

# ***HILLMAN COMMUNITY SCHOOLS***



**ELEMENTARY SCHOOL**

**STUDENT/PARENT HANDBOOK**

**School Year 2023-2024**

Adopted by the Board of Education on **08/22/2023**

<i>Teacher</i>	<i>Grade</i>	<i>Hillman Elementary School Staff</i>
Reedy, Chaley	Administrative Assistant	
VanPamel, Jordon	Kindergarten	
VanPamel, Mason	Kindergarten	
Bright, Cindy	1	
VanPamel, Nikki	1	
Pitts, Diane	2	
Smith, Olivia	2	
Kinn, Nancy	3	
Villeneuve, Heidi	3	
Johnson, Scott	4	
McGeorge, Amanda	4	
Post, Jana	5	
Rundell, Ken	5	
Rundell, Kari	SPED	
Sobey, Kari	Instructional Coach/SPED	
O'Dell, Zachary	Movement/STEAM	
Witter, Ben	Music/Band	

**Paraprofessionals:**

Linda Benac - Special Support/Playground  
 Nicole Ruthko - Special Support/Playground  
 Makenna Hively - Special Support Services  
 Heidi Garrison - Special Support Services  
 Dana Welch - Special Support Services/Restorative Justice  
 Karen Balcom - Special Support Services  
 Lisa Snyder - Special Support Services/SPED Lead

**Sources of Information:**

Superintendent/Title IX Decision Maker:	Dr. Pamela L Rader	989-742-2908
Hillman Jr/Sr High Principal/Title IX Coordinator:	Mrs. Kayla Nichols	989-742-4538
Hillman Elementary Principal/Title IX Investigator:	Mrs. Crystal Vogt	989-742-4537
Maintenance Director:	Mr. Chuck May	989-742-2432
Transportation Director:	Mr. Scott VanPamel	989-742-2907
Food Service Director:	Mr. Scott VanPamel	989-742-3313

**Hillman Board of Education:**

*President:* Kelly Burwell  
*Vice President:* Jack Matthias  
*Secretary:* Donna Tucker  
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*Trustee:* Brian Klein  
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<b>NOTE:</b>	<p>This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in August 2023. If you have questions or would like more information about a specific issue or document, contact your school principal, or access the document on the District's website: <a href="http://www.hillmanschools.com">www.hillmanschools.com</a> and find the specific policy or administrative guideline in the Table of Contents for that section.</p>
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## **FOREWORD**

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

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

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 2023. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024 the language in the most current policy or administrative guideline prevails.

## **EQUAL EDUCATION OPPORTUNITY**

It is the policy of this District to provide an equal education opportunity for all students. Any person who believes that they have been discriminated against on the basis of their race, color, disability, religion, gender, or national origin, while at school or a school activity, should immediately contact the Superintendent.

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

## **PARENT INVOLVEMENT**

All parents/volunteers must complete a criminal background check prior to volunteering. If you wish to volunteer for any building-wide activities, please complete the required paperwork, background check at the district or elementary office to be placed on a Volunteer List. This list will be updated every semester. We welcome your support and have many activities that you can assist with. It may take up to two weeks to have background checks returned, so please make sure to get the required paperwork into the District Office in a timely manner.

Hillman Elementary School has an active PTSG (*Parent Teacher Support Group*). Please see the website <https://www.hillmanschools.com/elementary/ptsg/> or elementary office for information about meetings and activities.

## **INJURY AND ILLNESS**

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

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission. Students must be fever free (without fever reducing medication) for 24 hours before returning to school.

## **HOMEBOUND INSTRUCTION**

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

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

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

## **SECTION I - GENERAL INFORMATION**

### **ENROLLING IN THE SCHOOL**

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides, unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian.

When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate)
- C. proof of residency
- D. proof of immunizations.
- E. Kindergarteners enrolling in school for the first time must have a vision and hearing screening and dental exam within 6 months of the start of the school year (March 1). First graders enrolling in a Michigan school for the first time, must have proof of vision and hearing.

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

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

### **SCHEDULING AND ASSIGNMENT**

The Principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the Principal.

### **WITHDRAWAL FROM SCHOOL**

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

### **TRANSFER OUT OF DISTRICT**

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

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

## **IMMUNIZATIONS**

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

## **USE OF MEDICATIONS**

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

- A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.
- C. All medications must be registered with the Principal's office.
- D. Medication that is brought to the office will be properly secured.
- E. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
- F. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent written permission release.

## **ASTHMA INHALERS AND EPI-PENS**

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

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

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

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period as specified in the schools administrative guidelines.

## **CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES**

In the case of non casual-contact, communicable diseases communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non Casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

### **INDIVIDUALS WITH DISABILITIES**

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

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law.

### **STUDENT RECORDS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The school complies with all fire safety laws and will conduct five (5) fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted two (2) times per year using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of three (3) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes.

## **EMERGENCY CLOSINGS AND DELAYS**

If the school must be closed or the opening delayed because of inclement weather or other conditions, information will be shared through the following stations:

**WATZ THE EAGLE 101.5**

**CARROLL BROADCASTING**

**MACDONALD GARBER BROADCASTING**

**UPNORTH LIVE**

**BLACK DIAMOND BROADCASTING**

**WBKB Channel 11**

**TRUE NORTH RADIO**

**CHANNEL 9 & 10 and FOX 32**

Phone numbers entered in Skyward will receive a telephone/text message to the phone number(s) indicated on enrollment forms, in the event of school closings. If you wish to opt out of this process please contact the business office with any changes (989-742-2908). Parents and students are responsible for knowing about emergency closings and delays.

## **RECESS**

Students at Hillman Elementary School have Outside Recess each day. It is important that students are dressed for the current weather conditions. We do keep students inside under some conditions such as:

- Temperatures 10 Degrees or below including wind-chill
- If the playground is covered with water or mud due to rain
- Thunder or Lightning
- Ice that may cause dangerous conditions not allowing students to get to a safe area to play
- Intruders in the area as reported by local Law Enforcement/Secure Mode or Lockdown

Hillman Elementary School has provided an Inside Recess Area for such occasions so students still get active play time each day including the use of the gym. Students will be required to be outside during times that the student body goes outside unless a Doctor's note is provided excluding such activity for a short period of time. Playground rules are reviewed at the beginning of each semester.

## **SAFETY CONCERNS**

Students should not use roller blades, bicycles, skateboards, heelies, scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments.

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

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

## **SECTION II - ACADEMICS**

### **COURSE OFFERINGS**

An elementary full time pupil for Kindergarten - 2nd grade has six or more courses on the student schedule. An elementary full time pupil for 3rd - 5th grade has eight or more courses on the student schedule.

### **REPORT TO PARENTS**

Parent/Teacher Conferences will be held twice a year to discuss student progress in school. See school/district calendar for dates. Parents/guardians are encouraged to contact the child's teacher or the principal if you have questions about your child's progress throughout the year.

Report cards are issued once every nine weeks, four times a year. Please check Friday Folders sent home weekly for important communications, including grade cards and when they are issued.

Standards based format is used in grades K-5. All grades are based on mastery of standards.

Hillman Elementary students are expected to complete all assigned activities. Support through the WIT(Restorative Justice) room, School Success or the classroom teacher will be provided for any student that has incomplete or missing work.

### **ASSESSMENTS**

Throughout your child's school years, he/she will take many assessments, including State and District. These assessments show how your child is progressing over time. Assessments help teachers identify students' strengths and areas for support in order to provide more appropriate academic opportunities. All testing results are available to parents upon request or sent home in Friday Folders as the data is collected.

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

Promotion to the next grade is based on the following criteria:

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

Retention can occur when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team, input from parents, and with the concurrence of the building administrator. Final decisions on student promotion, placement, or retention rest with the building principal.

### **FIELD TRIPS**

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

### **LIMITED ENGLISH PROFICIENCY**

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional

support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District.

## **SECTION III - STUDENT ACTIVITIES**

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

Hillman Elementary provides students the opportunity to broaden their learning through curricular-related activities. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

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

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

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

## SECTION IV - STUDENT CONDUCT

### ATTENDANCE

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

#### **Absences:**

Student absences may be approved by the principal.

- The school principal or designee is the only person authorized to excuse a student's absence.
- A note from a parent/guardian is a request that a student's absence be excused.
- When a student accumulates an excessive number of absences (5 days in a calendar month or 10 days within 90 calendar days) and additional absences occur which are caused by illness, a written statement from a physician verifying that the absence was caused by an illness may be required by the principal to be submitted by the parent/guardian.

Habitual tardiness is defined as six (6) or more tardies to school or to an individual class per quarter. For enforcement of compulsory school attendance, three unexcused tardies or unexcused early sign-outs may, at the discretion of the school principal, be considered equal to one day of absence.

It is the responsibility of the parent to call the office and inform the school of an excused absence.

#### **Excused Absences:**

Absences may be excused for the following reasons:

- Hospitalization or illness requiring home confinement.
- Death or serious illness in the immediate family.
- Medical or dental appointments for students.
- Observation of major religious holidays of the family's faith.
- Court ordered appearances.
- Family vacations – with prior arrangement with administration.

#### **Unexcused Absences:**

If a student has no excuse, or if the one presented is unacceptable, the student will be given an "Unexcused Absence". Examples of Unexcused Absences:

- Missing the school bus
- Over sleeping
- Shopping
- Lack of Sleep
- Skipping School
- Lack of child care
- No written excuse provided

#### **Truancy:**

Research shows that school attendance has a significant impact on a student's success. After 8 unexcused absences in a semester, a letter from the principal will be sent home and a referral made to the School Success and MTSS team.

After 12 unexcused absences in a semester, parents/guardians will receive a second letter from the principal and a date for a meeting. A plan will be created at this meeting and a copy will remain in the child's school records.

After 15 unexcused absences in a semester, parents/guardians will receive a third letter from the principal indicating **truancy charges are being filed and the student may be retained in his/her current grade for the following school year**. Exceptions will be made for extenuating circumstances at the discretion of the Elementary Principal. A mandatory Truancy Meeting with administration and the Student Resource Officer will be scheduled.

Further absences that do not meet the plan created in the Truancy Meeting may result in truancy charges being filed with the District Attorney.

If medical documentation is provided, those days will not count towards the 10-day attendance cap. In addition, funerals and religious holidays also will not count towards the 10-day attendance cap.

**Tardies:**

- School is in session from 7:55 a.m. – 3:17 p.m. (School doors open at 7:20 a.m.)
- Any absence from 8:00 – 9:15 is considered a morning tardy
- If a student arrives in their classroom after 9:15, it will be considered a half-day absence.
- If a student leaves before 2:15, it will be considered a half-day absence.
- Any absence from 2:15 – 3:17 is considered an afternoon tardy.

**Arrivals/Pick-Ups:**

Morning drop off is in the gym. All students remain in the gym until their grade level is called to go to class. Any adult that is in contact with the student body other than dropping students off or picking students up at dismissal must complete a criminal background check to be processed through the district office. Forms are available online, at the elementary or district building. Exceptions are made during scheduled celebrations when the community/parents are invited to attend events.

All students will be signed in and out through the office. Students are **ONLY** permitted to be released to adults on the student permission to pick up form or parents on birth certificate. Please add all names of anyone (including older siblings) that may need to pick up your child for any reason. Feel free to update this information in the front office as needed.

Upon dismissal all students will be lined up according to their dismissal plan and teachers will escort students to the car or bus. If a student is a walker/car rider, they will need to be identified as such via the PikMyKid App. Parents/Guardians will be given sign up information during Open House for the PikMyKid App. If there is a need for bus riders to be picked up, the parent/guardian will need to update information via PikMyKid prior to 2:30 in the parent portal. If there is an emergency- please contact the front office for assistance.

If your child has an afternoon appointment and will need to be picked up early from school, please contact the front office prior to 1:00 and we will have your child ready at the required time to be picked up in the office. No students will be called to the office for dismissal from 2:45-3:05 unless arrangements have been made ahead of time due to the dismissal process or in the case of an emergency. Thank you for your cooperation in this matter.

**Extended Absence During the School Year:**

Parents should discuss absences with the principal and create a plan for make-up work with individual teachers. One-day minimum for each day missed will be allowed for make-up work.

**Early Dismissal:**

No student will be allowed to leave school prior to dismissal time without the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

## **CODE OF CONDUCT**

A major component of the educational program at Hillman Elementary is to prepare students to become responsible by learning how to conduct themselves properly and in accordance with established standards.

Each student shall be expected to:

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

**Dress and Grooming:**

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

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

Shorts and skirts above mid-thigh, tight fitting clothing, spaghetti straps, and midriff tops. Hoods will be removed upon entering the school building during the day. Students' dress should reflect current weather conditions.

Students will be sent to the front office for appropriate clothing if needed.

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

**Care of Property:**

Hillman Community Schools is committed to prepare all students and teachers to fully maximize the integration of technology resources into the academic program. The internet and computers on our network are used to support the educational objectives of Hillman Community Schools. Use of

these technologies is a privilege and is subject to a variety of terms and conditions as stated in School Board Policy 5136. The school district retains the right to change such terms and conditions at any time.

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

### **BULLYING/ HARASSMENT**

The Hillman Community Schools board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or overall well-being may be at issue.

“Bullying” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,

- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Hillman Community Schools board of education recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Hillman Community Schools board of education believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The Hillman Community Schools board of education believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Hillman Community Schools board of education requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

#### *Factors for Determining Consequences*

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is *not* a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### *Examples of Consequences*

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

### *Examples of Remedial Measures Strategies for Individual Behavioral Change:*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

### *Strategies for Environmental Change (Classroom, School Building, or School District):*

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem

- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Hillman Community Schools board of education requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Hillman Community Schools board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Hillman Community Schools board of education prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Hillman Community Schools board of education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Hillman Community Schools board of education requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop a process for discussing the school district policy on harassment/bullying with students and staff.

## **TITLE IX HARASSMENT**

Hillman Elementary does not discriminate on the basis of sex in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. Reference can be made to the Board adopted policy 2266.

## **DRUG FREE SCHOOL ZONE**

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

The Board prohibits the use, possession, concealment, or distribution of any drug at any time on District property or at any District-related event.

For purposes of this policy, “drugs” shall mean:

- All dangerous controlled substances as so designated and prohibited by Michigan statute;
- All chemicals which release toxic vapors;
- All alcoholic beverages;
- Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- “Look-alikes”;
- Anabolic steroids;
- Any other illegal substances so designated and prohibited by law.

## **STUDENT DISCIPLINE CODE**

The Board of Education has adopted the following Student Discipline Code. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff’s responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a safe and orderly environment. Discipline is within the sound discretion of the Schools staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

## **DISCIPLINE**

The principal has the unequivocal right to determine the appropriate charge(s) for the misconduct and the corresponding level of the offense based on the facts and circumstances of the incident(s). Teachers and other school staff members have authority for the control and discipline of students assigned to them on campus, as well as in other places where they may supervise students. Students are expected and required to follow the requests and directives of all teachers and school staff members, school volunteers, and chaperones when on School Board-owned property or at other places where they are under the direct supervision of School Board personnel. Teachers shall make every reasonable effort to control classroom disruptions or misbehavior by students. However, if a disruption or misbehavior persists, or if the disruption is severe, the teacher shall

direct the student to an appropriate administrator with a description of the incident on a referral form provided by the administration.

Students may be subject to discipline for violation of the code even if that conduct occurs on property not owned or controlled by the Board, but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Teachers are authorized to remove a student who is unruly, disruptive or abusive, as well as any student who repeatedly interferes with the teacher's ability to communicate with the class or the ability of the student's classmates to learn.

A principal, teacher, or other staff member or bus driver shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, suspension and expulsion of students, except in the case of excessive force or cruel and unusual punishment.

Teachers and other instructional personnel are given the right to use reasonable force to protect themselves or others from injury and to press charges against a student if a crime has been committed on school property, on school-sponsored transportation, or during school-sponsored activities.

## **REFERRAL PROCESS**

In any situation where a violation of the *Code of Conduct for Students* or school's discipline plan is alleged, the principal or principal's designee shall hear the student's explanation and carry out an investigation before imposing any corrective action. Only the principal or the principal's designee has the authority to suspend a student from class or school. The principal has the authority to reduce the number of days assigned for a suspension pending the outcome of a meeting with the parent(s) or guardian of the student.

A. Students accused of a violation of the *Code of Conduct for Students* or school's discipline plan which, in the opinion of the principal/designee, warrants corrective action including an out-of-school suspension or expulsion, shall be afforded the fundamental right of procedural due process. The degree of formality associated with a suspension conference or hearing depends upon the nature of the offense and the severity of the sanctions that may be imposed as a result.

B. The principal or the principal's designee can suspend a student for a period of time not to exceed ten (10) school days at any one time. The principal's designated representative shall:

- Provide an opportunity for the student to explain what occurred.
- Make a good faith effort to immediately inform the student's parent/guardian by telephone of the student's out-of-school suspension and the reasons for the suspension.
- Notify the parent/guardian of the out-of-school suspension and the reasons for the suspension in writing within 24 hours by U.S. mail or in person.
- Provide opportunities for students to make up work missed during the period of suspension in a timely manner.

C. If it becomes necessary to consider a student for suspension from school attendance for a period of eight, nine or ten (10) school days, the principal or designated representative shall:

- Make a good faith effort to notify the student and the student's parent/guardian of the consideration for suspension immediately and in writing.
- Provide an opportunity for the student to explain what occurred.
- Make certain that each student being considered for suspension is provided an administrative review, affording both sides ample opportunity to present his/her case. The decision to suspend

shall be subsequent to the hearing and only on the basis of substantive evidence supporting the charges against the student.

- Immediately notify the student and the parent/guardian of the suspension in writing.
- Note: When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student and parents/caregiver of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the superintendent. The request for an appeal must be in writing. Suspension from co-curricular and extra-curricular activities may not be appealed.

D. Emergency situations include but are not limited to:

- physically assaulting another student or staff member;
- behavior posing a clear and present danger to the safety and welfare of the students and employees of the school;
- creating an immediate disruption of the orderly operation of the school.

### **LONG-TERM SUSPENSION OR EXPULSION FROM SCHOOL**

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents, which will contain:

- The charge and related evidence;
- The time and place of the Board meeting;
- The length of the recommended suspension or expulsion;
- A brief description of the hearing procedure;
- A statement that the student may bring parents, guardians, and counsel;
- A statement that the student may give testimony, present evidence, and provide a defense;
- A statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;
- The ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if the Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled with the building administrator during which the student may be represented by his/her parents, legal counsel, and/or by a person of his/her choice.

Within two (2) school days (as in AG 5610) after notification of long-term suspension or expulsion, the long-term suspension or expulsion may be appealed, in writing, to the superintendent. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

Hillman Elementary School makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the building administrator.

E. Hillman Community Schools ensures that the policies and procedures for the discipline of a student with an identified disability are in compliance with Federal, State and District guidelines.

### **School Authorities Reporting a Crime Involving a Student with a Disability**

***Section 300.535 of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) requires that an agency (e.g., school) reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA). When the school authorities report the crime to law enforcement, the parent/guardian will be contacted and asked to give written permission for the transmission of the special education and disciplinary records.***

## **INTERVENTIONS AND CORRECTIVE ACTIONS**

Following a proven act of misconduct, the principal or his/her designee may provide interventions, apply corrective actions, or both. The follow-up will be determined by the seriousness of the misconduct, the behavioral history of the student, and the particular circumstances that surround the occurrence. Interventions and corrective actions will be applied keeping in mind that the goal is to change a student's behavior. Conferences, plans, contracts, training, teaching and other possible interventions are provided on the chart following this section, as well as suggested actions for each level of disciplinary misconduct.

In addition, Hillman Community Schools has implemented the School Wide Positive Behavior Support Program. School-Wide Positive Behavior Support (SW-PBS) is a proven, research and evidence-based behavior framework which consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. It emphasizes teaching ALL students desired behaviors that lead to increased academic achievement and a safer more respectful school climate. SW-PBS also emphasizes the need for school staff to promote appropriate behaviors through explicit direct instruction, modeling, and reinforcement. Minor misbehaviors are viewed as teachable moments rather than discipline opportunities.

Strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team (MTSS-PBS) can work together to collect data and design interventions which may prevent referrals to more specialized programs. Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Changes in the level of support provided are dependent on the success or lack of success which indicates the need for more intensive interventions.

The *Student Code of Conduct* complements and supports the district-wide implementation of SW-PBS to foster student academic and behavioral success for ALL students.

## **EXPULSION**

Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set forth by the School Board not to exceed the current school year plus one (1) additional year. Expulsion is an extreme measure for use only after alternative measures to remedy improper behavior have failed or the student's infractions are extremely severe. **If a student is recommended for expulsion, he/she may request, in writing, a due process hearing, before an impartial hearing officer to challenge the recommendation.**

1. Early Readmission Criteria:

a. A student, who has been expelled for a drug-related offense, may be considered for Early Readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference, and shows proof of successful completion of a state-licensed drug abuse program, including random drug testing for each month of the remaining period of expulsion. Results of each monthly testing will be sent to the Superintendent's designee for review. If the student fails to provide proof of the test at the end of any month or if the test shows a positive result for the presence of a controlled substance, the remaining period of the original expulsion will be reinstated.

b. A student, who has been expelled for reasons other than a drug-related offense, may be considered for Early Readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference, and shows proof of completion of successful counseling by a licensed therapist.

*Note: In order to meet the deadline for Early Readmission to take place, the written request to the Superintendent must be received at least 30 days prior to the beginning of the school year or 30 days prior to the Winter Break.*

2. Expulsion from the regular school program for off-campus acts may occur when a student has been formally charged with a felony, or adjudicated guilty of a felony, or a delinquent act which would be a felony if committed by an adult off school property.

3. If a student has been expelled, the student must be out of school for at least 180 calendar days subsequent to the Order of Expulsion before the School Board will consider a recommendation for Early Readmission.

4. If approved for Early Readmission, a student may only reenter school at the beginning of a school year or at the beginning of a semester.

## **OFFENSES AND DISCIPLINARY ACTIONS**

Students committing an act during the time they are attending school, or during non-school hours that causes a substantial disruption to the educational process, or riding the school bus, or at a school-sponsored activity and during the time they are on School Board premises shall be subject to the laws, regulations of the State Board of Education, the rules and policies of the School Board and the *Code of Conduct/Discipline for Students*, and shall be under the control and direction of the principal or designee. Each principal has the authority with his or her staff and community, as permitted by School Board policy, to establish additional standards at individual schools. The principal has the unequivocal right to determine the appropriate charge(s) for the misconduct and the corresponding level of the offense based on the facts and circumstances of the incident(s). Zero tolerance offenses shall be reported to local law enforcement agencies.

Any discrepancies between the *Code of Conduct/Discipline for Students* and School Handbooks will be resolved in favor of the corrective actions outlined in the *Code of Conduct/Discipline for Students*.

## **LEVELS OF MISCONDUCT**

There are three (3) levels of misconduct. The levels are determined by the seriousness of the act.

**LEVEL I** – Level I infractions are the least serious incidents. Addressing Level I incidents may include several possible interventions and corrective actions as listed on the following chart. It is important for these incidents to be promptly and properly addressed.

**LEVEL II** – Level II offenses are the next most serious incidents and require more formal corrective actions, as well as appropriate interventions.

**SUSPENSION** – Suspension is a disciplinary sanction that temporarily removes a student from school or class(es) for a prescribed period of time not to exceed ten (10) school days. **The principal or the principal’s designee shall make a good faith effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions, or incidents involving serious misconduct.**

1. **In-School Suspension** is the assignment of a student to a specific activity, program or self-contained alternative classroom on the school campus where the student is assisted in regaining control of his or her conduct. Students serving in-school suspensions continue with their assigned schoolwork during the time that they are not attending regular classes.

2. Suspension, also referred to as **Out-of-School Suspension**, is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or the principal’s designee, for a period not to exceed 10 school days **and remanding of the student to the custody of the student’s parent with specific homework assignments for the student to complete.** If, during that time of an out-of-school suspension, the suspended student returns to campus or attends a school-related activity without the permission of the principal or designee, that student is subject to arrest and prosecution for trespassing.

3. **Suspension of Bus-Riding Privileges** may result when a student violates the *Code of Conduct for Students* on the bus. The consequences for violation of these rules is not limited to removal of bus-riding privileges, since other sanctions, up to and including school suspension or expulsion, may be imposed when warranted. School attendance is required during a bus suspension.

**LEVEL III** – Level III offenses are the most serious offenses and, following a thorough investigation into the incident, require timely disciplinary consequences. Interventions may or may not be appropriate, depending on the infraction and circumstances of the event. The options available for consequences may range from suspension to expulsion.

**INTERVENTIONS/LEVELS OF CORRECTIVE ACTION**

Interventions and corrective actions should be selected that will have a positive impact on student behavior, and when at all possible, minimize student’s time away from classroom instruction. Corrective actions are designed for consistency and to protect the learning environment for all students.

LEVEL I	LEVEL II	LEVEL III
<ul style="list-style-type: none"> <li>· Adjustment of Student’s Program/Change of Schedule</li> <li>· Assignment of Peer or Adult Mentor</li> <li>· Behavior contract</li> <li>· Change assigned seat (bus)</li> <li>· Classroom Interventions</li> <li>· Conference with Counselor and/or</li> </ul>	<ul style="list-style-type: none"> <li>· After-Hours School</li> <li>· Behavior contract</li> <li>· Classroom Interventions</li> <li>· Conference with WIT room supervisor</li> <li>· Conference with Principal</li> <li>· Conference with School and Parents</li> </ul>	<ul style="list-style-type: none"> <li>· Out of School Suspension</li> <li>· Expulsion</li> </ul> <p>An administrative review is a total review of the student’s record with an administrator,</p>

<ul style="list-style-type: none"> <li>· Administration</li> <li>· Conference with Principal</li> <li>· Conference with School and Parents</li> <li>· Conference with Teacher</li> <li>· Daily or Weekly Home-School Communication</li> <li>· Letter of Apology</li> <li>· Letter of Warning</li> <li>· Loss of Privilege</li> <li>· Lunch Detention</li> <li>· Parent/Guardian Shadows Student</li> <li>· Peer Mediation</li> <li>· Referral to Community Agency</li> <li>· Restorative Practices</li> <li>· Reteach behavioral expectation(s)</li> <li>· Review classroom expectation(s)</li> <li>· Teacher Detention</li> <li>· Work Detail</li> <li>· Written Reflection</li> </ul>	<ul style="list-style-type: none"> <li>· Conference with Teacher</li> <li>· Daily or Weekly Home to School Communication</li> <li>· Detention (Administrative)</li> <li>· Functional Behavioral Assessment</li> <li>· In School Suspension</li> <li>· Loss of cell phone privileges</li> <li>· Loss of eligibility for Extracurricular Activities</li> <li>· Lunch Detention</li> <li>· Out of School Suspension</li> <li>· Peer Mediation</li> <li>· Positive Behavior Intervention Plan</li> <li>· Referral to MTSS/Response Intervention Team</li> <li>· Restitution</li> <li>· Restorative Practices</li> <li>· Timeout</li> <li>· Work Detail</li> </ul>	<p>other appropriate school personnel, student, and the parent/legal guardian. The consequences for the infraction will be determined at, or immediately following, the review. Depending on the severity and/or frequency of Level III offenses, consequences may range from suspension to expulsion.</p>
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The Discipline Matrix specifically identifies prohibited student conduct and lists the range of corrective actions which may be imposed for each infraction. When assigning corrective actions for misconduct, the principal or the principal’s designee shall give consideration to factors such as the nature of the misconduct, the student’s past disciplinary record and the severity of the problem as it pertains to the specific situation. The suggested corrective actions are a guide.

<p><b>Abusive Language/Profanity/Directed (PRD)</b> - Use of profanity, and/or vulgar, abusive, or inappropriate language, clothing or gestures.</p> <p><i>A. Student Directed to Adult</i></p> <ul style="list-style-type: none"> <li>First Level II</li> <li>Second Level II</li> <li>Third Level III</li> </ul> <p><i>B. Student Directed to Student</i></p> <ul style="list-style-type: none"> <li>First Level I</li> <li>Second Level II</li> <li>Third Level II</li> </ul> <p><i>C. General Use in Conversation</i></p> <ul style="list-style-type: none"> <li>First Level I</li> <li>Second Level I</li> <li>Third Level II</li> </ul> <p><i>D. Racial/Ethnic Slurs</i></p> <ul style="list-style-type: none"> <li>First Level I</li> <li>Second Level II</li> <li>Third Level III</li> </ul>
<p><b>Academic Inactivity (ACI)</b> - Not reporting to or leaving an assigned class, activity, or area without receiving proper approval and/or following the established procedures for checking out of a class/completing work.</p> <ul style="list-style-type: none"> <li>First Level I</li> <li>Second Level I</li> <li>Third Level II</li> </ul>
<p><b>Alcohol (ALC/S10)</b> – Possession, sale, purchase, use, admission of use, or under the influence of alcoholic beverages.</p> <ul style="list-style-type: none"> <li>First Level II or III</li> </ul>
<p><b>Arson-Police Report (S08)</b> - The willful or intentional damage or attempt to damage any real or personal property by fire or incendiary device. Police report filed.</p> <ul style="list-style-type: none"> <li>First Level II or III</li> </ul>
<p><b>Assault (AAWI, APWI)</b> – The crime of trying or threatening to hurt someone physically. The attack must be serious enough to warrant consulting law enforcement or result in serious bodily harm.</p> <ul style="list-style-type: none"> <li>First Level II or III</li> </ul>
<p><b>Assault to Adult Without Injury (AAWOI)</b> - The crime of trying or threatening to hurt someone physically. No injury to adults.</p> <ul style="list-style-type: none"> <li>First (minor) Level I</li> <li>Second (minor) Level III</li> <li>First (major) Level III</li> </ul>
<p><b>Assault to Student without Injury (APWOI)</b> – The crime of trying or threatening to hurt someone physically. No injury to students.</p> <ul style="list-style-type: none"> <li>First (minor) Level II</li> <li>Second (minor) Level III</li> <li>First (major) Level III</li> </ul>
<p><b>Bomb Threat (B18/S07)</b> – Making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive or arson-causing device.</p> <ul style="list-style-type: none"> <li>First (minor) Level II</li> <li>Second (minor) Level III</li> <li>First (major) Level III</li> </ul>

<p><b>Bullying (BUL)</b> – Includes cyber bullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve, but is not limited to: Teasing, stalking, destruction of property, intimidation, public or private humiliation, sexual, religious, or racial harassment, threat, theft, social exclusion, physical violence or cyber bullying.</p> <p>First Level II (Parent Conference, Interventions) Second Level III</p>						
<p><b>Bus Incident (BUS/S12)</b> – Engaging in conduct or behavior which interferes with the order, safe and timely transportation of students.</p> <p>First (minor) Level I Second (minor) Level II</p> <p>First (major) Level III</p>						
<p><b>Calling 911 or Pulling Fire Alarm (GFN)</b> – The activation, without valid cause, of an alarm system, such as a fire alarm, or the intentional reporting of a false emergency, such as dialing 911 and making a false report.</p> <p>First Level II or III</p>						
<p><b>Careless/Reckless Endangerment (CRE)</b> – Engaging in an act that endangers the safety of others:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>A. <i>Weapon (not defined by State Statute)</i> First Offense – Level III</p> </td> <td style="vertical-align: top;"> <p>D. <i>Use of common object to inflict harm on others</i> First Offense (minor) – Level II Second Offense (minor) – Level II Third Offense (minor) – Level III</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>B. <i>Throwing an inappropriate object</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II</p> </td> <td style="vertical-align: top;"> <p>E. <i>Other Actions that endanger the safety or welfare of others</i> First Offense – Level I or II Second Offense – Level II Third Offense – Level II</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>C. <i>Leaving Campus without Permission</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II or III</p> </td> <td></td> </tr> </table>	<p>A. <i>Weapon (not defined by State Statute)</i> First Offense – Level III</p>	<p>D. <i>Use of common object to inflict harm on others</i> First Offense (minor) – Level II Second Offense (minor) – Level II Third Offense (minor) – Level III</p>	<p>B. <i>Throwing an inappropriate object</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II</p>	<p>E. <i>Other Actions that endanger the safety or welfare of others</i> First Offense – Level I or II Second Offense – Level II Third Offense – Level II</p>	<p>C. <i>Leaving Campus without Permission</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II or III</p>	
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<p>C. <i>Leaving Campus without Permission</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II or III</p>						
<p><b>Cell Phone/Electronic Device (CPE)</b> – Display or use of a personal electronic or telecommunication device during school hours. Students may possess cell phones and other personal electronic devices while on school grounds during regular school hours, however they must be turned off at all times unless utilized for an approved activity. Cell phones are allowed during non-instructional time or for an approved activity. <b>Possession of all personal electronic devices, including cell phones, is done at the student’s own risk and the school assumes no responsibility, legal or otherwise, with regard to these items.</b></p> <p>Display or use of cellular phone or other telecommunication devices or electronic equipment unless for an approved activity including, but not limited to, MP3 players, radios, CD players, headsets or PSPs during regular school hours:</p> <p>1st Offense – Level I (WRN) 2nd Offense – Level I 3rd Offense – Level II 4th Offense – Level II 5th Offense and greater – may be considered Insubordination</p> <p>Unauthorized use of an electronic device or camera to record school related events or activities on campus.</p> <p>1st Offense (minor) – Warning, take and return to parent, delete recording 2nd Offense (minor) – Level II Take and return to parent, delete recording 3rd Offense (minor) – Level II Take and return to parent, delete recording 1st Offense (major) – Level III</p> <p>Unauthorized taping or photographing of a disruption on campus (Fighting, Peer Conflicts, Etc.) that can be used to degrade, threaten, intimidate, or dehumanize the student involved.</p> <p>1st Offense (minor) – Warning, take and return to parent, delete recording 2<sup>nd</sup> Level II or III 3<sup>rd</sup> Level III</p>						
<p><b>Cheating/Lying (CHT)</b> – Inappropriate and deliberate distribution or use of an electronic device, information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment in an online or traditional course to include plagiarism.</p> <p>First and Subsequent Offenses Level I (Proof to Admin.; Parent Level I (Parent Contact))</p>						
<p><b>Computer/Technology Misuse (CRT)</b> – The inappropriate use of a computer, including but not limited to, breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software, and entering, distributing, or printing unauthorized files.</p> <p>First Level II or III–May result in not allowing student to use/access electronics for remainder of semester/year.</p>						
<p><b>Disruption</b> – Participating in and/or encouraging any activity that substantially disrupts the classroom environment or its related functions.</p>						

<p>First (minor) Level I or II  Second (minor) Level II  Third (minor) Level II  Fourth (minor) Level II  Fifth (minor) Level II or III (Parent Conference)</p> <p>Disruptive behavior while in Internal Suspension:  First Offense Level II  Second Offense Level II  Third Offense Level III</p>	<p>First (major) Level II  Second (major) Level II  Third (major) Level II (Parent Conference)  Fourth (major) Level III</p> <p>Disruptive behavior with a Substitute Teacher:  First Offense Level II  Second Offense Level II  Third Offense Level II  Fourth Offense Level II  Fifth Offense Level III</p>
<p><b>Disrespectful</b> – The use of words or acts which demean, degrade, antagonize or humiliate a person or group of persons.  First (minor) Level I  Second (minor) Level II  First (major) Level III</p>	
<p><b>Dress Code (DRC)</b> – Failure to comply with dress code requirement(s).  Students are expected to comply with the Dress Code. Any student that does not comply will be provided clothes via the front office to wear, parents will be contacted. Any additional violations may warrant Level I or II consequences.</p>	
<p><b>Drugs (S11)</b> – Use, possession, or under the influence of any drug, narcotic, or controlled substance, including by not limited to a student possessing prescription drugs that are not prescribed for him/her (any substance when used for hallucinogenic purposes). Use, possession, or under the influence of any drug also includes any substance represented to be a drug used for the purpose of altering brain function including but not limited to synthetic marijuana and synthetic cathinone’s (bath salts). Students caught with a Vape may be reported to local law enforcement and a MIP citation may be issued.  First Level II or III</p>	
<p><b>Extortion/Blackmail/Coercion (EBC)</b> – Threatening another person for the purpose of extorting (to obtain from another by coercion or intimidation), money or property, or to compel the threatened person to do an act against the threatened person’s will.  First Level II or III</p>	
<p><b>False Accusation</b> – Making false accusations against a staff member or other student that may jeopardize employment, education, professional certification, or reputation, including, but not limited to, accusations created and/or transmitted from any computer or any electronic device during school hours.  First Level II or III</p>	
<p><b>Fighting/Physical Aggression (FGT)</b> – Two or more persons mutually participating in use of force or physical violence that requires physical restraint or results in injury that requires immediate first aid or subsequent medical attention. (Pushing, shoving, or minor confrontations are excluded.)  First Level II or III  Second Level III</p>	
<p><b>Forgery (FOR)</b> – Making a false or misleading communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member.  First Level I  Second Level II  Third Level III  First Major Level III</p>	
<p><b>Gang/Gang-Related Acts (GRA)</b> – Engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang-identified rituals or behaviors.  First Level II or III</p>	
<p><b>Harassment</b> ( Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.  First Level I (Conference &amp; Interventions)  Second Level II (Conference &amp; Interventions)  Third Level II or III  Fourth Level II or III  Fifth Level III</p>	
<p><b>Inappropriate Language/Profanity (PRO)</b> – Use of profanity, and/or vulgar, abusive, or inappropriate language, clothing or gestures.  A. Student Directed to Adult  C. General Use in Conversation</p>	

<p>First Level II Second Level II Third Level III</p> <p><i>B. Student Directed to Student</i></p> <p>First Level II Second Level II Third Level II Fourth Level III</p>	<p>First Level I Second Level I or II Third Level II Fourth Level II or III</p> <p><i>D. Racial/Ethnic Slurs</i></p> <p>First Level II Second Level II Third Level III</p>
<p><b>Insubordination (INS)</b> – Refusal or failure to follow a direction or an order from a school staff member, bus driver, or any adult in authority; and/or the use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.</p> <p>First (minor) Level I or II Second (minor) Level II Third (minor) Level II Fourth (minor) Level II or III Fifth (minor) Level II or III</p> <p>First (major) Level II Second (major) Level II or III Third (major) Level III</p> <p>First (gross insubordination to staff member) Level III</p>	
<p><b>Larceny/Theft (LAR)</b> – Unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm, and the stolen property totals \$300 or more. Level II or III</p>	
<p><b>Other Firearm Possession (OTH)</b> – First Level III</p>	
<p><b>Paraphernalia Possession (PAR)</b> – Possessing, using, selling, storing, or distributing any equipment used for the purpose of preparing or taking drugs. First Level II or III</p>	
<p><b>Peer Conflict</b> – Mutual participation in an altercation that involves only minor physical contact, including but not limited to pushing, shoving, and other forms of minor confrontations that do not require medical attention; when a staff member intervenes, participants in the altercation comply and stop.</p> <p>First Level I Second Level I or II Third Level II or III Fourth Level III</p>	
<p><b>Persistent Disobedience (PSD)</b> – First Level I Second Level I or II Third Level II or III Fourth Level III</p>	
<p><b>Petty Theft (S30)</b> – Unauthorized taking, carrying, or concealing property of another person without threat, violence, or bodily harm, and the stolen property totals less than \$300.</p> <p>First Level I or II &amp; Restitution Second Level II &amp; Restitution Third Level III &amp; Restitution</p> <p>First (major) Level III</p>	
<p><b>Physical Display of Anger (PHY)</b> – First Level I Second Level I or II Third Level II or III Fourth Level III</p>	
<p><b>Property Misuse (PROP)</b> – First Level I Second Level I or II</p> <p>Third Level II or III Fourth Level III</p>	
<p><b>Rifle or Shotgun Possession (S06B)</b> – First Level III</p>	
<p><b>Robbery (S09)</b> – Taking or attempted taking of anything of value that is owned by another person or organization, under confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.</p> <p>First Level I or II &amp; Restitution First (major) Level III</p>	

Second Level II & Restitution Third Admin. Level III & Restitution	
<b>Sexual Harassment (S05)</b> – Unwanted verbal or physical behavior with sexual connotations that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with an individual’s school performance or participation. First Level II or III	
<b>Social Media Misuse (SOC)</b> – First Level I or II Second Level II or III	Third Level III
<b>Spitting (SPT)</b> – First Level I or II Second Level II or III	Third Level III
<b>Teasing/Taunting (TEA)</b> – First (minor) Level I or II Second (minor) Level II or III	First (major) Level II or III
<b>Threat (THT)</b> – Threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) <i>intent</i> – an intention that the threat is heard or seen by the person who is the object of the threat; (2) <i>fear</i> – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) <i>capability</i> – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained. First (minor) Level I or II Second (minor) Level II or III	
<b>Tobacco Possession/Use (TOB)</b> – Possession, use, distribution, or sale of tobacco products (including E-Cigarettes) on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18. First Level II or III	
<b>Trespassing-Law Enforcement Called (TRS)</b> – Entering or remaining on school grounds/campus, school transportation, or at a school-sponsored event/off campus without authorization or invitation and with no lawful purpose for entry. First Level II or III	
<b>Vandalism (VND/S02)</b> – Willful or malicious destruction of public or private property. First Level II or III	
<b>Verbal Threat (S55)</b> – First Level I or II Second Level II or III	Third Level III
<b>Verbal Assault Student (S04)</b> – First Level I or II Second Level II or III	Third Level III
<b>Weapon Possession</b> – Possession of any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm, including but not limited to: firearms, handguns, zip guns, rifles, shotguns, flare guns, knives, brass knuckles, Chinese stars, etc. The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over three inches in length, pocket knife opened by a mechanical device, and brass knuckles. The definition of firearm refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines a firearm as: <ul style="list-style-type: none"> <li>• Any weapon (including a starter gun) which will, or is designed or may readily be converted to, expel a projectile by the action of an explosive;</li> <li>• The frame or receiver or any such weapon;</li> <li>• Any firearm muffler or firearm silencer; or</li> <li>• Any destructive device.</li> </ul> First Level II or III	

## SEARCH AND SEIZURE

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

consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules.

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

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

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

### **STUDENT RIGHTS OF EXPRESSION**

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

A. A material cannot be displayed if it:

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

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

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

## **SECTION V - TRANSPORTATION**

The transportation of students by school bus is a privilege and not required by law. Getting students to school is ultimately the parents' responsibility. The driver is in charge of the bus and his/her students at all times.

Students in Kindergarten and First Grade need to have an adult present at the bus stop in the afternoon. Bus drivers will not drop students off at a location without an adult present. The student will be brought back to the bus garage at the end of the route and will need to be picked up from that location.

Because of state regulations, students may be allowed to carry a limit of one or two articles (only what can be held in their lap). All items must be held by individual passengers at all times.

We will follow the "Transportation Information" form completed by the child's parent/guardian for one assigned bus stop. Students are not permitted to ride to a different stop for any reason.

Students cannot be released prior to **7:20** when bringing students by private transportation.

### **BUS CONDUCT**

To ensure safety and proper conduct on the bus, the drivers will continue to issue "Bus Conduct Reports" to those students who demonstrate inappropriate behavior. Continued misconduct by the student may result in suspension of all bus privileges (including field trips).

#### **Bus Rules:**

- The bus driver may assign seats.
- Be courteous.
- No profanity.
- Do not eat or drink on the bus; keep the bus clean.
- Violence is prohibited.
- Remain seated.
- NO smoking.
- Keep your hands and head inside the bus.
- Do not destroy property.
- No verbal or physical threats.

### **BUS PENALTIES**

Bus penalties are at the discretion of the Transportation Supervisor or School Administration. This may include the following:

- Warning
- 1 day off all buses
- 3 days off all buses
- 5 days off all buses
- 10 days off all buses
- Loss of bus privileges
- Suspension or expulsion from school