to determine if the behavior was caused by the disability and whether the learner was properly placed and receiving appropriate services at the time of the behavior. If the district proceeds with the suspension or expulsion that constitutes a "significant change" in placement, a re-evaluation must be conducted.

Services

The district is not required to provide services or accommodations during the suspension or expulsion period.

Manifestation Determination

A manifestation determination is a review of the relationship between the learner's disability and the behavior subject to the disciplinary action. If the school decides to discipline the learner by removing the learner from the current placement for more than ten (10) consecutive days or more than ten (10) cumulative days in a school year, that constitutes a change in placement and it must do the

following: on the day the decision is made, inform the parent/guardian of the decision and provide a copy of the procedural safeguards; and immediately, if possible, but not later than 10 school days after the day the decision is made, review the relationship between the learner's disability and the conduct subject to discipline.

The Section 504 Committee must make the manifestation determination decision. The Section 504 Committee can find that the learner's conduct was not a manifestation of a disability only if it does the following:

Within ten (10) school days of the suspension or as soon as practical when a pattern of suspension is created, the 504 Committee shall review all relevant information in the learner's file – including any teacher observations and any relevant information provided by the parent/guardian – to determine if the conduct in question was caused by or had a direct and substantial relationship to the learner's disability and whether the learner was properly placed and receiving appropriate services at the time of the behavior.

If it is determined by the Section 504 Committee that the misconduct is not related to the learner's disability and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the learner may be excluded from school in the same manner as the learner's non-disabled peers as provided for following the Code of Student Conduct.

If it is determined by the Section 504 Committee that the misconduct is related to the learner's disability, or was caused due to the learner's inappropriate placement because the learner was not receiving appropriate services, the learner may not be suspended. The Section 504 Committee must then determine whether the learner's current educational placement is appropriate.

Parent Appeal

The parent/guardian may request a due process hearing to appeal the Section 504 Committee's manifestation finding. If the parent/ guardian requests a due process hearing, the learner will remain in the current placement. The hearing officer must find whether the school currently determined that the learner's conduct was not a manifestation of their disability.

Protection for Learners Not Yet Eligible for Section 504 and Related Services

Learners who have not been identified as having a Section 504 disability may be subjected to the same disciplinary measures applied to learners without disabilities if the school did not have prior knowledge of the disability. If the school is deemed to have knowledge that the learner had a Section 504 disability before the behavior that caused the disciplinary action, the learner may assert any of the protections for learners with disabilities in the area of discipline.

A school has knowledge of the disability when: a) the parent has expressed a concern that the learner needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the learner; or, b) the parent has requested an evaluation; or, c) the learner's teacher or other school staff has expressed specific concern about a pattern of the learner's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established learner find or special education referral system.

A school would not be deemed to have knowledge that the learner had a disability, if this agency conducted an evaluation and determined that the learner had a disability; or determined that an evaluation was not necessary and provided proper Prior Written Notice prior to the behavior incident; or, if the parent of the learner has not allowed an evaluation of the learner pursuant to Section 504 or has refused services. If a request for evaluation is made during the period the learner is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the learner had a disability prior to the behavior that caused the

disciplinary action), the learner remains in the educational placement determined by the school district, that can include suspension or expulsion without educational services. If the learner is determined to have a disability, this agency shall provide special education and related services and follow all required procedures for disciplining learners with disabilities.

Expulsion

Before an expulsion or other exclusion that constitutes a significant change in placement, the 504 Committee must conduct a “manifestation determination.” A learner may be expelled only if the Section 504 Committee determines, when conducting the manifestation, that, based on adequate and current evaluation data, the learner’s misconduct was not related to the learner’s disability and was not the result of either an inappropriate placement or because the learner was not receiving appropriate services at the time of the behavior.

If it is determined by the Section 504 Committee that the misconduct is not related to the learner’s disability, and was not the result of an inappropriate placement and was receiving appropriate services at the time of the behavior, the learner may be excluded from school in the same manner as the learner’s non-disabled peers. If it is determined by the Section 504 Committee that the misconduct is related

to the learner's disability, or was caused due to the learner's inappropriate placement because the learner was not receiving appropriate services, the learner may not be expelled. The Section 504 Committee must then determine whether the learner's current educational placement is appropriate.

Weapons

The district may place a learner with a disability in an alternative program for up to forty-five (45) calendar days without prior determination of whether the behavior is related to his or her disability for carrying a weapon. During this phase, the Section 504 Committee must convene to determine whether the learner's misconduct is a manifestation of the learner's disability and was not the result of an inappropriate placement and was receiving appropriate services at the time of the misconduct. A parent/guardian may appeal the 45-day placement. During the appeal (due process) procedure, the learner must remain in the alternative education setting until the completion of the hearing unless the parent/guardian and the district can agree on another placement.

Substance Abuse

Schools may take disciplinary action in situations where learners are "currently engaging [in] the illegal use of drugs or in the use of alcohol" to the same extent that such disciplinary action is taken against non-disabled learners. In such a case, the parent/guardian may not resort to a due process procedure under the law to contest the disciplinary action.

SECTION VI. DISCIPLINE OF LEARNERS IN EARLY LEARNING

(Head Start, Pre-K & Montessori, Extended Learning)

MHA Early Learning and all supporting district staff must discipline Pre-K learners in accordance with Missouri Accreditation Policies and Procedures and in compliance with Missouri Child Care Laws and Regulations for Licensing. Pre-K children are learning self-regulation, impulse control and socializing and therefore rely heavily on the adults in their lives to guide their behavior through co-regulation, skills coaching and modeling of appropriate behavior. Since early experiences have profound effects, both cumulative and delayed, on a child's development and learning, interventions should emphasize coaching and teaching of new skills within the classroom setting. Intervention will use developmentally appropriate practices, for the purpose of supporting to the successful development of the child's positive relationships and a positive self-concept.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND RETALIATION

Notice of Non-Discrimination

NOTICE OF NON-DISCRIMINATION

The MHA Board of Education is to maintain a workplace and education environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, learners or others on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, genetic information or any other factor prohibited by law, or based upon a belief that such a factor exists, in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The MHA is an equal opportunity employer.

Facilities

The district also provides equal access to the Boy Scouts of America, the Girl Scouts of the United

States of America and other designated youth groups in accordance with federal law.

School Nutrition Programs

In accordance with federal civil rights laws and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Individuals with Disabilities

The district will identify, evaluate and provide a free, appropriate education to all learners with disabilities in accordance with law. Anyone who knows or believes that a learner may have a disability- regardless of whether the learner is currently enrolled in the MHA -is encouraged to contact the district's compliance officer listed below.

Anyone who, because of a disability, requires an auxiliary aid or service for effective communication or requires a modification of policies or procedures to participate in a program, service or activity should contact the compliance officer listed below as soon as possible, but no later than forty-eight (48) hours before the scheduled event

PURPOSE

The purpose of issued technology items and access for students is to facilitate education and research, to promote access to electronic resources that will assist in providing information to learners, and to assist staff in carrying out their responsibilities as educators.

STUDENT USE

- Learners are responsible for their issued technology items and must take good care of them.
- Learners must ensure that their applicable technology devices (tablet, Chromebook, laptop, hotspot, etc.) are charged every day before they bring them to school.
- Learners must bring their issued device(s) to school every day that they are in attendance.
- Sound must be muted unless headphones are used or permission is obtained from the teacher.
- Learners must know where their issued device(s) is at all times and only use the device(s) provided to them unless otherwise permitted by a teacher.

BASIC CARE AND HANDLING

- Learners will not loan out their Chromebook or other issued technology device(s), cords, or accessories to others.
- Learners must keep their issued technology device(s) protected at all times.
- Learners must keep food and liquids away from their issued technology device(s).
- Learners must use their issued technology device(s) responsibly when on the bus.
- Learners must not deface their issued technology device(s) in any way. This includes, but is not limited to, marking, painting, drawing, attaching stickers, etc.
- Learners must not tamper with the hardware or software, disassemble any part of, or attempt any repairs of their issued technology device(s).

STUDENT EXPECTATIONS FOR RESPONSIBLE COMPUTING

- Learners must keep their login and password information private and only share it with teachers, school officials, and parents/guardians.
- Learners must only use the login and password information provided to them and must not attempt to login as any other person.
- Learners must use appropriate language in all digital products and communications.
- Learners must not give my name, address, phone number, school, or my teachers'/parents' names, addresses, or phone numbers to anyone online.
- Learners must not fill out any form or sign up for anything online that asks them for any information about their school, family, or themselves without first asking permission from their teachers/parents/guardians.
- Learners must not use any articles, stories, or other works they find online and pretend it is their own.
- Learners must not make use of materials or attempt to locate materials that are inappropriate in a school setting, or that may offend others.
- Learners must only locate and use school appropriate content in their digital work.
- Learners must not use screensavers, backgrounds, and/or pictures with offensive language and/or materials.
- Learners issued technology devices are subject to inspection at any time without notice and remain the property of the MHA.
- Learners must follow the expectations outlined in board policies, associated board regulations, Learner/Parent Technology Handbook, and the Learner Code of Student Conduct at all times.
- Learners must return their issued technology device(s) and all accessories in good working condition.
- Learners will be charged for any lost/stolen/damaged laptop items.

PARENT / GUARDIAN RESPONSIBILITIES AND INFORMATION

- Parents/Guardians are responsible for any damages to their learner's issued technology device(s).
- Incidents which occur at school involving multiple parties will be investigated by district administration.
- Parents/Guardians and learners are to follow the expectations outlined in the Board Policies, and associated board regulations. A violation of these guidelines could result in disciplinary action for the learner.
- Parents/Guardians are responsible for monitoring their learner's use of all district issued technology and internet use when they are not at school.
- A learner's use of the school network and device will be monitored for compliance with school policies and applicable laws.
- Fraudulent reporting of theft will be turned over to the police and insurance company to prosecute.

- Learners will have access to web-based tools, digital resources, and applications that support teaching and learning, and these online services may collect, use, and disclose personal information (such as learner names and email addresses), but only for the use and benefit of the school for the purpose of learner learning. In accordance with Board policies and regulations, learners will be strongly discouraged from providing any other personal information, and parents/guardians must instruct their learner not to provide any other personal information. Parents/guardians must contact their learner's teacher and/or school if they need additional information about the applications and online services that are used for learning in their learner's classes.

The district's technology resources are not a public forum for expression of any kind.

RIGHT TO MONITOR STUDENT USE

The district reserves the right to: (1) monitor all learner computer activity at any time; (2) determine what is appropriate use; (3) log network use and monitor storage space utilized by users; and (4) remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or unacceptable use.

DAMAGES TO TECHNOLOGY EQUIPMENT

All damages incurred by the district due to a learner's intentional or negligent misuse of the district's technology resources, including loss of property and staff time, will be charged to the learner. District administrators have the authority to sign any criminal complaint regarding damage to district technology.

DAMAGE COSTS

Accept Optional Annual Insurance Coverage		Deny Optional Annual Insurance Coverage		Common Repair/Parts	
Initial Cost	\$20.00 Annually per student	Initial Cost	\$0.00 Annually per student	Common Repair/Parts	Repair Cost
Cost for Damage	1st Damage Occurrence: Cost Waived	Cost for Damage	Individuals declining purchase of the optional insurance coverage will be responsible for the total cost of repair. Repair/replacement costs are listed below for each device.	Cover and Base Enclosure	\$74
	2nd Damage Occurrence: \$30			Keyboard	\$50
	3rd Damage Occurrence: \$50			Palmrest/Webcam	\$50
	4th+ Damage Occurrence: full cost of repair			Touch Display Screen	\$109
Cost for Replacement	\$150.00 per device	Cost for Replacement	Full replacement cost of the device. Specific device replacement costs listed below	Battery Replacement	\$50
				Ac Adapter	\$50
				iPad Replacement	\$400
				iPad Keyboard Replacement	\$100
				Chromebook Replacement	\$400
				Hotspot	\$45

*All prices listed above are subject to change.

Please note that the optional insurance does not cover the following:

- The power adaptor
- Any dishonest, fraudulent, malicious or criminal acts.
- Any loss to software, data, documents, music, videos, recordings or other personal information.
- Additional loss caused by failure to use all reasonable means to protect the device after it has been damaged.
- Disappearance of the device not reported to local law enforcement.

School/Location

School Year

Student's Name Printed

Date

Student Signature

As the parent or legal guardian of the minor student signing below, I grant permission for my child to access networked computer services, such as electronic mail and the internet.

Parent's/Guardian's Name Printed

Date

Parent/Guardian Signature

ACKNOWLEDGMENTS

CODE OF STUDENT CONDUCT ACKNOWLEDGMENT

The Muskegon Heights Academy (MHA) expects all learners to read and understand the Code of Student Conduct and to follow the rules and regulations set forth in the Code of Student Conduct.

Both learners and parents/guardians must acknowledge, by completing this form that they have received and reviewed the Code of Student Conduct. Failure to read the Code of Student Conduct and/or sign this acknowledgment will not prevent learners from being held accountable for their behavior and receiving Interventions listed within the Code of Student Conduct.

ISSUED TEXTBOOK & TECHNOLOGY ACKNOWLEDGMENT

The Board of Education may provide textbooks for every learner enrolled in grades kindergarten through twelve in addition to one computer for learners enrolled in grades one to twelve in the MHA. The learner and parent(s) are responsible for the learner’s textbooks and computer they have been issued to the learner. This responsibility includes the return of these items to the school district at the end of the term/year or when the learner withdraws from the district.

The learner is responsible for keeping all issued items in good condition. Writing or marking or defacing district property is prohibited. A learner or parent may be held responsible for any abuse or willful destruction of textbooks and/or computers. For purposes of this acknowledgment, MHA will consider the failure

to return a textbook and/or computer as abuse or willful destruction. MHA reserves the right to reclaim its loss for damaged or lost textbooks/computers and may withhold grades, transcripts, or diplomas until the replacement fees have been paid.

Parents/Guardians Acknowledgment:

I certify that I, _____, received a copy of the Code of Student Conduct and reviewed the Code of Student Conduct with my child,

I further understand that I am responsible for the proper care and return of textbooks issued to my child or I **shall be subject to replacement costs.**

Parent/Guardian Signature

Date

Learner Acknowledgment:

I certify that I, _____, received a copy of the Code of Student Conduct and reviewed each page of the Code of Student Conduct. I further understand that I am responsible for the proper care and return of all textbooks issued to me.

Learner Signature

Date

This signed acknowledgment will be maintained at the school building in the learner's file

Appendix

ACADEMY VISITORS

In order to protect the educational program of the Academy from undue disturbance, guidelines and procedures for visitors shall include the following:

- A. Persons wishing to visit the Academy are to make arrangement in advance through the Academy's office.
- B. Every visitor to the Academy must register at the main office and get a visitor's pass. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register at the Academy office is without authorization to be on Academy property and should be asked to either identify himself/herself properly and obtain permission by registering and getting a visitor's pass or to leave the Academy grounds. If the visitor refuses to leave the Academy grounds or creates any disturbance, the School Leader should request aid from the Muskegon Heights Police Department.
- C. No visitor may see a student in the Academy unless it is with the specific approval of the Building Principal. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the Academy with anyone who is not clearly identified as his/her parent or an appropriately authorized person.
- D. Students may not bring guests to the Academy, unless permission to do so has been granted by the Building Principal.
- E. Other than parents who have been asked by a teacher to be in the classroom, other parents who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the School Leader and the teacher and state the purpose of the visitation.

Parents must understand that, because classroom visitations can be distracting to the students, the following guidelines have been established for classroom visitations:

- A. Visitations are not to occur during examinations and independent study periods.
- B. The number of visitors at any one (1) time should not exceed two (2) parents.
- C. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.
- D. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.
- E. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.
- F. Use of audio or visual equipment to record classroom activities must be approved by the School Leader and the teacher. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the School Leader, as it may violate the privacy rights of students unrelated to the visitor. Recording other

Academy activities to which the public is invited will be in accordance with AG 9160 - Attendance at Public Events.

- G. If the nature and instructional purpose of any activity calls for students to be segregated by gender for purposes of privacy, only visitors of the same gender may observe those groups in the privacy areas.
- H. Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.
- I. If a parent or other visitor wishes to tape record a conversation with a teacher or the School Leader, he/she should request permission from the teacher or School Leader, although the person is not obligated to do so. If the teacher or School Leader wishes to record a conversation with a parent or other visitor, he/she is to inform that person that the conversation is being recorded before the conversation begins.

A copy of these guidelines and Form 9150 F1 is to be given to, and signed by, each non-staff visitor to a classroom, as an indication that he/she understands the guidelines and is willing to abide by them.

Visitors are encouraged to meet with the School Leader and teacher during non-instructional hours to discuss the observation and to obtain answers to their questions. If a parent has a concern about what may be transpiring in his/her child's classroom, he/she should follow the Board's Policy 9130, which states that the parent should address the matter first with the teacher and, if not rectified, only then meet with the School Leader.

If a disabled person should visit the Academy and request accommodation and he/she has not submitted the Request for Accommodation Form 9180A F1 in advance, the School Leader should ask the person to allow the Academy adequate time to arrange for the accommodation, providing such accommodation is reasonable (see AG 9180A).

In a conspicuous place at each entrance, the School Leader shall post the guidelines and procedures to be followed by visitors.

New Guideline Spring 2016