

HILLMAN COMMUNITY SCHOOLS



ELEMENTARY SCHOOL STUDENT/PARENT HANDBOOK

School Year 2022-2023

Adopted by the Board of Education on July 12, 2022

Vision: Successful life-long learners who are ready for college, career, and life in an ever-changing world.

Mission: Inspiring each student to reach their maximum potential through a collaborative, rigorous and student-focused education.

This handbook is not intended to be all-encompassing and does not create a contract between the school and parents or students. School officials may revise the handbook to implement the education program and ensure student wellbeing. School officials are responsible for interpreting the handbook and, if a situation is not specifically addressed, the school will make decisions based upon staff discretion, applicable board policies, and state and federal statutes and regulations, consistent with the school's best interest.

GOALS

- 1. **We will partner with the community...** To do so, we will work in partnership with parents, students and the community in the shared responsibility of providing excellent education and growth opportunities for each student. We will actively seek creative partnerships within the community to ensure all students are inspired, engaged, and demonstrate continuous improvement.*
- 2. **We will teach our students to be productive in the 21st century...** To do so, we will continue to integrate technology as a natural part of classroom instruction and learning. To develop improved media literacy skills, students will access and critique information.*
- 3. **We will ensure the progress of our students...** To do so, we will create a positive, safe environment that is conducive to learning, which strives to educate all students to be literate problem solvers; reflective thinkers; and self-directed, healthy productive citizens. We recognize that all students have unique needs and we commit ourselves to serve them. We will have high expectations, combined with the necessary support for all students, faculty, and staff.*
- 4. **We will help our students graduate...** To do so, we will know where all of our students are in their progress toward graduation, and provide resources, supports, and opportunities to ensure they graduate.*

Qualities of a Hillman Graduate

Perseverance - Showing focus, determination, grit and dedication

Resilient - Remaining open, flexible, and willing to adapt to change

Integrity - Striving to be trustworthy, honest, and kind

Dignity - Showing respect, honor, merit, and virtue

Empathetic - Ability to understand the experience and feelings of others by demonstrating compassion, humility, and encouragement

Hillman Elementary School Staff

<i>Extension</i>	<i>Teacher</i>	<i>Grade</i>
2400	Reedy, Chaley	Administrative Assistant
2206	VanPamel, Jordon	K
2212	VanPamel, Mason	K
2207	Bright, Cindy	1
2209	VanPamel, Nikki	1
2211	Pitts, Diane	2
2213	Vince, Sally	2
2220	Dasher, Danielle	3
2217	Villeneuve, Heidi	3
2307	Johnson, Scott	4
2216	McGeorge, Amanda	4
2305	Post, Jana	5
2311	Rundell, Ken	5
2215	Rundell, Kari	SPED
2105	Sobey, Kari	Instructional Coach/SPED
2308	Robertson, Gina	Movement
2251	Witter, Ben	Music/Band

Paraprofessionals:

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

- FoodCorps/AmeriCorps Service Member
- AmeriCorp Math Interventionist
- AmeriCorp Literacy Interventionist

School Phone Numbers:

High School Office:	989-742-4538
Elementary Office:	989-742-4537
Transportation Office:	989-742-3501
Maintenance Office:	989-742-2432

Sources of Information:

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

Hillman Board of Education:

<i>President:</i>	Kelly Burwell
<i>Vice President:</i>	Jack Matthias
<i>Secretary:</i>	Donna Tucker
<i>Treasurer:</i>	Luke Sitton
<i>Trustee:</i>	Brian Klein
<i>Trustee:</i>	Roxanne LaFleche
<i>Trustee:</i>	Melissa ONeal

Hillman Elementary Student Handbook

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NOTE:	<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 2022. If you have questions or would like more information about a specific issue or document, contact your school administration, or access the document on the District's website: www.Hillmanschools.com and find the specific policy or administrative guideline in the Table of Contents for that section.</p>
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GENERAL INFORMATION

A. ATTENDANCE/TRUANCY/TARDIES/EARLY ARRIVALS/PICK-UPS

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.

Absences:

1. All students are expected to be on time and present each day school is open during the school year.
2. Student absences may be approved by the principal/designee.
 - 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.
3. Habitual tardiness is defined as six (6) or more tardies to school or to an individual class per quarter.
4. 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.
5. It is the responsibility of the parent to call the office and inform the school of an excused absence and follow up with appropriate documentation or the absence will be counted as unexcused.

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, not able to be scheduled during non-school hours.
- 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
- Absences due to suspensions
- Skipping School
- Lack of child care
- Appointments for people other than the student missing school for that appointment
- No written excuse provided

Truancy

Research shows that school attendance has a significant impact on a student's success. You can make a difference in your child's future by ensuring that he or she is at school, on time, every day. We realize some absences are unavoidable due to health issues or other circumstances - however regular attendance is

required by law. When a student misses too much school, regardless of the reason, it can cause them to fall behind academically.

- After 8 unexcused absences in a semester, a letter from the principal will be sent home and a referral made to the Student Assistance Team.
- After 12 unexcused absences in a semester, parents/guardians will receive a second letter from the principal and Truancy Officer 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. In addition the Prosecutor in charge of Truancy will be notified.
- Parents/guardians of students with 15 unexcused absences or more in a semester will receive a third letter from the principal and Truancy Officer 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 the Administration and the Truancy Officer will be scheduled through the school. .
- 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.
- Funerals and religious holidays will not count towards the 10 attendance cap if dated documentation is provided by your clergyman, priest, rabbi, funeral director, etc.

Tardies:

- School is in session from 7:55 a.m. – 3:17 p.m. (School doors open at 7:25 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 (walkers/car riders or bus riders) and teachers will escort students to the car or bus. If your child is a walker/car rider, they will need to be identified as such via the PikMyKid App. Parents/Caregivers 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/caregiver will need to update information via PikMyKid prior to 2:30 via the parent portal. If there is an emergency- please contact the front office for assistance. If you want to volunteer to assist with this process, please see volunteer information below.

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.

B. BULLYING/HARASSMENT



Updated and State Board of Education Model Anti-Bullying Policy 7

380.1310b Policy prohibiting bullying; adoption and implementation by board of school district or intermediate school district or board of directors of public school academy; public hearing; submission of policy to department; contents of policy; annual report of incidents of bullying; form and procedure; school employee, school volunteer, pupil, or parent or guardian reporting act of bullying to school official; modified policy; definitions; section to be known as "Matt Epling Safe School Law." This policy can be found at:

[http://www.legislature.mi.gov/\(S\(ihvukoubg41tivmbc0f35p1s\)\)/mileg.aspx?page=getObject&objectName=mcl-380-1310b](http://www.legislature.mi.gov/(S(ihvukoubg41tivmbc0f35p1s))/mileg.aspx?page=getObject&objectName=mcl-380-1310b)

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 expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Hillman Community Schools board of education believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

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

Note: 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.

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits



- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situations
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

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 this 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.

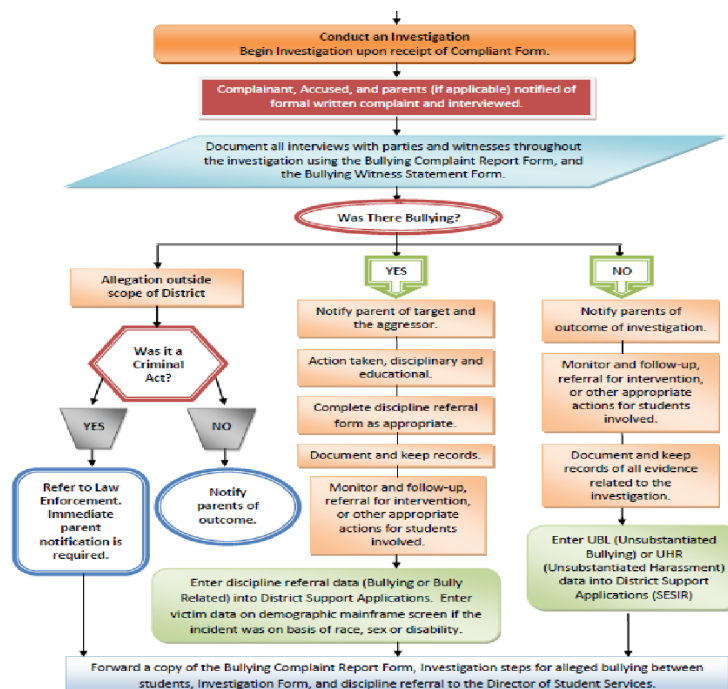
The Hillman Community Schools board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete 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 an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.



Bully Prevention Tips for Students

Are You Being Bullied?	Do You Bully Others?	Do You Witness Bullying?
<ol style="list-style-type: none"> 1. Always tell an adult. It is important to report so adults can help put a stop to bullying. 2. Stay in a group. If you spend time with other kids, you won't be an easy target and you'll have others to help if you get into a bad situation. 3. Make a joke. Sometimes humor can change a situation to a manageable one. 4. Remember, it is not your fault. No one deserves to be bullied. 	<ol style="list-style-type: none"> 1. Think about what you are doing and how it makes others feel. Put yourself in their shoes. Think about their feelings and then don't do it! 2. Hurting others and making them feel bad is never cool. Think about how you feel when you hurt yourself. 3. Talk to an adult. If you're not sure why you bully other kids or how to stop, then you need to talk about it. Parents, teachers, school counselors, and other trusted adults can help you to change your behavior, so you can make friends. 4. Respect yourself and treat others with the same respect you want. 	<ol style="list-style-type: none"> 1. Support someone who is being bullied. Try to spend time with him/her, include him/her in activities or just talk to him/her. It will show you care. 2. Stand up to the person doing the bullying. Try to get other kids to join you. It is not easy to stand up to kids who bully but it works! When the bully sees that other kids don't think it is cool, then the bullying is more likely to stop. 3. Report the bullying to an adult. Many kids who are bullied are scared to talk about it because they are afraid that it will only get worse. Kids who bully are more likely to stop if they don't think they can get away with it.

Bully Prevention Tips for Parents

What do you do if your child is the target of a bully?	What if your child is the bully?	What if your child is a witness?
<ol style="list-style-type: none"> 1. Encourage your child to report bullying incidents to you. (remember that bullying is repeated, is an imbalance of power, and is unwanted) 2. Ask your child how he/she has tried to stop the bullying. 3. Coach your child in possible alternatives. 4. Treat the school as your ally. 5. Encourage your child to seek help and to report bullying incidents to someone he/she feels safe at the school. 6. Use school personnel and other parents as resources in finding positive ways to encourage respectful behaviors at school. 7. Encourage your child to continue to talk with you about all bullying incidents. 	<ol style="list-style-type: none"> 1. Stay calm! 2. Set limits for your child. Monitor television, video games, and music activities. Limit the time your child spends engaged with violent content. 3. Positively reinforce appropriate resolution of conflicts. 4. Discuss how other people feel when they are hurt by someone else's words or actions. 5. Teach your child ways to get their needs met other than bullying. 6. Talk to your child's school. Explain that your child is working on changing his/her behavior and find out how you can work together with them to support this change. 7. Be patient! Change takes time. Praise ANY positive change. 	<ol style="list-style-type: none"> 1. Teach your child how to safely challenge a bully. 2. Talk to your child about ways to empower the target. Don't laugh along with the bully, don't join forces with the bully, support a target, tell an adult. 3. Encourage your child to find a positive peer group. 4. Keep open lines of communication – let them know they can report any bullying incidents they witness to you. 5. Let your child see you solve conflicts in an appropriate way! 6. Be a voice at your child's school. Join forces with school staff to maintain a bully-free environment. 7. Work together with other parents to support your kids!



The School District of Hillman Community Schools
Bully Prevention Contract
Student and Parent/Guardian Agreement

Everyone has a right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment.

Student's responsibility:

I will commit that I will not bully my peers. When I witness bullying, I will report it to an adult.

Student's Name

Grade

Student's Signature

Date

Parent's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to the authorities.

—

Parent/Guardian Signature

Date

This contract is an agreement between student and parent/guardian.

Bullying 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, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public or private humiliation, destruction of property, and cyber bullying.

C. COMPUTER/NETWORK USAGE

NETWORK WARNING

Hillman Community Schools, Michigan considers the use of computer technology to be vital to the educational process. The District takes every precaution to ensure safe and responsible use of computer networks and Internet resources. The District views information retrieval over the network and on local computer workstations in the same capacity as information retrieval from reference materials identified by schools. Specifically, the District supports those materials which will enhance research and inquiry abilities of the learner with directed guidance from faculty and staff. **Acceptable uses of network and other computing resources are activities which support learning and teaching in Hillman Community Schools.**

With such wide access to computers and people all over the world, there is also the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material, individual contacts or communications which are not suitable for school-age children. Hillman Community Schools has taken precautions to manage access to inappropriate materials. The School District will make every effort to provide appropriate supervision; however, it is impossible to control all materials on a global network (Internet). The school or District cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the school or District, since access to the Internet may be obtained from sites other than a school. It is a general policy that the District's Intranet environment and Internet access resources are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to the general policy and guidelines will result in suspension or revocation of the user's privileges of access.

Unacceptable uses of the network include, but are not limited to:

- violating the conditions of the Education Code dealing with students' rights to privacy;
- using profanity, obscenity, or other language, which is offensive to another user;
- reposting another individual's communications without the author's prior consent;
- copying commercial software in violation of copyright law or other copyright protected material;
- using the network for financial gain or for any commercial or illegal activity;
- using the network for product advertisement, political lobbying, or to unlawfully promote religion;
- the malicious attempt to harm or destroy data of another user or any other network is considered vandalism and is prohibited;
- improperly using telecommunication services or technology and/or posting inappropriate information on the web, during or after school hours, which may interfere with the school environment.

RESPONSIBLE USE GUIDELINES FOR BRING YOUR OWN DEVICE (BYOD)

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.

1. Communication

I will use language that is appropriate when submitting academic work, participating in online forums and working collaboratively. I will be thoughtful and mindful about the language I use when posting online or sending messages to someone else. I will be mindful of how my words are interpreted by others. I will avoid using profanity or any language that is offensive to anyone.

2. Privacy

I understand that anything I do online or electronically is public information for everyone to see and it is monitored. I will avoid sharing personal information about myself, family, school, and others. This includes

passwords, home addresses, phone numbers, ages, and birth date. I understand that devices are subject to inspection if a violation of School Board Policy 5136 is suspected.

3. Honesty and Safety

I will avoid engaging in behavior that puts me or others at risk. I will represent myself honestly. This includes accessing the network using only my account. I will seek help from an adult if I feel unsafe, bullied or witness unkind behavior. I will only communicate with people I know. I will follow safety guidelines posted by sites to which I subscribe.

4. Learning

I will have a positive attitude and be willing to explore different technologies. I understand that there may be items online that are untrue or untrustworthy. I agree to document and properly cite all information acquired through online sources, including but not limited to, images, music, and videos.

5. Respect for self and others

I will respond thoughtfully to the opinions, ideas and values of others. I will refrain from recording, transmitting, or posting photos, videos of any person, persons, or school events. I will avoid sending or sharing unkind or inappropriate emails or texts.

6. Respect for school and personal property

I will take care of all the equipment on the school campus. I will report misuse or inappropriate content to my teachers and adults. I will use technology for school-related purposes only.

7. Technology Usage

I take full responsibility for my device and will ensure that my device is ready for a day of learning. I am responsible for making sure it is charged and connected to the district Wi-Fi. I know that my devices may only be used in certain areas and at certain times. The BYOD Stoplight illustration helps me understand when and where I can use my device. I will look to my school's Usage Area Poster to see if I need to turn my device OFF, ASK FIRST, or USE.



D. DRESS CODE

- Attire should not disrupt the school atmosphere. Modesty in attire is required. This prohibits 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.

E. 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:

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

Alcohol, Tobacco and Drug Prevention Tips for Students

- **First, you listen.** The best sources for facts on drugs and alcohol are your parents, law enforcement, educators and health professionals.
- **Then, you talk.** Talk with your parents, SROs, teachers and trusted adults about your thoughts and feelings. Ask questions. Talk with friends about activities you can participate in to keep your mind and body healthy.
- **Use your head.** Alcohol and other drugs can impair good decision making and cause long term consequences to the brain.
- **Know the law.** It is illegal to buy or possess alcohol or tobacco if you are under the age of 21. It is illegal for anyone to buy or possess club drugs, hallucinogens, steroids, marijuana, or heroin. Prescription medications are safe only for the person who received the prescription from a medical professional.
- **Stay active.** Exercising and participating in sports are good ways to maintain a healthy lifestyle.
- **Play it safe.** Choose friends who are positive and healthy. Be a friend.
- **Keep your edge.** Eat healthy foods; keep your body clean and lean.
- **Deal with feelings.** Find healthy ways to express emotions; manage anger and conflicts.
- **Look around you.** Most students have not used alcohol or other drugs.
- **Ask for help.** Pick out someone you trust and can go to when problems occur.
- **Respect yourself and others.** Know that using drugs or alcohol is a choice. Make the right one and stay drug free!

Alcohol, Tobacco and Drug Prevention Tips for Parents

- It’s important to take time to listen to your kids. Try to find time to be with your child when he or she asks to talk to you. Show your child your attention.
- Students feel the best sources for facts on drugs and alcohol are parents, law enforcement, educators and health professionals. Tell your kids very clearly that you don’t want them using tobacco, alcohol, or inhalants. Setting a firm rule of no drug use will help your child resist peer and other pressure to use drugs. Find your own words and find times and places that are comfortable for you both to talk.
- Be a good role model. “Children learn what they live.”
- Tell your children you love them, hug them, and discuss your feelings with them.
- Encourage kids to talk about their feelings with you.
- Take responsibility for teaching your kids values.
- Know where your son or daughter is and know his or her friends.
- Volunteer or be involved at your child’s school.
- Let your kids know that mistakes are learning opportunities.
- Teach resistance skills.
- Teach kids to solve problems on their own, and support their growth.
- Praise and reinforce positive behavior.

F. EMERGENCY CLOSING PROCEDURES

During a winter storm or other emergency, information will be shared through the following stations:

**WATZ
CARROLL BROADCASTING
MACDONALD GARBER BROADCASTING
UPNORTH LIVE
BLACK DIAMOND BROADCASTING**

**THE EAGLE 101.5
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).

G. EQUAL EDUCATION OPPORTUNITY

It is the policy of the District to provide an equal education opportunity for all students. Any person who believes she/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the 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.

STATEMENT OF NON-DISCRIMINATION POLICY

Hillman Community Schools does not discriminate on the basis of gender, race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, or disability, in the provision of educational programs, activities or employment opportunities and benefits that it operates, pursuant to the requirements of Title IX, Title VI, Title VII, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, 1992, Americans with Disabilities Act and the Florida Educational Equity Act of 1984. This policy extends to both employment by and admission to Hillman Community Schools. Inquiries concerning Title IX, Title VI, Title VII, Age Discrimination Act of 1967 and Section 504, or the Americans with Disabilities Act should be directed to the Director of Professional Standards and Equity and/or the Director of Student Services. Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Professional Standards and Equity, Student Services, or the Principal at each school. Charges of violations of this policy should also be directed to the Director of Professional Standards and Equity and/or the Student Services Department. Complaints/inquiries regarding compliance with these regulations may be submitted in writing to your school Superintendent.

DISCRIMINATION GRIEVANCE POLICY

If a student feels he/she has been discriminated against, he/she may appeal a decision based upon any policy or procedure. First the student is to discuss the matter with his/her teacher, site based equity coordinator or Grade Level Lead Teacher. If the conflict still exists, the student should then discuss the matter with the School Administrator. If the conflict is not resolved the student may appeal to the Superintendent. If a student feels his/her concerns have not been satisfied at the local level, the student is free to contact the U.S. Department of Education, Office for Civil Rights, Atlanta Office, Southern Division, 61 Forsyth Street, S.W., Suite 3B70, Atlanta, GA 30303-8909.

H. FOOD SERVICE

Prices:

Student breakfast: no charge

Adult breakfast: \$1.00

Student lunch (includes milk): \$2.75

Adult lunch (includes milk): \$5.00

Extra Milk: \$0.50

I. HEALTH INFORMATION

- *Emergency Information* – Emergency contact information must be updated and on file in the front office.
- *Illness* – Students must be fever free (without fever reducing medication) for 24 hours before returning to school. It is suggested that contagious illness or head lice be reported to the Elementary Office.
- *Head Lice/Nits* –
 - Students may be periodically checked. If found, the student will be sent home.
 - Treatment information will be provided by office personnel.
 - Students must be approved by office personnel prior to returning to school/riding the bus.
- Information can be found at:
https://www.michigan.gov/documents/mdhhs/MI_HL_Manual_Final_2013_558106_7.pdf
- *Immunizations* – Students are required to be up to date on all immunizations according to Michigan State law. Information can be found at
<https://www.mcir.org/wp-content/uploads/2015/05/Full-school-packet-2016.pdf>
- *Medication* –
 - Non-maintenance medications should be administered at home if at all possible.
 - Medications (including nonprescription medication) will be accepted by the school only if:
 - Parents or guardians bring the medication to the front office and complete the “Authorization for Administration of Medication” form that must be signed by the attending physician and signed/dated by the parent or guardian. All updates require a new form.
 - Medication is in a pharmaceutically filled container and includes directions from the physician (student name, medication name, dosage, and time to be administered).
 - Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

J. LOCK DOWN, FIRE AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire and tornado 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.

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

K. PARENTAL 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://sites.google.com/a/hillmanschools.com/elementary/ptsg> or elementary office for information about meetings and activities.

Throughout your child's school years, he/she will take many standardized tests, including State and District assessments. These tests show how your child is doing compared to others and track progress over time. Tests 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.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("Eligible Students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 30 days of the day the School District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school principal to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school principal decides not to amend the record as requested by the parent or eligible student, the school principal will notify the parent or eligible student of the decision and advise him or her of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. "Directory information" includes: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degree, honors, and awards received, the most recent educational agency or institution attended, student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's Social Security Number, in whole or in part, cannot be

used for this purpose.) The student's parent/guardian must notify the school of their preference regarding the release of "directory information" by completing the *Code of Conduct for Students* Assurances page located in the front of this document. The page must be returned to the school immediately upon receipt of the *Code of Conduct for Students* by the student/parent. In the absence of one of the two boxes being checked on the Assurances page in the front of this document regarding "directory information," the school reserves the right to release any of this information as it may consider desirable and in compliance with the law. The School District normally publishes the directory information as defined above for the purpose of release to the public in general. School Board policy is available in each school for the interpretation of the educational records of students.

5. In compliance with 20 United States Code Section 7165, Hillman Community Schools will, upon request, transfer the disciplinary records of a student, with respect to expulsion or external suspension, to any private or public elementary or secondary school at which the student seeks or is instructed to enroll.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Parent Pledge

I know that children learn best when families and schools work together. As a parent, grandparent or caring adult, I hereby affirm my commitment to the academic achievement and career success of my child. I promise to make the pursuit of knowledge a priority in my household. To demonstrate my commitment to this goal, I pledge to adhere to the following principles:

- My child will read with an adult or be encouraged to read independently each day.
- My child will complete all homework assignments given by school instructors and will be encouraged to ask for help when it is needed.
- My child will arrive at school on time, well-rested and prepared for a full day of instruction and learning.
- My child will treat teachers and fellow classmates with respect and compassion. I will make positive behavior the expectation in my household.
- My child will graduate from high school and will understand the importance of a strong education in determining future success.
- I will encourage my child to dream big and always give 100 percent effort.
- I will treat my child's teachers as a valuable resource and work with them to support academic improvement and classroom behavior expectations.
- I will monitor my child's academic growth and stay as involved as possible in my child's education. I will let the teacher know right away if I notice any problems.
- **Together, my child and I, in partnership with Hillman Community Schools will make education our #1 priority.**

This pledge is NOT a legally binding contract, but rather an agreement between the parents/guardians who sign it and Hillman Community Schools.

Printed Name _____

Signature: _____

Printed Name _____

Signature: _____

Parent Self-Assessment Checklist

Focus On Attitude

- ☐ I stress the importance of education and doing one's best in school.
- ☐ I praise my child's efforts and show confidence in his/her ability to be successful.
- ☐ I help my child set short and long term educational goals.
- ☐ I celebrate my child's academic accomplishments.

Focus On Academics

- ☐ I read with/to my child every day.
- ☐ I listen to and talk with my child about the day's events.
- ☐ I ensure that our home has a consistent time and place to do homework.
- ☐ I ensure that my child has access to materials needed to complete assignments.
- ☐ I regularly discuss and ask to see work that my child is doing in school.

Focus On Behavior

- ☐ I supervise TV programs, the Internet, e-mail, chat sites and computer games used by my child.
- ☐ I teach my child to accept responsibility for his/her actions at school, at home and in the community.
- ☐ I teach and model positive behaviors such as respect for self and others, hard work and responsibility.
- ☐ I am aware of enforced school behavioral expectations.

Focus On Responsibility

- ☐ I ensure that my child has a regular routine.
- ☐ I encourage my child to accept responsibility for his/her actions.
- ☐ I ensure that my child is in attendance and on time to school each day.
- ☐ I supervise and promote my child's participation in extracurricular and after-school activities.

Focus On School/Home Activities

- ☐ I communicate regularly with my child's teacher in person, on the phone, by e-mail or through writing.
- ☐ I check my child's grades regularly.
- ☐ I prepare for and attend teacher conferences, Individualized Educational Plans (IEPS), or other individualized student meetings.
- ☐ I attend open house, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities at each opportunity.
- ☐ I volunteer in the school setting when possible.

This Self-Assessment is for your use and is not to be returned to your child's school

L. RECESS

Playground rules are reviewed at the beginning of each semester.

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.

M. REPORTS TO PARENTS

- **Parent/Teacher Conferences** – Parent/Teacher Conferences are held twice a year to discuss your child's progress in school. See school/district calendar for dates. You are encouraged to contact your child's teacher or the principal if you have questions about your child's progress or if a problem arises.
- **Report Cards** – 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 when they are issued.
 - Standards based format is used in grades K- 5. All grades are based on mastery of standards.
 - Hillman Elementary School believes in the no "0" policy. Students are expected to complete all assigned homework. Support through the WIT room or the classroom teacher will be provided for any student that has incomplete or missing work. If a child is absent a placeholder of "E" may be issued until the missing work has been completed.

N. RETENTION POLICY

Retention occurs 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.

O. SAFETY CONCERNS

Students should not use roller blades, bicycles, skateboards, heellies, 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.**

P. STUDENTS RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and staff. **Students will be expected to follow teachers' directions and to obey all school rules.**

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

STUDENT RIGHTS AND RESPONSIBILITIES

Students attending Hillman Community Schools have the right to a free and appropriate education, including the right to equal educational opportunities without regard to race, national origin, sex, disability or marital status. It is the intent of this section to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety and welfare. Students must realize that with every right comes a responsibility, and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process.

Students have the Right to Learn

Right	Responsibility
<ul style="list-style-type: none">· Attend school and benefit from quality educational opportunities· Equal access to any extracurricular activity· Receive an appropriate education, including instruction using texts and materials at a level which allows an opportunity for success· To study all subjects under qualified instructors in an atmosphere free from bias and prejudice· To know in advance how grades in a class will be determined· To receive academic, career, or personal counseling	<ul style="list-style-type: none">· Involve self in activities· Participate in educational opportunities and complete classroom assignments and homework to the best of their abilities· Contribute to the development of a positive climate in the school that is conducive to wholesome learning and living· To understand the teacher's grading system and keep up with their own progress in each class· To seek academic, career, or personal counseling· To represent our schools and community in a

<ul style="list-style-type: none"> · To participate in all school-sponsored extracurricular activities, sports or field trips without regard to gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability · To participate in challenging, creative, academic programs at all levels in elementary, middle, and senior high schools. · To receive an academic grade that reflects their achievement · To be notified when they are performing unsatisfactorily 	<p>positive manner; exhibiting pride, politeness, respect and responsibility; and to comply with all conduct required by the <i>Code of Conduct for Students</i></p> <ul style="list-style-type: none"> · To strive for academic growth by participating to their utmost ability · To maintain reasonable standards of academic performance commensurate with their ability · To make every effort to improve their performance upon receipt or notification of unsatisfactory performance
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Students have the Right to Knowledge and Observation of the Code of Student Conduct

Right	Responsibility
<ul style="list-style-type: none"> · A clear explanation of the Code of Student Conduct and the consequences of their misconduct 	<ul style="list-style-type: none"> · Become familiar with Code of Student Conduct and observation of all school and classroom rules

Students have the Right to Respect

Right	Responsibility
<ul style="list-style-type: none"> · To be treated with courtesy and respect To an environment where public or private property rights are respected · The right to an environment free from bullying or harassment · To use school properties, facilities and materials · To expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities · To hear, examine and express divergent points of view · To peacefully assemble on school grounds or in school buildings · To enjoy reasonable degrees of privacy regarding their personal possessions unless the principal or designee has reasonable suspicion that they are in possession of or concealing materials prohibited by law · To organize and participate in associations and extracurricular activities within the school that are organized for any proper and lawful purposes. Group membership cannot be denied any student because of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability 	<ul style="list-style-type: none"> · To show respect and courtesy to fellow students, all personnel and campus visitors To neither take or damage the property of other students, school personnel or the school · To treat others with respect, with no interactions that bully or harass other students, school personnel or visitors to campus · To respect and protect school properties, facilities and materials · To respect the privacy and property of persons living in areas surrounding schools and bus stops. Additionally, the responsibility to contribute to a safe learning environment by reporting criminal acts and potentially harmful or dangerous situations to an adult. · To consider and respect the divergent points of view of others and also, to make sure that their personal expressions do not infringe on the rights of others · To plan, seek approval of, and conduct activities that are consistent with the educational objectives of the school; and to plan in a way that is not disruptive to the educational process or conflicting with school rules · To not carry or conceal any material prohibited by law or by the Code of Student Conduct · To seek prior and proper consent from

<ul style="list-style-type: none"> · To express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values · To form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school 	administrators and other designated school personnel before organizing student associations and for meeting approved criteria for membership in clubs and organizations · To accept the rights of others to have differing viewpoints and to express themselves on those issues with which they disagree, in a manner that does not infringe upon the rights of others or interfere with the orderly educational process of the school. This should be done in a manner that is not obscene, libelous, or in violation of the school dress code · To become informed and knowledgeable about controversial issue and to express their opinion respectfully and without disrupting the educational environment or violating school rules
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These rights are not absolute and will be limited when necessary to prevent the disruption of the orderly operation of the school, and/or to prevent harm or damage to other persons and/or property.

Q. STUDENTS VALUABLES/CELL PHONES

Students are encouraged not to bring items of value to school. The school cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables.

R. TRANSPORTATION INFORMATION

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 **7:25** when bringing students by private transportation.

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 Discipline is 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

S. VISITORS

For the safety of our students all visitors must report to the front office. No child will be released from the classroom door.

Specific visitor procedures (per district policy) include:

- Visits to classrooms shall not disrupt the instructional programming or educational activity of the day.
- Visits to school by a student's friends are not permitted.
- Visitors that interact with the student body must pass a background check prior to visiting. Information is available at the District Office.
- Any visitor without a visitor badge will be escorted back to the front office.

T. WEAPON FREE ZONE

Hillman Community Schools is a weapon free zone. Section 1311 of the Michigan School Code states, "a student who possesses a dangerous weapon, commits arson, or criminal sexual conduct in a school building or on school grounds will be expelled from school."

Possession of a Weapon – A dangerous weapon includes conventional objects like guns, pellet guns, knives, or club-type implements. It may also include any toy that is presented as a real weapon. Criminal charges may be filed for this violation. Possession of a dangerous weapon will subject a student to expulsion. It will make no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her knowledge. If it can be confirmed that a weapon was brought on School District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law requires that a student be expelled from school for a period of one (1) year if he/she brings onto or has in his/her possession on school property or at a school-related activity, any of the following:

- A. Any explosive device, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or devices that can be converted into such a destructive item.

- B. Any firearm, gun, revolver, b-b or pellet gun, or pistol.
- C. Any cutting instrument consisting of a sharp blade **over three (3) inches long** fastened to a handle, a pocket knife opened by a mechanical device, a dagger, a dirk, or a stiletto.
- D. Any similar object that is intended to invoke bodily harm or fear of bodily harm such as iron bars or brass knuckles.

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes, but is not limited to, padlocks, pens, pencils, laser pointers, jewelry, and so on. Intentional injury to another can be a felony and/or cause for civil action. This violation may subject a student to expulsion. Students are required to report knowledge of dangerous weapons or threats of violence to the building principal. Failure to report such knowledge may subject the student to discipline.

Hillman Elementary School Directory Information

Student Name _____ Student ID _____ Grade _____

SECTION A Please Check One Box

(If no choice, default is: you may release information)

☐ You may release “Directory Information” regarding my child in certain school publications and to companies with legitimate school district business; such as yearbook publication, school pictures, class rings and news media announcements, etc. The District does not give Directory Information to any business except those that take school pictures, publish yearbooks, or engage in direct student-related business or media announcements with the school and/or district. Permission is also given for my child to take part in anonymous surveys involving the use of tobacco, alcohol and other drugs.

☐ I do not want my child’s “Directory Information” released

SECTION B

Student

I certify that I have reviewed a copy of the *Code of Conduct for Students* and received an adequate period of instruction concerning the reason for, and importance of, the document.

Student Signature

Date

Parent

I am the parent/legal guardian of the above named student. I have had an opportunity to read the *Code of Conduct for Students* available on-line at https://www.hillmanschools.com/downloads/elementary/hillman_elementary_student_handbook.pdf?&preview=1 and have discussed it with my child. My intention regarding the release of my child’s “Directory Information” is indicated above.

Parent/Legal Guardian Signature

Date

Please indicate which statement below applies to your home:

☐ My student has access to the internet in the home.

☐ My student does not have access to the internet in the home.

☐ I DO NOT have access to the internet; please provide me with a hard copy of the *Code of Conduct for Students*

STUDENT EMERGENCY INFORMATION

Student Name: _____ DOB: _____ Grade: _____
Physical Address: _____ City: _____ Zip: _____
Mailing Address (P.O. Box) _____
With whom does the student reside? _____ Main Phone: _____

Parent/Guardian #1

Name: _____ Relationship to Student: _____
Home Phone #: _____ Cell Phone #: _____
Email Address: _____
Home Address (if different from student): _____ City, State, Zip: _____
Employer: _____ Work Phone #: _____

Parent/Guardian #2

Name: _____ Relationship to Student: _____
Home Phone #: _____ Cell Phone #: _____
Email Address: _____
Home Address (if different from student): _____ City, State, Zip: _____
Employer: _____ Work Phone #: _____

List individuals you authorize to pick your child up from school or assume temporary care if we can't reach you:

Name: _____	Relationship to child: _____	Phone: _____
Name: _____	Relationship to child: _____	Phone: _____
Name: _____	Relationship to child: _____	Phone: _____
Name: _____	Relationship to child: _____	Phone: _____

Allergies: _____
Medications taken regularly: _____
Serious injury, operation, or disease: _____

Name of Child's Physician

Phone

I hereby give permission to Hillman Community schools to secure emergency medical and/or emergency surgical treatment for the minor child named on this form while in the care of the school.

I grant Hillman Community Schools permission to take photographs of my child and publish them in print and/or electronically. If not, contact the office for an Opt-Out Form.

I understand the current student handbook is posted on the school website (www.hillmanschools.com) and I can request a printed copy of it at any time.

Parent/Guardian Signature

Date

If you do not wish to have your child's photograph taken, please see the Elementary Office for an Opt-Out Form.

What Do I Need to Bring When I Register My Child?

At the time of registration, you must have all of the following documents to complete the registration process:

- Original birth certificate or copy faxed from previous school, unless entering Kindergarten.
- 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 1st). First graders enrolling in a Michigan school for the first time, must have proof of vision and hearing.
- Certificate of Immunization.
- Proof of address - Falsifying information in order to try to obtain access to a particular zone or school is strictly forbidden.

Only one of the following documents is required:

- Current electric bill, water bill, cable bill, or landline telephone bill.
- Signed lease agreement or statement from Landlord on their letterhead verifying occupancy.
- Leases and Landlord statements may require verification. Additional documentation may be required prior to registration or change of address.
- If you are building a house - mortgage acceptance letter including: your name, loan number, property address and a letter from the builder with an expected completion date. (The completion date and the date the child will start attending school must be within a sensible time period in relation to each other.)
- If you are buying a house - settlement statement or mortgage acceptance letter to include: your name, loan number, property address and closing date. We do not accept: sales contracts, commitment letters, pre-approval letters or truth in lending statements.
- If you are living with relatives or friends - a letter from them listing your name and the names of your children, stating that you are residing at their address and a copy of one of the documents listed above to verify their address.

Proof of custody is required if the child is not living with both natural parents.

Photo ID - Parents and guardians who register a student must show a photo ID.

SCHOOL DISCIPLINE

ALL PERSONS ARE ENCOURAGED TO READ AND DEVELOP A THOROUGH UNDERSTANDING OF THE *CODE OF CONDUCT FOR STUDENTS*

INTRODUCTION

Hillman Community Schools is committed to preparing our learning community for the reality of tomorrow so that all students achieve their maximum potential. With this vision and mission in mind, Hillman Community Schools has developed the *Code of Conduct for Students* to clearly communicate the behavioral expectations necessary for maintaining a safe and orderly learning environment.

The *Code of Conduct for Students* applies to all students enrolled in Hillman Community Schools. Students enrolled in Hillman Community Schools are subject to the law, rules, regulations, and policies of the State of Michigan and The School Board Hillman Community Schools, Michigan, anytime:

1. a student is on School Board-owned property;
2. a student is attending school;
3. a student is presumed by law to be attending school;
4. a student is being transported to or from school or school-sponsored events at public or school expense;
5. a student is in attendance at or participating in a school-sponsored activity.

It is beyond the scope of this conduct book to identify all potentially relevant State laws, rules or regulations, and School Board policies that may apply to a specific disciplinary case.

AUTHORITY OF SCHOOL PERSONNEL

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.

School personnel only need reasonable suspicion to search lockers or other storage areas. In addition, after coordination with the level administrator, any school principal may request that a law enforcement unit bring canines trained to detect the presence of illegal drugs or other contraband to their school campus. Any search performed by such canines will be designed to limit the disruption caused to instruction during the school day. Such canines may be used to search the individual student vehicle or locker if the principal has a reasonable suspicion that the search will result in the discovery of evidence of a violation of law or the *Code of Student Conduct*. Canines may also be used to conduct random searches of student vehicles or lockers.

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.

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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

Hillman Community Schools believe in our mission and vision. **Vision Statement:** *Successful life-long learners who are ready for college, career, and life in an ever-changing world.* **Mission Statement:** *Inspiring each student to reach their maximum potential through a collaborative, rigorous and student-focused education.*

In order to support this we will follow support all students with the following code of conduct: 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 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 for Students* and School Handbooks will be resolved in favor of the corrective actions outlined in the *Code of Conduct for Students*.

LEVELS OF MISCONDUCT

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"> · Adjustment of Student's Program/Change of Schedule · Assignment of Peer or Adult Mentor · Behavior contract · Change assigned seat (bus) · Classroom Interventions · Conference with Counselor and/or Administration · Conference with Principal · Conference with School and Parents · Conference with Teacher · Daily or Weekly Home-School Communication · Letter of Apology · Letter of Warning · Loss of Privilege · Lunch Detention · Parent/Guardian Shadows Student · Peer Mediation · Referral to Community Agency · Restorative Practices · Reteach behavioral expectation(s) 	<ul style="list-style-type: none"> · After-Hours School · Behavior contract · Classroom Interventions · Conference with WIT room supervisor · Conference with Principal · Conference with School and Parents · Conference with Teacher · Daily or Weekly Home School Communication · Detention (Administrative) · Functional Behavioral Assessment · In School Suspension · Loss of cell phone privileges · Loss of eligibility for Extracurricular Activities · Lunch Detention · Out of School Suspension · Peer Mediation · Positive Behavior Intervention Plan · Referral to MTSS/Response 	<ul style="list-style-type: none"> · Expulsion · Out of School Suspension <p>An administrative review is a total review of the student's record with an administrator, 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>

<ul style="list-style-type: none"> · Review classroom expectation(s) · Teacher Detention · Work Detail · Written Reflection 	<p>Intervention Team</p> <ul style="list-style-type: none"> · Restitution · Restorative Practices · Timeout · Work Detail 	
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Code of Conduct

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.

Abusive Language/Profanity/Directed (PRD) - Use of profanity, and/or vulgar, abusive, or inappropriate language, clothing or gestures.	
<i>A. Student Directed to Adult</i> First Level II Second Level II Third Level III	<i>C. General Use in Conversation</i> First Level I Second Level I Third Level II Fourth Level II
<i>B. Student Directed to Student</i> First Level I Second Level II Third Level II Fourth Level III	<i>D. Racial/Ethnic Slurs</i> First Level I Second Level II Third Level III
Academic Inactivity (ACI) - 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. First Level I Second Level I Third Level II Fourth Level II	
Alcohol (ALC/S10) – Possession, sale, purchase, use, admission of use, or under the influence of alcoholic beverages. First Level II or III	
Arson-No Police Report (S081) – The willful or intentional damage or attempt to damage any real or personal property by fire or incendiary device. No police report. First Level II or III	
Arson-Police Report (S08) - The willful or intentional damage or attempt to damage any real or personal property by fire or incendiary device. Police report filed. First Level II or III	
Assault (AAWI, APWI) – 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. First Level II or III	
Assault to Adult Without Injury (AAWOI) - The crime of trying or threatening to hurt someone physically. No injury to adults. First (minor) Level I Second (minor) Level III First (major) Level III	
Assault to Student without Injury (APWOI) – The crime of trying or threatening to hurt someone physically. No injury to students. First (minor) Level II Second (minor) Level III First (major) Level III	
Bomb Threat (B18/S07) – Making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive or arson-causing device. First (minor) Level II Second (minor) Level III First (major) Level III	
Bullying (BUL) – 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 my 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. First Level II (Parent Conference, Interventions) Second Level III	
Bus Incident (BUS/S12) – Engaging in conduct or behavior which interferes with the order, safe and timely transportation of students. First (minor) Level I Second (minor) Level II	
Calling 911 or Pulling Fire Alarm (GFN) – 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. First Level II or III	
Careless/Reckless Endangerment (CRE) – Engaging in an act that endangers the safety of others: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>A. Weapon (not defined by State Statute)</i> First Offense – Level III</p> <p><i>B. Throwing an inappropriate object</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II</p> <p><i>C. Leaving Campus without Permission</i> First Offense – Level I Second Offense – Level I or II Third Offense – Level II or III</p> </div> <div style="width: 45%;"> <p><i>D. Use of common object to inflict harm on others</i> First Offense (minor) – Level I Second Offense (minor) – Level II Third Offense (minor) – Level III</p> <p><i>E. 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> </div> </div>	
Cell Phone/Electronic Device (CPE) – 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. 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. 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: 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 Unauthorized use of an electronic device or camera to record school related events or activities on campus. 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 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. 1st Offense (minor) – Warning, take and return to parent, delete recording 2 nd Level II or III 3 rd Level III	
Cheating/Lying (CHT) – 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. First and Subsequent Offenses Level I (Proof to Admin.; Parent Level I (Parent Contact))	
Computer/Technology Misuse (CRT) – 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. First Level II or III–May result in not allowing student to use/access electronics for remainder of semester/year.	
Disruption – Participating in and/or encouraging any activity that substantially disrupts the classroom environment or its related functions. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> First (minor) Level I or II Second (minor) Level II Third (minor) Level II </div> <div style="width: 45%;"> First (major) Level II Second (major) Level II Third (major) Level II (Parent Conference) </div> </div>	

<p>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>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>Disrespectful – 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</p>	
<p>Dress Code (DRC) – 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>Drugs (S11) – 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>Extortion/Blackmail/Coercion (EBC) – 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>False Accusation – 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>Fighting/Physical Aggression (FGT) – 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>Forgery (FOR) – 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>Gang/Gang-Related Acts (GRA) – 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>Harassment (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 & Interventions) Second Level II (Conference & Interventions) Third Level II or III Fourth Level II or III Fifth Level III</p>	
<p>Homicide (HOM) – Unjustified killing of one human being by another. *Must be reported to Law Enforcement. First Level III</p>	
<p>Hostage (HOST) – A person who is unlawfully held.</p>	

First Level II or III	
Inappropriate Language/Profanity (PRO) – Use of profanity, and/or vulgar, abusive, or inappropriate language, clothing or gestures.	
<i>A. Student Directed to Adult</i>	<i>C. General Use in Conversation</i>
First Level II	First Level I
Second Level II	Second Level I or II
Third Level III	Third Level II
	Fourth Level II or III
<i>B. Student Directed to Student</i>	<i>D. Racial/Ethnic Slurs</i>
First Level II	First Level II
Second Level II	Second Level II
Third Level II	Third Level III
Fourth Level III	
Insubordination (INS) – 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.	
First (minor) Level I or II	First (major) Level II
Second (minor) Level II	Second (major) Level II or III
Third (minor) Level II	Third (major) Level III
Fourth (minor) Level II or III	
Fifth (minor) Level II or III	First (gross insubordination to staff member) Level III
Larceny/Theft (LAR) – 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	
Off Campus/No Pass/In Unauthorized Area (IUA) –	
First Level I	
Second Level I or II	
Third Level II or III	
Fourth Level III	
Other Firearm Possession (OTH) –	
First Level III	
Paraphernalia Possession (PAR) – Possessing, using, selling, storing, or distributing any equipment used for the purpose of preparing or taking drugs.	
First Level II or III	
Peer Conflict – 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.	
First Level I	
Second Level I or II	
Third Level II or III	
Fourth Level III	
Persistent Disobedience (PSD) –	
First Level I	
Second Level I or II	
Third Level II or III	
Fourth Level III	
Petty Theft (\$30) – Unauthorized taking, carrying, or concealing property of another person without threat, violence, or bodily harm, and the stolen property totals less than \$300.	
First Level I or II & Restitution	First (major) Level III
Second Level II & Restitution	
Third Level III & Restitution	
Physical Display of Anger (PHY) –	
First Level I	

Third Level III

Weapon Possession– 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:

- 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;
- The frame or receiver or any such weapon;
- Any firearm muffler or firearm silencer; or
- Any destructive device.

First Level II or III

Additional Notes:

- Administrative Review – A total review of the student’s record with an administrator, 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.
- Level III offenses, consequences may range from suspension to alternative reassignment to expulsion.
- Academic Review – A total review of the student’s academic record with the child study team; including the School Success team if there are attendance related issues.
- A pattern of repeated misconduct of a more serious nature during the current school year that disrupts the school’s orderly environment may be considered insubordination and result in an administrative review after behavioral interventions have been planned and implemented.
- Parental contact will be attempted for all Level I, II, and III offenses.
- Hillman Community Schools and its staff will cooperate fully with law enforcement personnel on District property. In the event law enforcement is required on a school campus and determines during the course of their investigation that a member of the law enforcement must speak to a student, the District will make every effort to contact the parent and/or guardian.
- Hillman Community Schools is committed to providing an environment that respects the learning for all students. Disciplinary actions will be taken with the best interest of all involved and allow for restorative justice for the student that has the disciplinary action when possible.