

2022 - 2023 ELEMENTARY HANDBOOK

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Welcome to Vicksburg Community Schools:

An exciting place to learn!

The purpose of this handbook is to provide you with a convenient reference to programs, practices, and expectations of our progressive school system.

This handbook includes policies, guidelines, and procedures that assist staff members in providing a safe and orderly environment for your child. It is the responsibility of each parent to be familiar with its content.

DISTRICT PHILOSOPHY

A Board of Education is a legal entity for providing a system of public education within a geographic area of the State of Michigan. The system was created by, and is governed by, State statutes. Members of a Board are, therefore, State officers chosen by citizens to represent them and the State in the legislative management of the local schools. The Board of Education has the dual responsibility for implementing statutory requirements pertaining to public education and for meeting the desires of the citizens. While the Board has an obligation to determine and assess citizen desires, it is understood that when the citizens elect delegates to represent them in the conduct of specified educational programs, they, at the same time, endow their representatives with the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board declares and thereby reaffirms its intent to:

- A. Maintain two-way communication with citizens of the District;
- B. Establish policies and make decisions on the basis of declared educational philosophy and goals;
- C. Act as a truly representative body for citizens in all matters related to programs and operations.

The Board shall keep the citizens informed of the progress and problems of the School District, and the citizens shall be urged to bring their aspirations and concerns about the District to the attention of this body.

The Board recognizes that ultimate responsibility for public education rests with the State, but the Board of Education has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

NON-DISCRIMINATION POLICY

- A. Purpose: It is the policy of the Vicksburg Community Schools that there shall be no discrimination in the programs or activities which it operates.
- B. Coordination: Questions concerning the District's non-discrimination policy (2260) and complaints alleging non-compliance shall be referred to: Vicksburg Superintendent of Schools (321-1000).
- C. Implementation: The Superintendent is authorized and directed to develop appropriate Administration Guidelines for the purpose of implementing this policy.

VICKSBURG BOARD OF EDUCATION MEMBERS

Skip Knowles - President

Carol Lohman - Vice President

Jennifer Buikema

Wilber Emmert

Tina Forsyth

Dan Grabowski

David Schreimer

The Board of Education will meet on the second Monday of every month to conduct its regular monthly meetings. If a second meeting is needed, it is held on the fourth Monday. Regular Board meetings are held at 7:00 p.m.

2022-2023 OFFICE INFORMATION

<u>Administrative Staff</u>	321-1000
Mr. Keevin O'Neill.....	Superintendent
Mr. Stephen Goss.....	Assistant Superintendent
Mrs. Sarah Dyer.....	Director of Food Service
Mrs. Alyssa Thompson.....	Director of Community Ed.
Ms. Nancy Spicketts.....	Director of Maintenance/Facilities
Mrs. Karen McKinstry.....	Director of Transportation
Mrs. Linda VanderStraaten.....	Transportation Admin. Assistant

<u>Indian Lake Elementary</u>	321-1400
Dr. Sarah Bacalia.....	Principal
Mrs. Becky Johnson.....	Administrative Assistant
Mrs. Lisa Naster.....	Office Parapro

<u>Sunset Lake Elementary</u>	321-1500
Mrs. Amie McCaw	Principal
Mrs. Brenda Austin.....	Administrative Assistant
Mrs. Alicia Sprinkle.....	Administrative Assistant

<u>Tobey Elementary</u>	321-1600/327-3025
Mr. Mike Barwegen.....	Principal
Mrs. Lori McVay.....	Administrative Assistant
Mrs. Carol Murray-Eaton.....	Office Parapro

<u>Specialist Staff</u>	321-1000
Social Worker.....	Molly Beardsley
Speech	Rachel Bernhardt
Speech.....	Jennifer DeBoer
Speech.....	Sarah Fleming
School Psychologists.....	Amy Dunn & Breanna Welling
Elementary Behavior Specialist.....	Angie Spanhak

<u>Curriculum and Instruction Staff</u>	321-1010
Director of Curriculum & Instruction.....	Gail Van Daff
Instructional Coach & ELA Coordinator.....	Kyle Baker
Instructional Coach & ELA Coordinator.....	Laura Chang
Instructional Coach & Math Coordinator.....	Mandy Keiser
English Learner Coordinator/ VMS.English Teacher.....	Alexa Neumann
Instructional Coach & SI Coordinator	Jennifer Teall
Instructional Coach & Special Education Coordinator	Amy Stauffer

VICKSBURG COMMUNITY SCHOOLS CALENDAR 2022-2023

August 29.....	FIRST DAY OF SCHOOL
October 14.....½ day Student/ ½ day PLC Work (student dismissal 12:15)	
October 28.....	Records Day - NO STUDENTS
November 23-25.....	Thanksgiving Break - NO SCHOOL
December 2.....½ day Student/ ½ day PD Work (student dismissal 12:15)	
December 26 - January 6.....	Winter Break - NO SCHOOL
January 9.....	School Resumes
January 20.....	Records Day - NO STUDENTS
January 23.....	First Day 2nd Semester
February 3.....½ day Student/ ½ day PLC Work (student dismissal 12:15)	
February 24.....	Mid-Winter Break/No SCHOOL
March 3.....½ day Student/ ½ day PLC Work (student dismissal 12:15)	
March 23.....½ day Students ½ day PLC Work (student dismissal 12:15)	
March 24 - March 31.....	Spring Break - NO SCHOOL
April 3.....	School Resumes
May 5..... ½ day Student/ ½ day PLC Work (student dismissal 12:15)	
May 29.....	Memorial Day - NO SCHOOL
June 9.....	Last Day of School (1/2 Day student dismissal 12:15)

DISTRICT MISSION STATEMENTS

Vicksburg Community Schools provide education to preschool through twelfth grade students in three elementary schools, one middle school, and one comprehensive high school. In addition to traditional academic programs, we offer adult education courses, summer school, an alternative education program, and numerous athletic and fine arts opportunities.

The Vicksburg Community Schools is proud to operate in a manner that adheres to our collective Vision, Mission, and Beliefs.

Vision Statement

All students will graduate college and career ready.

Mission Statement

Maximize the success and potential of each student.

Belief Statements

- All students can learn at high levels, regardless of poverty, social status, and/or family circumstances.
- Students learn in different ways and within different time-frames.
- Mistakes are expected, inspected and respected.
- When students don't learn the way we teach, we will find ways to teach the way they learn.
- Assessments provide feedback that influences teaching and learning.
- Students can and will take responsibility for their learning.

- Students have ownership and vision for their education.

INDIAN LAKE STAFF

Principal.....	Dr. Sarah Bacalia
Administrative Assistant.....	Becky Johnson
Office Para.....	Lisa Naster
Bulldog Beginnings	Erica Wolf and Laura Poggi
BK.....	Amy Mclicheey
Kindergarten	Jill Boudrie
Kindergarten.....	Julie Hughes
First Grade.....	Amber Cousins
First Grade.....	Susan Pepps
Second Grade.....	Melissa Jamerson
Second Grade	Wendy Martens
Third Grade.....	Bailey Hawkins
Third/Fourth Grade	Diana Haring
Fourth Grade	Beth Schmid
Fourth Grade (Virtual).....	Marie Law
Fifth Grade	Callie Baker
Fifth Grade	Kristen Roberts
Special Education.....	Tessa Rewa
Physical Education	Tatum Odell
Art.....	Jake Biernacki
Music	Patty Heintzelman
Reading Interventionist	Jill Barton
Math Interventionist.....	Sheri Blough
Computer Tech	Tara Kanouse
Counselor.....	Heather Richeson
Social Worker.....	Molly Beardsley
Speech Therapist.....	Sara Fleming
School Psychologist	Amy Dunn
Librarian	Kristen Shook

Library Parapro	Adrienne Bruystens
Literacy Parapro	Erin Cox
Intervention Parapro.....	Mindy Bergman and Caitie Shafer
Intervention Parapro.....	Lisa Brewer
Intervention Parapro.....	Tiffany Schwartz
Cafeteria Manager	Julie Skrypek
Cook	Pam Hollingsworth
Lunchroom Supervisor/Cashier.....	Lorraine Lewis
Lunchroom/Recess Paras.....	Erin Courtney, Tamara Patterson, Kristin Burmeister, Mary English, and Kris Miller
Special Education Paras.....	Kristi Decker, Rachel Millward, Penny Hanfland
Child Care Paras.....	Susan Frisbie & Connie Miller
AM Custodian.....	GRBS Custodial
PM Custodian.....	GRBS Custodial
Kids Klub Coordinator.....	Courtney Hammond
Kids Klub Aide.....	Madi Taft and Kari Key
Bus Drivers.....	Alice Cronk, Leilani Burkey, Jane Crandall, Teresa Fouts

SUNSET LAKE STAFF

Principal.....	Amie McCaw
Admin Assistant.....	Brenda Austin
Admin. Assistant.....	Alicia Sprinkle
Bulldog Beginnings.....	Jennifer Kling
BK	Jenny Johnson
Kindergarten	Erin Guerrero
Kindergarten.....	Sarah Phillips
Kindergarten.....	Kayci Whitmore
First Grade.....	Jill Braman
First Grade.....	Kim Parsons
First Grade.....	Brenda Warner
First Grade.....	Maddie White

Second Grade.....	Kim Bond
Second Grade	Melissa Collins
Second Grade.....	Kellie Hillsburg/ Kristina Newhouse
Second Grade.....	Alex Schmidtendorff
Third Grade.....	Cristina Ebert
Third Grade.....	Amanda Halpin
Third Grade.....	Kelly Sanchez
Fourth Grade.....	Kristin Kite
Fourth Grade.....	Michael Schimp
Fourth Grade.....	Becky Wing
Fifth Grade.....	Paul Block
Fifth Grade.....	Emma Kinn
Fifth Grade.....	Chelsie Schimp
Fifth Grade.....	Samantha Witters
School Counselor.....	Shayna Brooks
Special Education.....	Rasma Gertners
Special Education.....	Cindy Kessler
Librarian	Kristen Shook
Library Parapro.....	Christy Campbell
Speech Therapist	Rachel Bernhardt
School Psychologist	Breanna Welling
Social Worker.....	Molly Beardsley
Art.....	Megan Oswalt
Physical Education.....	Chelsey Brink
Music.....	Ravenna Kahler
Interventionist.....	Kristina Fulton
Interventionist.....	Natalie Mason
Interventionist.....	Jessica Moughton
Interventionist.....	Alicia Zagar
Intervention Support.....	Lisa Bradley, Kelly Kovalska,

Cheryl Lee, Marissa Mendoza

Special Education Parapro...Jamie Schiedel, Carrie Dugan, Genny Carter,
Rebekah Engler
Computer TechShannon Twite
Science ParaproCheryl Lee
GSRP Parapro.....Jen Kling
BK parapro.....Trudy Gwilt
Cafeteria ManagerHeather Fenwick
Cook Debbie Thomas
Cashier.....Cindy McClish
Kids Klub CoordinatorHarley Drummond
Kids Klub Aides.....Kari Key, Allison Stevens,
Logan Dunham
Noon Supervisors.....Tiffany Crippen, Lakeysa Cottrell, Kate Gangloff,
Jennifer Eversole, Angela Richmond
Bus Drivers..... Bill Hartgraves, Colleen Munn, Diane Dinse,
Candace Schroeder, Dinse Moren

TOBEY ELEMENTARY

Principal.....Mike Barwegen
Admin Assistant.....Lori McVay
Office Parapro.....Carol Murray-Eaton
Kindergarten Carole Boal
Kindergarten.....Wendy Gebben
Kindergarten.....Tabitha Sears
First Grade.....Katie Ruibley
First Grade.....Michelle Wester
First GradeSarah Wasson
Second GradeAngie Byrne
Second GradeMartha Flynn
Second GradeChelsea Flickinger

Third Grade	Kelly MacDonell
Third Grade	Becky McGill, Jenni Myers
Third Grade.....	Brianna Hall
Fourth Grade.....	Karen Malito
Fourth Grade	Kathy Holladay
Fourth Grade	Kelly Walters
Fifth Grade	Kristen Glerum
Fifth Grade	Tiffany Sadowski
Interventionist Coordinator Literacy.....	Jill Tibbetts
Interventionist Coordinator Math.....	Amy Green
Special Education	Aaron Willett
Physical Education.....	Tatum Odell
Art.....	Jake Biernacki
Music	Patty Heintzelman
Guidance Counselor	Alyson Lonsway
Intervention Parapro.....	Mindy Malocha
Intervention Parapro	Breanna Martin
Classroom Parapro.....	Kim Putman
Classroom Parapro.....	Linda Patterson
Classroom Parapro.....	Angela Posso
Classroom Parapro.....	Mackenzie Stuck
Building Tech.....	Lori Hunt
Kids Klub/Coordinator.....	Kristin Middaugh
Kids Klub Aide.....	Kendalyn Freeland
Speech Therapist.....	Jenny DeBoer
School Psychologist	Amy Dunn
Social Worker.....	Molly Beardsley
Librarian	Kristen Shook
Library Aide.....	Tammy Jensen
Cafeteria Manager.....	Veralyn Cline
Cook.....	Debbie McLouth
Noon Supervisors.....	Kendalyn Freeland

Noon Supervisors..... Kathy Shoemaker
Head Custodian.....(GRBS)
Bus Drivers..... Michelle Ballard, Chris Cowles, Spence Groves,

SERVICES AVAILABLE TO STUDENTS & PARENTS

COUNSELOR

The Elementary Counselor provides services for students and assists teachers, parents, and other adults to understand children. The counselor is specifically trained to help children solve many kinds of problems at home and school. Parents may make a referral or request a conference by contacting their child's teacher or the school office.

TITLE I/ Title I is a federally funded program designed to aid qualifying students who demonstrate a need for additional reading and/or math assistance. A variety of teaching techniques and materials are presented to individuals or to small groups of children. Instruction is based on the needs of each individual being served.

Sometimes the teachers go into the classrooms, and sometimes students are taken out of class at a time that is least disruptive to learning. The student's progress is closely monitored through joint planning by the Title I, Reading Recovery, and the classroom teacher. Communication with classroom teachers is an important aspect of the child's success. We seek to involve parents through conferences and other parent/teacher interventions.

INTERVENTIONISTS are responsible for implementing and monitoring a variety of educational programs. Although the school's reading program provides the main focus of their responsibility, the consultants are actively involved with math instruction, district assessments, M STEP testing, and other areas of the curriculum.

SPECIAL EDUCATION SERVICES

SCHOOL PSYCHOLOGIST

The School Psychologist evaluates a student for special education services in the areas of intelligence, academic achievement, eye-hand coordination, emotional problems and may include considerations of classroom dynamics and

family relationships. The evaluation sessions are conducted during the school day. Upon completion of the evaluation, parents and the school personnel involved will be notified of the psychologist's data and recommendations.

As parents, you may suspect that your child has problems in learning or appears to be developing more slowly than other children of the same age. If you have concerns for your child, please contact your child's teacher or the building principal.

SCHOOL SOCIAL WORKER

The School Social Worker evaluates a student's social and behavioral adjustment for special education services. The following are often used in making this determination: 1) family interviewing; 2) student conferences; 3) teacher conferences; 4) observations; and 5) collections of information and coordination of service with other agencies (if appropriate).

LEARNING DISABILITIES CLASSROOM

The Learning Disabilities Classroom is for children who are having difficulty in the regular classroom setting and need more individualized help in math, spelling, perceptual and motor skills. The students are qualified through a special education team process that includes parents. The children may spend anywhere from one hour to twenty-five hours each week for the individualized help. The schedule is planned so the students may be in the regular classroom as much as possible.

TEACHER OF THE SPEECH & LANGUAGE IMPAIRED

SPEECH-LANGUAGE PATHOLOGIST

The speech-language pathologist (SLP) assesses and diagnoses individuals who have communication impairments, which adversely affect student educational performance in the context of the public school setting. Qualified students may receive individualized therapy services individually and/or in groups. The SLP can also help parents and teachers understand the nature of the communication disorder, and offer suggestions for continued support in the classroom and at home. When deemed appropriate, the SLP can assist the student and the team in the use of devices or tools for improved communication. Communication

disorders that negatively impact a student's educational performance typically fall under an impairment in one or more of the following areas: language, articulation, fluency (for example, stuttering), voice.

Some articulation errors follow an average (or 'typical') developmental pattern and may be deemed more likely to fade or disappear as the child matures, without the need for therapy. The SLP can screen the child's speech pattern to help determine whether there is an impairment. If your child develops a moderate or severe problem (one that interferes with his/her communication or calls attention to itself), please ask your child's teacher to make a request for a screening with the SLP, and be prepared to provide some specifics about suspected disorder.

INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act (A.D.A) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State Law. Contact your building principal to inquire about evaluation procedures and programs.

MATTERS PERTAINING TO HEALTH

We assume that if a child is well enough to be in school, he/she is well enough to take part in normal activities including the noon-hour outdoor program, unless we have a statement from your doctor asking for special consideration. Children who are sick should not come to school. If a student becomes ill after arrival, we will notify the parent so arrangements can be made for the student to be taken home. Contagious diseases must be reported to the Health Department. Please call the school if your child has a contagious disease.

INJURIES AND ILLNESS

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

office will follow the School's emergency procedures.

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

IMMUNIZATIONS

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

MEDICATIONS

(Policy & Guideline 5330)

The medications and/or treatments which may be administered are defined in Policy 5330. In those circumstances where a student must take medication during the school day, the following guidelines are to be observed:

A. Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

B. The Medication Request and Authorization Form 5330 F1 must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours. This form must be completed and signed by the parent or guardian and will include:

- a. Student's name
- b. Medication and dosage or procedure required
- c. Times required
- d. Date prescribed medication will be started
- e. Date prescribed medication will no longer be needed
- f. Physician's name and telephone number
- g. Probable side effects

- h. Authorization for school personnel to administer the prescribe medication, if necessary
- i. Agreement/satisfactory arrangement to deliver medication to/from school
- j. Agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year.

C. All medications to be administered during school hours must be registered with the principal's office. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended. Medication MAY NOT be sent to school in the child's lunch box, pocket, or other means on or about his/her person. An exception to this would be prescriptions for emergency medications for allergies and/or reactions (Form 5330 F3) or HS students transporting their own medication to the office, or to maintain non-prescription medication on their person in accordance with Form 5330 F1.

D. For each prescribed medication, the container shall have a pharmacist's label with the following information:

- 1. Student's name
- 2. Physician's name
- 3. Date
- 4. Pharmacy name and telephone
- 5. Name of medication
- 6. Prescribed dosage and frequency
- 7. Special handling and storage directions

E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed

medication.

G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the parent's written release.

H. Where training is required for the administration of medication or a health care procedure, written documentation will include: 1. What training was given 2. The trainer's name and professional status 3. When the training was given 4. The duration of the training

I. If a student is exhibiting behavior, which, in the opinion of the teacher, causes concern about the student's medical status, this behavior must be reported to the building principal and expressed in writing in behavioral terms. A designated person may then contact the parent/guardian and advise that they seek medical attention for the child, at which time the written observations may be given to the parent/guardian to take to the doctor.

J. Dispensing of over-the-counter (OTC) medication by district employees to students without the completion of Form F330 F1 is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

K. If a child is taking several prescriptions and it is noted that two (2) or more physicians are prescribing for the same child, this should be brought to the attention of the building principal, who will be responsible for investigating the situation.

CONTROL OF CASUAL-CONTACT

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

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

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

administrative guidelines. Children diagnosed with head lice may not ride the school bus until cleared by office personnel.

CONTROL OF NON-CASUAL-CONTACT

COMMUNICABLE DISEASES *In the case of non-casual contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion. Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC=AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCB (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health. As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and student or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.*

BICYCLES AND WALKING

Students must have written permission from a parent to ride their bike or walk to school if they normally ride the bus. Only one note is necessary for the entire year. Bicycles must be parked in the space provided upon arrival at school and left until time to return home. Bike riding is a privilege and can be withdrawn if problems occur.

DRESS FOR WEATHER

Listen to the weather forecasts and dress your child appropriately. All children are expected to participate with their class in outdoor activities and to go outside during recess, unless it is raining or extremely cold. All children should

wear boots or other protective footwear on wet or muddy days. When in doubt, dressing warmer is better.

GYM SHOES

All students should have tennis shoes for physical education classes; they need not be new. Children are not allowed to play on the gym floor in stocking feet or with hard-soled shoes.

TELEPHONE CALLS

Children will not be allowed to use the office telephone to call home except in the case of an emergency. If children are to stay after school, arrangements must be made the day before. Children staying for after- school activities must have written permission from parent or guardian only. Please send a note with your child in the morning of any change in his/her daily routine. Only emergency phone messages from parents to students will be delivered if called before 2:00 p.m.

PARENTS OR FRIENDS VISITING SCHOOL

Parents are always welcome and are encouraged to come to school to gain a better insight into the workings of our school. We request that arrangements with the teacher be made in advance of your visit. All visitors are required to begin their visit by registering at the school office. We request that children do not bring visitors (other than parents) to school with them for the day.

REPORT CARDS/ CONFERENCES

Report cards will be issued four times during the school year; at the completion of the first and second semesters, and in the Fall and Spring. Parent Conferences are also held in the Fall and Spring. Please remember that you are encouraged to contact the teacher to arrange a conference at any time you feel it is necessary. Through sharing of information and concerns, we as parents and teachers will be more able to understand and plan for each child and his/her needs.

PARENT/SCHOOL SUPPORT GROUPS

Our parent groups exist to promote mutual understanding and cooperative effort in the interest of the children of the Vicksburg Elementary Schools in the following ways: A. By striving for a closer relationship between parents and teachers. B. By raising money to provide the children with advantages that might not otherwise be available. C. By serving as a forum for the coordination of parents' talents which enrich the educational process.

PHOTOS

Photographs of all students are taken each year for school record purposes. Parents are under no obligation to purchase photos.

LOST AND FOUND

Lost articles are turned into the lost and found area, where they may be claimed by their owners. Valuables such as watches, wallets, and purses are turned over to the office for identification and return. Unclaimed articles will be disposed of at the end of the year. Please label all articles of clothing and other possessions with your child's name. These articles are expensive, and we would like to ensure their return.

DAMAGED AND STOLEN PROPERTY

Vicksburg Community Schools cannot and will not be responsible for damaged, lost, and stolen articles, regardless of location on school property.

PETS If children wish to bring a pet to school, it must be pre-arranged with the teacher. Pets must be properly caged and must not be disruptive of the teacher-learning program. No pets or creepy-crawlers are allowed on the bus.

RESERVATIONS – USE OF SCHOOL FACILITIES

Reservations for using school facilities are made through the Community Education Office by calling 321-1022.

PROCEDURES FOR ADDRESSING CONCERNS

If you have a concern with something that is happening at school, please call

your child's teacher first. If you were not satisfied with the response, the next step would be to call the building principal. If the problem could not be resolved at this level, then a call to the Superintendent would be appropriate.

ELEMENTARY SCHOOL ATTENDANCE

Daily attendance, of all who are enrolling in Michigan Public Schools, is required in accordance with State law and School Board Policy.

Section 380.1561 of the General School Laws of Michigan states: "every parent, guardian or other person in this State, having control and charge of any child from the age of six (6) to the child's sixteenth birthday, shall send that child to the public schools during the entire school year. The child's attendance shall be continuous and consecutive for the second year fixed by the school district in which the child is enrolled." Similarly, the elementary schools shall adhere to the Policy that each student should be in attendance every day school is in session. Students are required to attend all regularly scheduled classes and assemblies unless otherwise excused.

ATTENDANCE CLASSIFICATION: It is the intent of the Vicksburg Community Schools to monitor and promote regular school attendance. A record of the attendance of each student shall be maintained in accordance with the following classifications:

1. "Tardy" shall mean a child arrived after the beginning of class (8:55 a.m.) but before one (1) hour had passed.
2. "Absence" shall mean a child missed over one (1) hour of class time.
3. "Early Departure" shall mean a child left school (before 3:35 p.m.) missing one (1) hour or less of class time.

Frequent absences and/or tardies may affect student's participation in non-curricular field trips and events, promotion to the next grade, and/or may result in disciplinary consequences and referral to legal agencies.

A. PROCEDURE:

1. Absences must be excused by a parent or legal guardian by calling school between 8:00 and 9:00 a.m.
2. If a student is not properly excused by phone on the day of the absence, a written note from the parent or guardian verifying the reason for the absence should be submitted within two (2) days of his/her return to school. (Please note: students will remain unexcused until parents have contacted the school to confirm absence.) One day for each day of absence will be allowed for schoolwork missed to be made up before a penalty may be involved.
3. Pre-arranged absences for family trips require a written note at least three (3) days prior to the absence, so that arrangements for make-up work can be made prior to leaving.
4. If an absence is directly related to any officially recognized school activity, whereby the student has an active role, the student will be considered present.

B. MAKE-UP WORK: Excused absences allow the student to make up all work and tests missed. One (1) day shall be granted for make-up work for each day of absence.

C. EXCESSIVE ABSENCES: Parents may be notified in writing when a student has been absent ten (10) days per year, or 10% of the days school has been in session, and again at twenty (20) days per year. After twenty (20) days, written substantiation may be required by a doctor for each absence. If not supplied, the student may be regarded as truant. Proper legal authorities may also be notified when excessive absences occur.

D. TARDINESS: It is important that students arrive at school on time in order to prepare themselves for the beginning of class and to establish a habit of punctuality.

E. ARRIVAL AND DISMISSAL TIME: Buses arrive at school

The school doors open each morning at 8:50 a.m.

Busses arrive between 8:40 and 8:50 a.m. Children who are eating school breakfast are allowed in the building at 8:40 a.m. All other students are allowed to enter the building at 8:50 and should not arrive prior to this time as they are expected to remain outside and are unsupervised. Students are excused for afternoon dismissal at 3:35 p.m. Walkers and bikers may be released earlier.

- F. DISMISSAL REQUESTS:** Students will not be permitted to leave the school during school hours, except with a parent or guardian, or with a written directive to the office from the parent. We are responsible for children during school hours and must know whom they are with at all times. For the protection of students, all parents and students are to follow the dismissal procedure at each individual elementary building. If you want to pick your child up early, we ask that you come to the office to sign them out. All changes from your child's regular dismissal routine must be directly communicated to the school and done **BEFORE** 3:00 p.m. of that day.

G. EMERGENCY SCHOOL CLOSINGS:

Emergency school closings will be announced on the radio, television and/or an instant alert will be conducted. Please inform your child of prearranged plans of what he/she should do if school should close early. Also write these procedures on the enrollment form and update it if any changes occur. If a tornado watch or warning is issued, the children will remain at school and staff will closely monitor all activities. Tornado drills will be conducted regularly, and students will assemble in designated areas under the supervision of their teacher in the event of a tornado warning. Parents are requested not to come to school for their child as this may lead to confusion and emotional hysteria.

H. HOMEWORK:

Homework is an integral part of the educational plan for grades 1-5.

Grades 1 & 2 15-20 minutes/day 1-4 days/week

Grade 3 15-30 minutes/day 1-4 days/week

Grades 4 & 5 60 minutes/week minimum 60 minutes/day maximum

Homework may not always be written and generally is given on Mondays-Thursdays. All written work will be collected and evaluated.

Time given for make-up work due to absences will be one day for each day of school missed.

I. STUDENT RECORDS:

The educational interests of the students require the collection, retention, and use of information about individual students and groups of students. The Board of Education is responsible for maintaining records of all students attending schools in the District. The Board will make available upon request to any person or party other than the student or his/her parent without the written consent of the parent or student, if 18 years of age or older, "directory information" which shall include: a student's name, address, telephone number, date and place of birth, photograph, major field of study, participating in officially recognized activities and sports, height and weight, if a member of an athletic team, dates of attendance, date of graduation, awards received, or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed. Parents may refuse to allow the District to disclose any or all of such "directory information" upon written notification to the District within ten (10) days after receipt of the District's public notice. Parents also have the right to inspect and review the student's education records; request amendments if the record is inaccurate, misleading, or otherwise in violation of the student's rights; consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that unauthorized disclosures allowed by law; file a complaint of District non-compliance with the Department of Education; and obtain a copy of the District's Policy and Administrative Guidelines on student records.

MATTERS PERTAINING TO TRANSPORTATION

The driver of a bus has a great responsibility. A mistake by the driver might mean the injury or death to students on the bus. Students should remember that transportation is provided for their convenience and that it is a privilege to ride the bus, not a right. Students are expected to exercise proper conduct at all times. Because of safety factors, misconduct will not be tolerated. Students who misbehave or in any way place the driver, students, and/or bus in jeopardy, will lose their bus privilege.

The following rules are rules of courtesy, safety, and common sense. The drivers are your friends and will inform you of the rules to follow while in their charge. They wish to make your bus ride as safe and pleasant as possible. The driver is in charge of your conduct from the time you enter the bus to the time you leave it. In addition to the rules listed below, all Student Handbook and Code of Conduct Rules, Kindergarten through 12th grade, will be in effect at all times.

RESPONSIBILITIES OF STUDENTS ARE TO:

- maintain safe classroom conduct while riding the bus; to sit in their seats and face the front with their feet on the floor;
- refrain at all times from moving around while bus is in motion;
- keep the aisles clear;
- be aware that damage to bus property must be paid for by the offender;
- remain quiet at railroad crossings;
- be at their designated stop on time and board the bus in an orderly manner (driver is responsible for staying on schedule and cannot wait for tardy students);
- wait until the bus has come to a complete stop before attempting to get on or off;
- leave the bus only at the consent of the driver; students will bring a transfer pass from school whenever they deviate from regular procedure;

- enter and leave the bus only at the front door, except when directed to use rear door for an emergency;
- cross the highway in front of the bus as instructed by the driver;
- keep hands and head inside the bus;
- not eat, drink, smoke, or light matches on the bus;
- not bring pets, animals, or creepy-crawly creatures on the bus;
- not bring food on the bus unless in a sealed package (containers with covers or stapled bags will be allowed);
- not bring pop cans or bottles on the bus;
- not chew gum on the bus;
- not carry glass on the bus; for a special occasion, it will be allowed if wrapped in newspaper, sealed, and arrangements are made with the bus driver in advance;
- package toys or any items needed for school projects before they are brought on the bus; and they are not to be opened until they reach school;
- not bring wooden or metal bats, skateboards, skis, roller blades/skates, hockey sticks or other large objects on the bus;
- obey any safety or disciplinary rules assigned by the driver;
- not use profane language or gestures.

RESPONSIBILITIES OF PARENTS ARE TO:

- provide appropriate supervision of their children to, from, and at the bus stop at least 10 minutes prior to scheduled pick up and drop off times.
- understand that students may have to walk up to a mile to the bus stop;
- understand that students may not ride a bus other than the one to which they are assigned, nor get on or off the bus at a stop other than their designated stop. The building principal or Transportation Supervisor may grant variances in an emergency only. Students must bring a transfer pass from school whenever they deviate from regular procedure. (This is for daycare and emergencies only.)
- We would like to suggest you consider providing tote bags for students.

This would take care of getting many items to and from school safely. It will also help protect students getting on and off the bus, crossing the road, etc. Failure to assume these responsibilities may result in a suspension of the bus riding privilege and/or school suspension.

VIOLATIONS OF SCHOOL BUS RULES AND REGULATIONS:

Disciplinary Action for Violations:

Step 1: When a bus driver observes a violation by a student of the Vicksburg Community Schools Student Transportation Responsibilities (previous page), the driver shall inform the student of the violation verbally and implement any one or more of the corrective measures listed below:

- a. Assign seats
- b. Write sentences
- c. Contact parents
- d. Verbal warning

Step 2: If Step 1 corrective measures by the driver do not result in proper behavior, a written report of the continued rule(s) violation and discipline shall be sent to the student's parent or guardian and the building principal responsible for the student.

Step 3: If circumstances warrant more than a verbal or written warning, the driver may suspend a student from riding the bus for one day. The driver will notify the parent or guardian as soon as possible of the suspension.

Step 4: If circumstances surrounding the violation referred to in Step 3 warrant more than a one (1) day suspension or other disciplinary action, the Transportation Supervisor (or designee) may suspend the student from riding the school bus. The Transportation Supervisor will notify the parent or guardian as soon as possible of the extended suspension. The Transportation Supervisor in consultation with the building principal shall make the final decision on the length of the extended suspension.

Steps 1, 2, 3, and 4 above may be omitted by the Transportation Supervisor (or designee) if the violation involves assault upon another person, gross disrespect to the driver or other school personnel, gross disregard for bus safety rules and regulations, or if other circumstances warrant it.

Review Procedures:

Step 1: The student and/or parent or guardian may request a review by the Transportation Supervisor and the student's building principal, if they wish to dispute an allegation of a bus rule violation. **Step 2:** The student and/or parent or guardian may request a review by the Assistant Superintendent, if they are aggrieved by the findings or disposition at Step 1 of this review procedure guidelines.

VICKSBURG COMMUNITY SCHOOLS GRIEVANCE PROCEDURE FOR TITLE II, VI, IX AND SECTION 504 Section I If any person believes that the Vicksburg School District or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title II of the Americans with Disabilities Act of 1990 (2) Title VI of the Civil Rights Act of 1964, (3) Title IX of the Education Amendment Act of 1972, and (4) Section 504 of the Rehabilitation Act of 1973, s/he may bring forward the complaint, which shall be referred to as a grievance, to the District's Civil Rights Coordinator:

Steve Goss, Assistant Superintendent Vicksburg Community Schools 301
South Kalamazoo Avenue Vicksburg, Michigan 49097

Section II

The person who believes she/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complainant. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

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

The local Coordinator, on request, will provide the complainant with a copy of the Vicksburg Community Schools grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

Students and parents and representatives of Vicksburg Community Schools may, at any time, contact the enforcement offices if you wish to file a complaint or need assistance on a problem or assistance to prevent civil rights problems. Contact the OCR headquarters office if you have a question on national policy, to make a Freedom of Information request for information that is national in scope, or to request publications or other assistance that is not available online.

The OCR office for Michigan is located at:

Office for Civil Rights US Department of Education 600 Superior
Avenue East Suite 750 Cleveland, OH 44114 Telephone: 216-522-4970
FAX: 216-522-7573 TDD: 877-521-2172
Email: OCR.Cleveland@ed.gov

The OCR National Headquarters is located at:

US Department of Education Office for Civil Rights Customer Service Team 400
Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 1-800-421-3481
FAX: 202-246-6840 TDD: 877-521-2172 Email: OCR@ed.gov

Vicksburg Community Schools Administrative Guidelines

5500C - POSITIVE DISCIPLINE PLAN (ELEMENTARY)

Vision

The climate of the Vicksburg Community Schools will foster the character development of each student. The following examples of essential, character building virtues serve to illustrate the strengths we hope to nurture in each student:

- A. Respect - to treat self, others, and all property with courtesy and dignity.
- B. Responsibility - to be accountable for one's own decisions and actions.
- C. Courage - to have the confidence to face difficult challenges.
- D. Caring - to exhibit kindness, compassion, and consideration in all interactions with others.
- E. Honesty - to be truthful in word, thought, and deed.
- F. Self-discipline - to behave appropriately in all settings and to work diligently toward achieving personal goals.

Mission

Staff, students and parents will share a united goal to model and to cultivate exemplary aspects of character. Through this focus, we strive to nurture each individual's growth toward their full potential.

ELEMENTARY PLAN

Goals:

- A. To reach our individual potential.
- B. To take responsibility for our actions.
- C. To treat others and ourselves with respect.
- D. To contribute to a positive, safe, caring, and orderly school environment.
- E. To create, develop and support a strong and positive partnership between parents, school, and students.

General Rules:

Everyone will have self-discipline and take responsibility for their own behavior. They will treat others with dignity and respect and work together:

- A. to be prepared to start class on time;
- B. to strive for our personal best;
- C. to be aware of safety concerns;
- D. to stop and think before acting.

The Teachers, Support Personnel and Administrators will:

- A. take pride in themselves as educators and model positive life skills for students;
- B. believe that all children are able to learn and look for ways to ensure that every student is recognized;
- C. show a commitment to excellence and establish behavioral and academic standards;
- D. set professional goals and work toward accomplishing them through improving instructional knowledge and teaching skills;

- E. be "solution oriented" when facing a problem;
- F. address students' academic and behavioral performance through open lines of communication between staff, students, and parents;
- G. treat personal information in a confidential and professional manner;
- H. make decisions based on what is best for the student;
- I. implement the school improvement plan through positive support and suggestions.

Our Goal is to Develop Successful Students who will:

- A. have pride and confidence so they can be successful no matter what the situation;
- B. set personal goals and who will work persistently toward accomplishing them;
- C. take responsibility for the way they look, talk, and act;
- D. treat themselves and others with dignity and respect;
- E. attend school regularly and be punctual;
- F. develop good study skills and work habits;
- G. be friendly and courteous;
- H. be honest and respect people, property, and our environment;
- I. be able to learn from their mistakes;
- J. follow school rules;
- K. help others in our schools and our community.

School success is created by a team effort. The team consists of the student, teacher and most importantly, the families. Families want what is best for their

children. The following tips are offered as a guide, so that each student is supported in reaching their academic potential.

The Families will:

- A. communicate to the child that s/he:
 - 1. has a parent that loves him/her;
 - 2. is a special and important person;
 - 3. will be successful in school;
- B. make sure the child:
 - 1. has at least eight (8) hours of sleep each school night;
 - 2. has breakfast before coming to school;
 - 3. arrives at school on time;
 - 4. is clean and appropriately dressed;
- C. set realistic goals and help your child to take responsibility for his/her behavior and learning;
- D. support your child and their teacher; especially when there are academic and/or social concerns;
- E. read to your child and encourage them to read for pleasure (for at least fifteen (15) minutes per day);
- F. provide a regular time and a quiet setting for the completion of homework;
- G. communicate regularly with your child's teacher via notes, telephone, or a scheduled conference;
- H. show interest in your child's efforts at school;

Ask what your student:

1. learned in school;
 2. enjoyed doing during the day;
 3. accomplished with pride today;
- I. notify the school of health problems or other concerns which might interfere with your child's performance.

Schools are places where students gain the knowledge and skills to be responsible, contributing, and independent members of our society. Success in life is dependent not only on knowledge and skill, but also, on attitude and self-concept. Our ultimate goal is for all students to become independent, responsible, and contributing members of our society. All staff are encouraged to immediately reinforce acceptable student behavior when it is observed. Below are some suggested procedures for recognizing acceptable student behavior or performance.

- A. TELL the child the specific behavior you observed and how it helps our school to function more effectively.
- B. WRITE a brief note to the child telling him/her to be proud of himself/herself and state the behavior which you observed.
- C. MAIL a note home on a postcard to the parent/guardian recognizing an effort made by the child.
- D. CALL the parents at home/work just to tell them the good news about their child and the good behavior s/he is demonstrating at school.

All staff are encouraged to immediately deal with inappropriate student behavior when it occurs. In the event a student acts in a manner which is inappropriate for the educational setting, these procedures will be followed:

- A. If a student breaks a rule, the adult in charge will intervene.
- B. When necessary, the teacher will implement a plan of action to help the student change their behavior.
- C. If the inappropriate behavior continues, the teacher will notify the

parents by phone or in writing. This is where the parent and the teacher develop a strategy with the child to solve the problem.

- D. If the child still chooses not to control himself/herself, the principal becomes involved by re-examining the behavior and suggesting modification techniques.
- E. If the four (4) steps are unsuccessful, the student will be referred to the building team, where an intervention plan of assistance will be generated.
- F. If all else fails, suspension and/or expulsion will result.

Recordkeeping and Review:

A record keeping process will be developed which will enable principals and staff to identify patterns of discipline problems. This plan will be reviewed on a regular basis. This review will be done by the principal in cooperation with the school staff and parents.

ELEMENTARY STUDENT CODE OF CONDUCT

A. Preamble:

The Board of Education declares it to be the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the curriculum offered in this District regardless of race, color, creed, disability, religion, sex, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background (per Board Policy 2260).

The parent must be aware of school policies, such as, seeing that the child is in school on time; going through the proper channels when the child is absent; and, in general, aiding the school in every way possible. School policies are formulated for the purpose of benefiting the child and must be followed if the child is to receive the best possible education.

B. Revised School Code:

Suspension or Expulsion of Students:

“The school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order. If there is reasonable cause to believe that the pupil is a student with a disability, and the school district has not evaluated the pupil in accordance with rules of the superintendent of public instruction to determine if the pupil is a student with a disability, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with section 1711.”
Section 380.1311.

C. Elementary Discipline Procedures:

1. **Due Process:** The Board recognizes the following:
 - a. Students have full rights of citizenship as delineated in the United States Constitution, the Constitution of the State of Michigan, the School Code, and other laws passed by the legislation of the State of Michigan.
 - b. The primary intent of society in establishing the public school is to provide an opportunity for learning.
 - c. Citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law.
2. **Disciplinary Procedures:** If it is alleged that a student has violated the Code of Conduct, and it is determined that formal disciplinary proceeding should be instituted, the following due process procedures shall be followed:
 - a. **Administrative Procedure:**
 - 1) The student shall be informed of the specific charges.
 - 2) The student shall have the right to present relevant information to support his/her defense.

- 3) If the discipline to be imposed is detention or a suspension for less than ten (10) days, the administrator shall:
 - a) Notify the parent(s) or guardian(s) of the discipline, the reasons for the discipline, and the discipline procedure to be followed.
 - b) If the parent(s) or guardian(s) are dissatisfied with the procedure or the discipline, they may file a written appeal with the Superintendent within ten (10) days.
- 4) If the administrator determines that the conduct of the student may result in a suspension for ten (10) days or more, or expulsion, the matter shall be referred for Board action.

b. Board Procedures:

- 1) The student and the student's parent(s) or guardian(s) shall be given:
 - a) a written statement of the charges;
 - b) a hearing notice setting forth the time and place for the hearing; and
 - c) a copy of the due process procedure.
- 2) The Board shall conduct a hearing within a reasonable time in accordance with the following procedures, namely:
 - a) The student and his/her parent(s) or guardian(s) may be present while evidence is being taken, and the student may also be represented by legal counsel.
 - b) The hearing may be closed to the public, if requested by the student or the student's authorized representative, and approved by the Board. A record shall be kept of the hearing.
 - c) The Board may admit and give probative effect to evidence of a type commonly relied upon by reasonably prudent men in the conduct of their affairs,

but may exclude irrelevant, immaterial, or unduly repetitious evidence. The student, or the student's authorized representative, shall have the right to question any witness.

- 3) Within ten (10) days following the hearing, the Board shall by at least a majority vote:
 - a) Make a written determination of facts, which determination shall be based solely upon the evidence presented at the hearing.
 - b) Determine the disciplinary action, if any, to be taken.
- 4) A copy of the Board's findings and decision shall be given to the student and his/her parent(s) or guardian(s) within five (5) days following the Board's determination. No disciplinary action shall be taken against the student until the parent(s) or guardian(s) have had an opportunity to receive the decision and findings of the Board provided, however, nothing in this procedure shall limit the right of the administration to take such action as may be required to protect the rights of other students or to protect the interests of the students.
- 5) The student and his/her parent(s) or guardian(s) shall have the right to appeal the decision of the Board to a court of competent jurisdiction.

D. Types of Disciplinary Action:

There are several types of disciplinary action which may be taken against the student. Appropriate disciplinary forms will be sent to the parent(s) or guardian(s) when disciplinary action is taken. The District operates on progressive discipline as misbehaviors accumulate. The level of discipline will be at the discretion of the Principal.

1. Disciplinary Action:
 - a. Break (5-10 min)
 - b. Time out

- c. Conference with student
- d. Peer Conference
- e. Recess detention
- f. Lunch detention
- g. Loss of privileges
- h. Parent Contact
- i. Individualized Plan/Instruction

E. **Suspensions:**

Before suspending or expelling a student, schools must consider the student's age, disciplinary history, disability, seriousness of behavior, whether behavior posed a safety risk, restorative practices, and whether lesser interventions would address the behavior.

a. In-School Suspension

- b. **Out of School Suspension:** During this period, a student may not attend school for a specified period of time, nor may the student enter upon school premises, nor attend or participate in any related school activities.
- c. **Extended Suspension:** A suspension for a period of more than ten (10) days as approved by the Board. Note: All suspensions for violations of the School Code of Conduct are to be effective until the number of school days has passed.
- d. **Expulsion:** The student is permanently excluded from school, unless defined by State or Federal statute. Expulsion from school will result in loss of credit.
- e. **Re-entry Contract:** As a condition of reinstatement, a suspended student may be required to enter into a contract that sets forth terms and conditions of reinstatement. Any violation of the re-entry contract will result in an additional suspension or expulsion from school.

- f. **Serious Violations:** A building principal may recommend to the Board that a student be given an extended suspension or be expelled from school upon a first, second, or third violation if, in the opinion of the administrator, the presence of the student will be disruptive to other students or to the educational process.
- g. **Persistent Violations:** A student who is suspended from school, and whose prior suspensions during the same school year total twenty (20) days or more, shall be subject to extended suspension or expulsion in accordance with due process procedures. A recommendation for such action shall be taken only after a conference is held with the student's parent(s) or guardian(s) in order to determine the future status of the student in the District.
- h. **Reservation of Rights:** The school reserves the right to set forth, as part of the Code of Conduct, those rules and regulations necessary and proper for carrying into execution the educational program of the school, which are not specifically stated herein, as the need arises. When, in the judgment of the administration, the student's behavior reaches such a proportion, or is of a nature that it tends to influence others adversely, and/or interferes with the educational process, or infringes on the rights of others, the behavior is grounds for suspension.
- i. **Discipline Guidelines:** The following discipline guidelines will be used by the administration; however, special consideration will be given to disciplining kindergarten and first grade students. The standards of conduct apply to any student while under the jurisdiction of the Board, whether the offense occurs on school property or otherwise. A threat or attempt to violate any Code of Conduct standard shall be a violation of the Code and shall be punishable to the same extent as provided for a violation of the Code.

Matters Pertaining to Citizenship:

- A. A student shall not knowingly violate any State law or local ordinance.**
- B. Disrespect**

Minor Low intensity, socially rude, unkind or dismissive messages/refusals to adults or students after frequent and repeated re-teaching.

Major Students continue with disrespectful behavior (minor) after repeated and frequent repeated re-teaching. Classroom management system has been exhausted.

C. Disruption

Minor Brief engagement in low intensity inappropriate behavior that interrupts peers/adults after frequent and repeated re-teaching.

Major High intensity engagement in inappropriate behavior that interrupts peers/adults.

D. Defiance/insubordination

Major High intensity and/or repeated refusal to follow directions, talking back, socially rude interactions between student and adult.

E. Abusive Language/Inappropriate Language/Profanity

Minor Any unspoken, written, and/or vocalized message that is inappropriate after frequent and repeated re-teaching.

Major Any unspoken, written, and/or vocalized message that is abuse and/or includes profanity, swearing, name calling. Occurs after re-teaching, correction, or may occur independent of re-teaching.

F. Physical Aggression

Minor A behavior that may affect the safety of others.

Major Intentionally engage in hostile bodily contact. There is an absence of retaliation.

G. Fighting

Major Two or more students engaging in hostile contact.

H. Skip Class

Minor Student leaves class with permission but does not return within the expected amount of time determined by an adult and the student remains in the building.

Major Students leave class without permission or stay out of class without permission.

I. Bullying/Harassment/Intimidation (Policy 5517.01)

Major "**Bullying**" is defined as any written, verbal, or physical act, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
2. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
3. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
4. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

1. Physical – hitting, kicking, spitting, pushing, pulling;

taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

Matters Pertaining to the Safety of Others:

- A.** A student shall not intentionally engage in hostile bodily contact.

Major Intentionally engage in hostile bodily contact. There is an absence of retaliation.

- B.** A student shall not engage in inappropriate behavior which may affect the safety of others. Inappropriate behavior includes: inciting or contributing to the disruption in or outside the classroom, pushing, shoving, kicking, biting, spitting, pulling on clothing, throwing objects

(snowballs, etc.).

Minor

- C. Physical or Verbal Threats against the Lives of Students or Adults

Major

- D. Physical Assault Upon Students or Adult Supervisors

Major

- E. A student shall not wrongfully take, by the use of threat or violence, money or property of another person.

Major Students intentionally pass on, or are responsible for removing someone else's property, and/or repeatedly involved by being in possession of others' belongings without permission.

- F. A student shall not possess or use any weapons, which include: but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.

Major

1. a weapon (including a starter gun) which will, or is designed to or may readily be converted to, expel a projectile by an explosive, spring or other propellant;
2. the frame or receiver of any such weapon
3. any firearm muffler or firearm silencer;
4. any destructive device, including explosives, incendiaries, poison gas, or any weapon which will (or may readily be converted to) expel a projectile by the action of an explosive, spring, or other propellant. For purposes of application and enforcement of this policy, a B-B gun is considered to be a "firearm". (See Board Policy 5772.)

5. It may also include any toy or other object that is presented as a real weapon or reacted to as a real weapon.

Under State law possession of a firearm at school shall result in a recommendation for expulsion

- G. A student shall not possess or use irritants, such as pepper gas and mace, or other dangerous objects.

Major

- H. Knowledge of Dangerous Weapons or Threats of Violence:

Major

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

The School Violence Hotline will provide a means for students or parents to anonymously report. The toll-free hotline will be operational twenty-four (24) hours per day, 365 days a year, by the Michigan State Police Operations Center. This toll-free school violence hotline telephone number is 1-800-815-TIPS.

- I. Bus Rules:

In addition to AG 5500B, the Student Code of Conduct, as it appears in the handbook, applies, in its entirety, to students riding on the bus. Consequences for violations of these rules may include the suspension of riding privileges.

Matters Pertaining to Public and Private Property:

- A. A student shall not take, conceal, or wrongfully carry away the property of another.

Minor Student removing and/or receiving someone else's property

without permission

Major Student engages in misuse of property that results in destruction or disfigurement of property which cannot be fully restored by the student. Additionally, property destruction which could jeopardize the health and safety of others.

B. Internet/Network Safety and Network Use/Abuse:

Minor Student engages in non-serious but inappropriate use of technology devices.

Major Any misuse of a student account will result in suspension of the account privileges and/or other disciplinary/legal action determined by the District. Misuse shall include, but not be limited to:

1. intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
2. misrepresenting other users on the Internet/Network;
3. disrupting the operation of the Network through abuse of the hardware or software including hacking and other unlawful activities;
4. malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks;
5. interfering with other's use of the Network;
6. use for non-curriculum-related communication, including email, chat rooms, and other forms of direct communications;
7. installation of software;
8. downloading, copying, or unauthorized use of licensed or copyrighted software;
9. allowing anyone to use an account other than the account

holder;

10. unauthorized disclosure, use and dissemination of personal identification information regarding a student or staff member.

Matters Pertaining to Disruption of the Educational Process:

- A. A student shall not be insolent, insubordinate, or disrespectful toward school employees.

Major High intensity and/or repeated refusal to follow directions, talking back, socially rude interactions between student and adult.

- B. Dress Code:

A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distracting or indecent, to the extent that it interferes with the learning and teaching process. Administrative discretion will be used to determine appropriate dress code.

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the rights of students and their parents to make decisions regarding this appearance, except when their choices affect the educational program of the schools.

Students wearing inappropriate clothing will be given the opportunity to call home for a change of clothes or be provided with optional clothing.

1. interferes with school work, creates disorder, or disrupts the educational program;
2. depicts or encourages violence or acts of violence, drug use, profanity, or sexually suggestive connotations;
3. advocates or advertises alcohol or tobacco products;

4. implies, initiates, or advertises gang affiliation.
5. Pants should be worn on the hips, no sagging or overly baggy clothes shall be worn.
6. No bare midriffs, shirts must cover the entire middle section of a student's body.
7. Spaghetti straps, tube tops, and around-the-neck halters are not allowed, unless covered by a shirt.
8. Undergarments should not show. Bathing suits or parts of suits and pajamas are not to be worn except on theme days.
9. Shorts and skirts must come down to at least the end of the index finger when hands are at the side.

Matters Pertaining to Controlled Substances:

The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale,

distribution, furnishing, or use of drugs, alcohol, fake drugs, over-the-counter drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or furnishing is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the furnishing or sale of over-the-counter medication to another student.

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

We shall define drugs as:

- A. all controlled substances as so designated and prohibited by Michigan statute;
- B. Tobacco, including chewing, electronic, vapors, and other substitutes;

- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted according to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. over-the-counter medications;
- H. any illegal substances so designated and prohibited by law.
- I. The use, possession, distribution, or being under the influence of any drug including tobacco at any time on District property, or at any District event, is prohibited and is a Major offense.

Revised 11/10/20