



**Official Student Handbook
2023-2024**

Welcome to Manistee Area Public Schools!

We, the staff at Manistee Area Public Schools, warmly welcome you to our school. We look forward to working with you to provide your child with an exceptional learning experience.

The MAPS Mariners Leader's Promise

We provide every student with the knowledge and values necessary to become productive and successful citizens of our world. With innovation, dedication, and integrity, we create a learning environment that inspirebullyings every student and educator to reach their highest potential.

- T | **TRUSTWORTHY** — Mariners are reliable, honest, and dependable
- R | **RESPECTFUL** — Mariners are considerate of the beliefs and opinions of others
- A | **ACCEPTING** — Mariners welcome diversity without judgment
- C | **COOPERATIVE** — Mariners work together towards common goals
- K | **KIND** — Mariners are thoughtful, helpful, and appreciative

“TRACK” is the Manistee Area Public Schools global, district-wide, leaders platform that all educators, staff, and students follow throughout their Mariners Journey. This initiative is connected to course curriculum, extracurricular programs, disciplinary procedures, and internal culture.

We look forward to another good year at Manistee Area Public Schools!
Please do not hesitate to contact us with questions or clarifications about any part of this handbook

Mission

Mariners lead by providing an inclusive, high-quality, diverse educational environment that inspires and fulfills the goals of all learners at every stage of their journey.

Vision

Leading a connected Manistee learning community, which supports the educational journey of each individual student, delivering the Mariners edge.

Guiding Principles

- #1 We believe all students can learn.
- #2 Working together enables us to attain our desired outcomes.
- #3 We are committed to an atmosphere of mutual respect and trust.
- #4 We focus on goals that drive achievement.
- #5 All decisions we make are based upon impact to effect learning.
- #6 We believe that all students belong to all of us.

Manistee Area Public Schools Board of Education

**Ms. Theresa Anderson
Dr. Paul Antal
Ms. Shelley Johnson
Ms. Ashley Sensabaugh**

**Ms. Justine Slawinski
Mr. Jim A. Thompson
Mr. Paul Wehrmeister**

FOREWORD

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

- Adopted by MAPS Board of Education and effective beginning in August of the current year.

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IMPORTANT INFORMATION

District Website: manisteemariners.org

Board Policies: Board Policies are available at: [Board Bylaws and Policies](#)

Contact Information

Board Office:

231-723-3521

525 Twelfth St, Manistee, MI 49660

Fax: 231-723-1507

District Administration:

Superintendent: Ron Stoneman

Curriculum Director: Amber Kowatch

504/Special Education Coordinator: Julia Raddatz

Transportation Director: Kenn Kott

Building Administration:

Jefferson Elementary (Daycare, Preschool, KG- 2nd grades)

Julia Raddatz, Principal

515 Bryant Street

Manistee, MI 49660

Main:(231) 723-9285 | Fax:(231) 398-2021

Kennedy Elementary School (3rd-5th Grade)

Joanie Wiersma, Principal

1309 Madison Rd.

Manistee, MI 49660

Main:(231) 723-3271 | Fax:(231) 723-5879

Manistee Middle High School

Andy Huber, Principal

Morgan Nowicki, Assistant Principal

Bridget Warnke, Dean of Students

525 Twelfth Street, Manistee, MI 49660 | [Map](#)

Main: (231) 723-2547 | Fax:(231) 398-9277 | Attendance Hotline: 231-398-3625

MAPS CALENDAR 2023-24

		Students	Staff
August	23 - Intro to school work day 28 - First day of school	4	4
September	1, 4 - No school: Labor Day Weekend 11 - No school: PD	18	19
October	12 - ½ day students: PTC 13 - ½ day students and staff	22	22
November	22 - ½ day students and staff 23, 24 - No school: Thanksgiving break	20	20
December	20 - No school: Winter break begins	13	13
January	3 - Students return 12 - ½ day students and staff 15 - No school for students: PD	20	21
February	16, 19 - No school: Mid-Winter break	19	19
March	11 - No school for students: PD 22 - No school: Spring break begins	14	15
April	1 - Students return	22	22
May	27 - No school: Memorial Day	22	22
June	5 - ½ day students and staff -- Last day of school	3	3
		Student Days	177
		PD Days	3
		<hr style="width: 100%; border: 0.5px solid black;"/>	180

2023-2024 DAILY SCHEDULE

JEFFERSON ELEMENTARY SCHOOL HOURS FOR STUDENTS

Jefferson is a licensed child care center. Any unaccompanied children left on the premises before or after school will be signed into Before/After Care and charged hourly/daily rates for supervision.

Tuesday-Friday Breakfast in Classrooms			Late Start Monday Schedule Breakfast in Classrooms			Half-Day Schedule Breakfast in Classrooms		
Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time
7:50	8:00	3:10	8:50	9:00	3:10	7:50	8:00	11:40

KENNEDY ELEMENTARY SCHOOL HOURS FOR STUDENTS

Unless students are participating in a school activity, school staff will not provide supervision before or after these times.

Tuesday-Friday Breakfast in Classrooms until 7:55			Late Start Monday Schedule Breakfast in Classrooms			Half-Day Schedule Breakfast in Classrooms until 8:55		
Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time
7:40	7:50	2:50	8:40	8:50	2:50	7:40	7:50	11:20

MANISTEE MIDDLE HIGH SCHOOL HOURS FOR STUDENTS

Unless students are participating in a school activity, school staff will not provide supervision before or after these times.

Tuesday-Friday Breakfast in Commons			Late Start Monday Schedule Breakfast in Classrooms			Half-Day Schedule Breakfast in Commons		
Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time	Arrival & Entry	Start Time	End Time
7:45	8:00	2:43	8:45	9:00	2:43	7:45	8:00	11:15

EMERGENCY SCHOOL CLOSING PROCEDURES

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the District will notify students, parents, and the general public about the closure in the following manner:

An automated call will be sent to the phone number/s provided by parents on enrollment forms. Please make sure your information is up to date.

The information will be carried on: **Radio 101.5 FM & 1340 AM and Television channels 7/4 and 9/10, and manisteamariners.org**

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, “Protected Classes”), in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups as required by law.

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person’s membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person’s ability to benefit from the District’s educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 3118 and 5202. The District’s Title IX Policy is attached to this handbook as Appendix A.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

If you or someone you know has been subjected to **sex-based discrimination, harassment, or retaliation**, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Julia Raddatz, Title IX Coordinator
515 Bryant Ave. Manistee MI 49660
(231) 723-9285
raddatzj@manistee.org

If you or someone you know has been subjected to **disability-based discrimination, harassment, or retaliation**, you may file a complaint with:

Julia Raddatz, 504 Coordinator
515 Bryant Ave. Manistee MI 49660
(231) 723-9285
raddatzj@manistee.org

If you or someone you know has been subjected to **any other type of unlawful discrimination, harassment, or retaliation**, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Julia Raddatz, Civil Rights Coordinator
515 Bryant Ave. Manistee MI 49660
(231) 723-9285
raddatzj@manistee.org

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206.

SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

Attendance

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, the parent must report that absence to the school office.

If a student arrives late, the student must be signed in at the office. A student may only leave school early if the student's parent notifies the office or the student is an emancipated minor or 18 years old.

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent:

- the student's physical or mental illness (a physician's verification is required after 4 consecutive days of absence for illness);
- severe weather;
- medical appointments for the student;
- death or serious illness of the student's family member;
- attendance at a funeral, wedding, or graduation;
- appearance at court or for other legal matters;
- observance of religious holidays of the student's own faith;
- college planning visits; and
- personal or family vacations.

Elementary students arriving an hour after start time (9:00am) are marked absent for the morning. Students that arrive after 12:30 pm or leave prior to 12:30 pm are marked absent for that afternoon.

Secondary students that arrive 10 minutes late or leave 10 minutes early from the class period will be marked absent.

A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Absences due to illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Students are expected to:

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day.
- Make up all work that is assigned by teachers for the instructional time that has been missed.

Student attendance is taken very seriously. A student is considered truant if they miss 10 or more days per school year. MAPS staff will work with parents to avoid a truancy situation with the following support.

If more than 10% Absence: (*ex: missing 3 days of 20 days of school*)

- personal student contact with Attendance Compliance Officer to review attendance policy and develop a tailored action plan
- home communication/possible home visit to review the attendance policy
- review supports available, including MAPS Care Connect

If more than 20% Absence: (*ex: missing 21 of 100 days of school*)

- Intensive case management
- referral to MAPS Care Connect
- legal response as needed (referral to MISD for truancy)
- possible home visit, MAPS Care Connect referral

For more information, see Policy 5301.

Books and Supplies

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Bulletin Boards

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices about student groups. Rules for posting on bulletin boards are found in Policy 5503.

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy is attached to this handbook as Appendix B.

Cell Phone and Other Electronic Device Use

Elementary K-5th:

Cell phones or other electronic devices are permitted for after-school use only. Cell phones should be turned off and kept in the student's locker during school hours. Student lockers are not able to be locked and devices are not permitted in the classroom setting. Inappropriate use and/or continued disruption to the educational process will be grounds for discipline as follows: First offense = item detained for remainder of day; Second offense = item detained until parent conference; Third offense = suspension or confiscation for the remainder of the year as agreed upon by parents.

Middle School and High School 6th-12th:

Use in a classroom is at the direction of a teacher only. Inappropriate use and/or continued disruption to the educational process will be grounds for discipline as follows: First offense = item detained for remainder of day; Second offense = item detained until parent conference; Third offense = suspension or confiscation for the remainder of the year as agreed upon by parents.

District K-12:

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline. A student engaged in any of these activities outside of school may

be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates Board Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to assist or complete an assignment or test.
- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment or class and will be subject to discipline, up to and including expulsion.

Children's Protective Services Investigations

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Closed Campus

The school campus is a closed campus. All students must remain on campus during school hours. Students who leave campus without authorization are subject to disciplinary action.

Communicable Diseases

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack of documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, Policy 5101, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

Tops must have straps or sleeves and must cover the student's entire torso from armpit to armpit. Pants, shorts, and skirts must cover genitals and buttocks. Footwear is required. Clothing may not display material that:

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;
- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains “fighting words”;
- Constitutes a true threat of violence;
- Demonstrates hate group association/affiliation including, but not limited to, swastikas or Confederate flags, or uses hate speech targeting groups based on their membership in a protected class
- Shows nipples, genitals, or buttocks.

Students who represent the District at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Driving and Parking Personal Vehicles

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.

The parking lot is off limits to all students (without permission from the office) once the school day has begun.

Student vehicles must be properly parked only in areas designated for parking. No vehicle is to have any occupancy during the school day.

Students who drive to school will be expected to adhere to all school parking regulations, including handicapped parking. Students are not to use the visitor parking spaces. Parking in a non-designated area may result in a vehicle towed at the owner's expense.

The east lot is available for student parking; designated bus areas are not available for parking during the school day.

In the front lot students may park along the back row along 12th Street; numbered spaces in the middle section are assigned for staff only.

Student misuse will result in disciplinary action.

Emergency Contact Information

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician's name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and non curricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and non curricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity's coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

Food Services

Breakfast Student - FREE

Lunch Student - FREE

Milk \$.60

Adult Lunch - \$ 5.11

Adult Breakfast - \$ 3.00

MAPS Nutrition will be participating in the Community Eligibility Provision, CEP, all students are eligible for a free breakfast & lunch daily. To participate in CEP, Household Information Reports need to be completed by ALL Families. The Household Information Report can be found on the District website at manisteemariners.org, on the Nutrition page under the "Enter Household Resources Report" tab. Non-sufficient funds checks will be subject to a \$20.00 NSF Fee to cover bank charges and Administrative costs. Any questions regarding this policy or student account balances should be directed to Keri Carlson, (231) 398-3695.

Students are not allowed to consume pop during school hours.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Chaperones are permitted on field trips but must be pre-approved to accompany the students and school personnel. Chaperones are not permitted to take siblings along on field trips.

First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

Head Lice

A student with nits within ¼ inch of the scalp or live lice may remain at school until the end of the school day. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's parent and provide educational materials on head lice prevention and treatment.

The student will be readmitted to school after treatment so long as the parent consents to a head examination and the examining District official does not find live lice on the student. If the District official finds nits within ¼ inch of the student's scalp, the student may return to class, but the District must inform the student's parent about the need to remove the nits. District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue.

Homeless Children and Youth

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Amber Kowatch, Homeless Liaison

525 12th St. Manistee, MI 49660
231-398-3778
akowatch@manistee.org

For detailed information about Homeless Children and Youth, see Policy 5307.

Immunizations

For a student entering the District for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy 5713 and state law.

Law Enforcement Interviews

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

Locker Use

Pursuant to Policy 5102, lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

Elementary Locker Use

All students are assigned a hallway locker. Please remember the following:

1. Students are not allowed in another student's locker at any time for any reason
2. Report anyone who is tampering with the locker immediately
3. Students are held responsible for the contents of their locker
4. Personal locks are not permitted on your locker
5. Defacing or destruction of lockers will subject the individual to disciplinary action including restitution for damages.
6. Book bags, backpacks, purses, and gym bags shall remain in the locker; they will not be permitted in the classroom.

MMHS Locker Use

All students are assigned a hallway locker. One or more students may be assigned to a locker depending on the number of lockers available and the number of students.

1. Students must use only their assigned lockers.
2. Lockers are expected to be maintained in a clean, sanitary manner.
3. Items of a dangerous nature, not permitted in the building under existing operating conditions, are not to be placed in lockers.
4. GYM LOCKERS: STUDENTS SHOULD NOT LEAVE VALUABLES (watches, rings, purses, money, etc.) IN AN UNLOCKED GYM LOCKER. Students may:
 - a. Use a lock of their own on gym lockers during that period. Locks may not be left on gym lockers during the day.
 - b. Leave valuables in hallway locker.
 - c. Give valuables to the teacher.
5. Students are financially responsible for any damages to their lockers.
6. Book bags, backpack purses, purses, and gym bags must remain in the locker; they will not be permitted in any classroom.

Lost and Found

All lost and found items are to be taken to the school office. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medication

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.

- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy 5703.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policy 5703. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

Parties

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom. Please communicate with your child's teacher 2 days BEFORE arranging classroom treats; there are students with severe food allergies and/or dietary restrictions that limit outside foods. Also, refrain from sending flowers or balloons to school as these items often get damaged when being handled in common school settings (bus line, lockers, etc.) Items will not be handed to students until just before dismissal time.

Protection of Pupil Rights

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix C.

Public Display of Affection

Students may not engage in public display of affection.

Rights of Custodial and Non-Custodial Parents

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

Search and Seizure

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag), including vehicles, desks, and lockers, as permitted by law if there is a reasonable suspicion that the student is in violation of law or school rules and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent. It should be clearly understood that this equipment is the property of the school and may be searched at any time. The school reserves the right not to return items that have been confiscated. In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs, and offices of the district are the district's property and are to be used by students appropriately and solely for educational purposes. The district retains the right to access and review all electronic, computer files, and databases used within the district's network. Students should have no expectation that any information contained on the system is confidential or private.

School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

Student Education Records

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 5309 for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 5309.

Directory Information

The District designates the following information as directory information:

- a. student names, addresses, and telephone numbers;
- b. photographs, including photographs and videos depicting a student's participation in school-related activities and classes;
- c. date and place of birth;
- d. major field of study;
- e. grade level;
- f. enrollment status (e.g., full-time or part-time);
- g. dates of attendance (e.g., 2013-2017);
- h. participation in officially recognized activities and sports;
- i. weight and height of athletic team members;
- j. degrees, honors, and awards received; and

- k. the most recent educational agency or institution attended.

School officials may disclose “directory information” without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student’s directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix D. This form allows the parent or eligible student to elect not to have the student’s directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student’s directory information for any of the uses selected on the form.

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as Appendix E before they may use or access District technology resources. Students who violate the District’s Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, vapes and vape analogs, alcohol, drugs, or any other controlled substance on the vehicles.

8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or non-authorized animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the building principal for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and board policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Video Surveillance and Photographs

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a District employee.

Withdrawal From School

Students who are transferring from the District must submit written notice to the building principal at least 1 week before the withdrawal.

SECTION II: ACADEMICS

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via PowerSchool.

To register for parent access to PowerSchool, contact your building secretary.

Academic Recognition

Honor Roll

At the end of each semester, an Honor Roll will be compiled for filing, posting, and publication in the newspaper. The purpose of the Honor Roll is to give recognition to those students who have done outstanding work during that marking period. To be included on the honor roll, a student must receive no grade lower than B.

Graduation Honors

During the Commencement Program, seniors will be recognized in the following manner: Grade Point Average (rounded to the nearest hundredth)

3.50	3.69	Cum Laude
3.70	3.84	Magna Cum Laude
3.85	4.00	Summa Cum Laude

To be recognized as Salutatorian or Valedictorian, students must complete all required classes for diploma graduation without modifications and have attended Manistee High School for at least four semesters. Any deviation must be approved by the principal.

Advanced Placement (AP) Courses

Advanced Placement classes' honor points are calculated on a five point scale. Thus, an A=5.0, B=4.0, C=3.0, D=2.0, F=0.0.

Commencement

The District may conduct a commencement ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. Students may be prohibited from participating in the ceremony as a consequence for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma to the student, provided that all graduation requirements have been satisfied.

Credit Recovery

Students who find themselves short of credits to graduate may enroll in a school approved correspondence course at the student's expense or through MHS Summer Credit Recovery. Any deviation is at the discretion of the principal.

MHS Credit Recovery Guidelines

MHS offers on campus credit recovery through the placement in a lab during summer month or in addition to a regular course load. Students may request placement or

through the counseling office for credit recovery consideration. Credit recovery classes will be assigned under the following guidelines:

- Courses are assigned by and through the counseling office, including summer school.
- Students may only be assigned two classes at a time per the principal.
- After credit recovery completion, CR appears on the transcript for the course but does not remove or replace the failed course from the student's GPA or transcript.

MHS administration may take into account specific instances and make exceptions to the above guidelines in order to best meet the needs of an individual student.

Credits and Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma.

Diplomas, Certificates, and Graduation

In order to participate in the graduation ceremony, seniors must be enrolled and in good attendance standing their final semester. They must also qualify for a diploma, a certificate of completion, or a certificate of attendance by the guidelines of the completion deadline.

Diploma Requirements ¹

A student receiving a diploma from Manistee High School must meet all academic requirements for graduation. The same high school diploma shall be awarded to all students meeting the graduation requirements.

Four Year Requirement

All students shall expect to take four years to complete graduation requirements. In order to be on track for graduation, students should be earning credits by the following **minimum** schedule:

10th grade – 5.5 credits

11th grade – 12 credits

12th grade – 18 credits

Fifth-year seniors must be under 19 at the start of the school year

REQUIRED CREDITS

Math **4.0 ²**

Algebra I 1.0

Geometry 1.0

Algebra II 1.0

Electives/Sr. yr req. 1.0

Science **3.0**

General Option	
Physical Science	1.0
Biology I	1.0
Chemistry <i>or</i> Physics	1.0
Advanced Option	
Biology I	1.0
Physics	1.0
Chemistry	1.0
Social Studies	3.5
US History	1.0
World Studies	1.0
Government	0.5
Economics	0.5
Current Events ³	0.5
English	4.0
English I	1.0
English II	1.0
English III/CP III	1.0
English IV/CP IV/AP	1.0
World Language ⁴	2.0
Physical Education	0.5
Health	0.5
<u>Vis. Perf. & App. Arts</u>	<u>1.0</u>
Total Required Credits	18.5

DIPLOMA CREDIT SCHEDULE

Required Credits	18.5
<u>Electives</u>	<u>2.5</u>
Total Credits for Diploma	21.0

FOOTNOTES

- 1 Michigan Merit Curriculum - The required credits schedule is aligned with and exceeds the mandatory high school curriculum set forth by the State of Michigan.
- 2 Personal Curriculum - Students may request a Personal Curriculum for an alternate Mathematics experience after earning credits in Algebra I, Geometry, and Algebra IIA. Senior year math requirement is defined as a full course, not credit.
- 3 Senior year requirements.
- 4 One credit of World Language may be substituted by arts (applied, performing, or visual) or CTE courses.

- Credit is given for library assistants, office aides, and teacher aides on the basis of one-quarter (1/4) for each semester of participation in this program. All other courses are granted one half (1/2) credit per class period per semester.

- A student must be enrolled at Manistee High School the last semester of his/her senior year in order to receive a diploma from Manistee High School.
- By the commencement date, any graduation ceremony participant must be enrolled in an approved program to complete all requirements per completion deadline.
- All students must be enrolled in a full schedule unless it is in the best educational interest of the student to be on a reduced or modified schedule as determined by the principal.

Dual Enrollment

Students in grades 8 and above may be eligible to dually enroll in college classes to obtain high school and college credit. Please contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment.

Personal Curriculum

For some students, it may be appropriate to modify the Michigan Merit Curriculum through implementation of a personal curriculum. All students who have completed 9th grade are entitled to a personal curriculum, and the District will implement a personal curriculum for a student if requested by a parent or by the student if the student is age 18 or older. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. The District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma.

To request a personal curriculum, please contact your building principal.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy 5409.

Schedule Changes

Students must see their counselor if they wish to change their schedule.

- A student is not permitted to drop any subject or change classes without permission from the Guidance Office.
- Changes of schedule should be completed prior to the beginning of the semester or during the first three days of the semester.
- After 3 weeks, a dropped class will result in an “F” for that class unless otherwise approved by the counselor or administrator.

Transfer Credit Policy

Manistee High School will only accept credit from another accredited institution issuing transcripts. Upon receiving transcripts, credits will be evaluated and an appropriate placement will be made for each student to best ensure his or her success.

Non-accredited home-schooled courses will NOT be awarded credit toward graduation from MHS.

Certificate of Completion

Certificates of completion may be awarded to qualified special education students. In such circumstances when diploma requirements will not be met, an individual educational planning committee will decide the requirements for completion and graduation participation.

Completion Deadline

Students receiving a diploma or certificate from Manistee High School must have completed all requirements by September 1st of that graduating year. To participate in the graduation ceremony, students must be within 1.5 credits of a diploma and enrolled in a program scheduled to be completed by Sept. 1 of that graduating year.

MHS Online Course Guidelines

Online courses are provided by MMHS at a cost to the district and come with the following conditions and expectations:

1. Principal approval is required for a course. Students are not eligible for online courses if
 - a. the pupil has previously gained the credits provided from the completion of the online course
 - b. the online course is not capable of generating academic credit
 - c. the online course is inconsistent with the remaining graduation requirements or career interests of the pupil
 - d. the pupil does not possess the prerequisite knowledge and skills to be successful in an online course or has demonstrated failure in previous online or blended coursework
 - e. the online course is of insufficient quality or rigor
 - f. the online course enrollment request does not occur within the same timelines established by the district for enrollment and schedule changes for regular courses.
2. Online courses are recorded in a student's transcript by course title. Assignments, grading, and instruction are delivered by the online instructor. The final grade reported by the online teacher will be the grade of record. Students may request an online course as CR/NC by one week after enrollment through the counseling office and with Principal approval.
3. Monitoring of course progress will be the responsibility of the parent.
4. The student will have an hour in his/her schedule for work on the course during the school day. The student will report to the library and attendance will be handled as a regular seated course, unless otherwise approved by the principal.
5. Students who do not have a successful completion of a course will be removed from consideration for another online course.

Grades

Report cards will be issued at least once each semester.

Manistee Middle High School Grading System

Evaluation of student achievement is one of the most important functions of a teacher. Teachers will provide pathways for student success; students will be assessed on their mastery of standards. The accepted marking system, percentages, and honor points at Manistee High School are as follows:

A+ 99 4.00	C+ 77 2.33	F Below 60 0.00
A 94 4.00	C 74 2.00	I Incomplete 0.00
A- 90 3.67	C- 70 1.67	P Passing 0.00
B+ 87 3.33	D+ 67 1.33	NC No Credit 0.00
B 84 3.00	D 64 1.00	
B- 80 2.67	D- 60 0.67	

Homework

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact Julia Raddatz, raddatzj@manistee.org.

Summer School (K-12)

Communication will be sent each year for summer school opportunities.

Testing Out (6-12)

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5409 and make arrangements with their building principal.

Work Permits (age 14-17)

Information about work permits is available at the Manistee Middle High School.

SECTION III: STUDENT CLUBS, ACTIVITIES, AND ATHLETICS

Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Extracurricular Activities

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

Student athletes are also subject to the Athletic Code of Conduct (see Appendix F) and any applicable team rules.

For more information, see Policy 5507.

Student-Initiated Non-Curricular Clubs

Students may voluntarily form clubs that are not directly related to the school curriculum to promote activities unrelated to curriculum. Membership in a student-initiated, non-curricular club must be open to all interested and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

For more information about student-initiated non-curricular clubs, including how to form a club, see Policy 5510.

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

SECTION IV: DISCIPLINE AND CODE OF CONDUCT

Discipline Generally

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

Forms of School Discipline & Applicable Due Process

In-School Suspension

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Snap Suspension - Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- intentionally disrupted the class, subject, or activity;
- jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is

suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student. A parent or student may appeal the Superintendent or designee's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the decision. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student's suspension will run while the appeal is pending.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Prohibited Conduct	Potential Consequence(s)
<p>Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
<p>Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Arson: purposefully, intentionally, or maliciously setting a fire on school property.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral

<p>Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion up to 180 school days ● Police Referral
<p>Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Credit Loss or Grade Reduction ● Parent Notification ● Suspension or Expulsion
<p>Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
<p>Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion

<p>Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Misuse of District Technology: violating the District's acceptable use policies and agreement.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral

SECTION V: BUILDING-SPECIFIC RULES AND PROCEDURES

Jefferson Elementary

Drop off

1. In order to create the safest environment for our students and staff, we have adopted a Locked All-Day Policy. This policy will require exterior building doors to be locked at all times. Only students will be permitted inside and will be escorted inside by Jefferson staff members. Any other person wishing to enter the building will need to make use of our door buzzer system in order to gain access.
2. In the mornings, please make every effort to be patient as our littlest children get to learn the procedures.

- Bus - TBD
- Parent drop-off will be designated TBD

In order to avoid any traffic congestion related to bus drop-off, we are asking parents to arrive at 7:50 am.

- Parent drop-off can no longer be allowed in the parking lot in order to ensure the safety of our students. The only students that will be permitted for drop-off in the parking lot are those with special physical requirements.

Dismissal

Any notification of change of pick-up/drop off must be made by 1:00 PM on regular days, 10:00 AM on half days in PikMyKid app. Requests after this time will not be accepted. Early pick-up must be done by 2:50pm on regular days, by 11:20AM on half days; parents must wait in the designated wait area and sign students out.

Students are not released to anyone other than the parent/caregiver without a request by phone or in writing. All regular bus riders must ride the bus. If there are changes in the busing transportation of your child, please send notes to the bus driver and teacher/office by 1:00 pm.

Kennedy Elementary

Arrival and Dismissal

Our school day begins at 7:50 a.m. For those students who ride with their parents, we ask that they arrive at school no earlier than 7:40 a.m.

STUDENT SUPERVISION IS NOT PROVIDED PRIOR TO 7:40 A.M. Upon the student's arrival, students will follow school rules. The schools are not responsible for children on the playgrounds prior to 7:40 a.m. or after school. Upon dismissal, all students must leave the school grounds and not return until after 4:00 p.m. Students will be dismissed from school at 2:50 p.m.

Any notification of change of pick-up/drop off must be made by 2:20 PM on regular days, 10:40 AM on half days in PikMyKid app. Requests after this time will not be accepted. If no notification is received, your child will be expected to follow his/her regular method of getting home as noted in PikMyKid. The office becomes a busy place at the end of the day.

There are three ways for your student to arrive and depart school- parent car line, the bus, or walk.

Arrival:

3-5 parent car line is available starting at 7:40 a.m. on the west side of the building. All vehicles shall enter the Nelson Road drive from the **south**. An adult will assist your child with exiting the vehicle and guide them to the front doors. For the safety of all individuals, please wait until you reach the adult until you let your child out of the vehicle. To expedite this process as efficiently as possible, please be sure your student is ready to exit the vehicle by the time you reach the adult.

Dismissal:

The official dismissal time is 2:50 p.m. The dismissal process begins much earlier inside the building to ensure your child is where they need to be to make it home safely. Bus riders (including Dial-A-Ride) and car line students start dismissal promptly at 2:50. Walkers will be dismissed once all buses have left the bus zone at 3:00 for safety purposes.

Bus Riders will be walked out of the building by an adult to board the bus. Please remember that this is not an area for vehicles. Students are expected to demonstrate respectful, responsible, and safe behavior on the bus. Please help your child by helping them to learn their bus number.

Parent Pick-Up/Car line will take place on the west driveway. All cars are asked to enter from the south on Nelson Road. Please have the PikMyKid* car tag visible on your front passenger dashboard.

STUDENT DROP-OFF AND/OR PICK-UP IS ONLY PERMITTED USING THE DESIGNATED CAR LINE. DROPPING STUDENTS OFF ON MADISON ROAD IS NOT PERMITTED FOR SAFETY REASONS.

Pikmykid

PikMyKid is a school dismissal system that assists the school in facilitating a safe, secure, and efficient dismissal of all students. Through this system, each child has a dismissal plan. Car line riders are assigned a unique numerical code that is printed on a

car tag. Each family will receive two car tags (additional copies are available upon request) and we ask that you display it on the front passenger side of the dashboard. It is critical that all families download and utilize this app to designate approved individuals to pick up their child or make dismissal changes. Additional information to download the app, register, and how to use the app will be provided each school year. You can contact the school or the PikMyKid support line for additional information and technical support. All dismissal arrangements must be finalized by 2:20 p.m. This is because PikMyKid creates a report of dismissal changes and automatically emails the teacher between 2:20-2:30.

The safety of our students and staff is the number one priority during dismissal. Our second priority is efficiency which is a team effort on behalf of all stakeholders. We appreciate your cooperation.

Elementary Recess

All students go outdoors for recess. Parents should plan for outdoor recess every day school is in session. If the weather is too cold or raining, students stay inside instead of going out for recess. Students should wear appropriate clothing to school with this in mind. If a child is too ill to go outdoors, he/she is likely to be too ill to be in school. If a medical condition exists that prevents your child from participating in outdoor recess, a doctor's slip will be requested. The school has the authority to develop rules appropriate to differing play situations. We encourage all students to enjoy themselves, participate in appropriate play activities, and engage in healthy outdoor recreation.

Elementary Hearing and Vision Screen

The local health department is required by law to provide hearing and vision screening to pre-school and school-age children. Technicians are in the schools providing this service at certain grade levels throughout your child's school experience. If you do not wish to have your children screened for vision and hearing, please notify the school.

Manistee Middle High School

Lunch Time Procedures

All food and beverages are to be kept in the commons area at all times. Water in a clear container is allowed in the academic wing; individual classroom rules may exclude water for the safety of the class or equipment. **MMHS HAS A CLOSED CAMPUS.** Students may leave only with a parent or guardian. Individual circumstances may be arranged with the administration. Students are not allowed to be in vehicles during lunch. All vending machines will be available after the school day.

Campus Boundaries

Upon arrival at school, students are expected to be in the building or on the immediate sidewalk by the office. Students may be on the lawn from the front drainage ditch to the far east corner of the gym during lunch. The parking lot is off limits to all students (without permission from the office) once the school day has begun.

Entrance and Exit

The only open entrance to the building is the main entrance by the office. Students are expected to enter the building and head to their first period. Breakfast may be eaten in the classroom. Students are expected to exit the building from the main hallways on either side of the office only, not through the gym or pool. Exits during the school day from the academic wing are for emergency purposes only: any other use of these exits is grounds for disciplinary action.

Student Area Designations

- **Before School** - High school and middle school students are expected to stay in their respective designated academic areas.
- **Academic entrance** - In entering the academic wing, high school students are expected to enter through the east hallway; middle school students are expected to enter through the west hallway.
- **Bathrooms** - High school students are expected to use the lower level bathrooms in the academic wing; middle school students are expected to use the upper level bathrooms in the academic wing.

Student Parking

Student vehicles must be properly parked only in areas designated for parking. No vehicle is to have any occupancy during the school day.

- Students who drive to school will be expected to adhere to all school parking regulations, including handicapped parking. Students are not to use the visitor parking spaces. Parking in a non-designated area may result in a vehicle towed at the owner's expense.
- The east lot is available for student parking; red striped parking spaces in the northwest corner designate the bus area and are not available for parking during the school day.
- In the front lot students may park along the back row along 12th Street; numbered spaces in the middle section are assigned for staff only.
- Student misuse will result in disciplinary action

Dance Procedures

Middle School

All school rules apply. Any behavior that warrants discipline will be referred to administration the following school day. Inappropriate dancing or unsafe behavior is grounds for removal from the current and next dance. Students are not allowed in any area except the commons area.

- *MMS RESERVES THE RIGHT TO DENY ADMISSION TO ANY NON-MMS STUDENT*
- Once a student leaves a dance, (s)he is not allowed to return
- No High School student of any age is allowed
- No outside beverages allowed

High School

All school rules apply. Any behavior that warrants discipline will be referred to administration the following school day. Inappropriate dancing or unsafe behavior is grounds for removal from the current and next dance. Students are not allowed in any area except the commons area. Only MHS students are allowed to participate. If a student wishes to bring a guest, arrangements must be made in the office prior to the dance.

- Regular dance - guests must be a high school student, guests limited to one per MHS student.
- Homecoming and Prom - no guests 21 years or older, guests limited to one per MHS student
- *MHS RESERVES THE RIGHT TO DENY ADMISSION TO ANY NON-MHS STUDENT*
- Once a student leaves a dance, (s)he is not allowed to return
- No Middle School student of any age is allowed
- No outside beverages allowed

APPENDIX A: TITLE IX SEXUAL HARASSMENT

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy. Investigating other forms of discrimination, including harassment and retaliation, through this Policy will fulfill the District's investigation requirements under Policies 4104 or 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and any person designated to facilitate an informal resolution process cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;

- b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- c. Sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).
 - i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 - iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
- 2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
- 3. "Appeals Officer" is the person designated by the District to handle appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
- 4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. "Grievance Process" is the process by which the District handles Formal Complaints.
11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.
12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no

Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

The District designates the following person(s) as the Title IX Coordinator(s):

Julia Raddatz, Principal
525 Bryant Ave, Manistee, MI 49660
231-723-9285
raddatzj@manistee.org

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using the Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge to all parties and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

- a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or

Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person’s status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include absence of a party, party’s advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. A copy of this Policy, which includes the District’s Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process’s conclusion;

- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. Allegations;
- b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and

- d. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully

respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. Appeal rights

2. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

B. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or
- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

C. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

D. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;

6. Issuing a “no contact” directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations;

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. Additional staff training;
3. A climate survey; or
4. Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

B. False Statements

Any person who knowingly makes a materially false statement in bad faith in a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

C. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

D. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

E. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal

resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

F. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

G. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

APPENDIX B: ANTI-BULLYING

5207 *Anti-Bullying Policy*

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

A. Prohibited Conduct

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

B. Reporting an Incident

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or to the Responsible School Official(s), as defined below.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the building principal, designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or a Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building principal, after consulting the Responsible School Official(s), will create, publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints that the building principal has bullied a student must be reported to the Superintendent. Complaints that the Superintendent has bullied a student must be reported to the Board President.

C. Investigation

All bullying complaints will be promptly investigated. The building principal or designee will conduct the investigation, unless the building principal or Superintendent is the subject of the investigation. If the building principal is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained.

D. Notice to Parent/Guardian

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and perpetrator's parent/guardian in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official, must report all verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board.

The District will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

F. Responsible School Official

The Superintendent is the "Responsible School Official" for this Policy and is responsible for ensuring that this Policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this Policy.

G. Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the District's website and incorporated into student handbooks and other relevant school publications.

The Superintendent or designee will submit this Policy to the MDE within 30 days after its adoption.

The Responsible School Official will provide and require annual training opportunities for District personnel who have significant contact with students on preventing, identifying, responding to, and reporting incidents of bullying.

H. Definitions

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the control of the District.
2. "Telecommunications access device" means any of the following:
 - a. any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit, or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or
 - b. any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission, or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.
3. "Telecommunications service provider" means any of the following:
 - a. a person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;

- b. a person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission, or radio distribution system, network, or facility; or
- c. a person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal authority: MCL 380.1310b; MCL 750.157m, 750.219a

APPENDIX C: PROTECTION OF PUPIL RIGHTS

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5308 Protection of Pupil Rights

A. Surveys, Analyses, and Evaluations

Parents/guardians may inspect any survey created by a third party before that survey is administered or distributed to their student. All survey inspection requests must be made in writing to the building principal before the survey's scheduled administration date.

The District must obtain written consent from a student's parent/guardian before the student is required to participate in a survey, analysis, or evaluation funded, in whole or in part, by the U.S. Department of Education that would reveal sensitive information. For all other surveys, analyses, or evaluations that would reveal sensitive information about a student, the District will provide prior notice to the student's parent/guardian and an opportunity for the parent/guardian to opt their student out.

Employees may not request or disclose the identity of a student who completes a survey, evaluation, or analysis containing sensitive information.

"Sensitive information" includes:

- political affiliations or beliefs of the student or the student's parent/guardian;
- mental or psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other persons with whom the student has close family relationships;
- legally recognized privileges or analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program).

B. Invasive Physical Examinations

Parents/guardians may refuse to allow their students to participate in any non-emergency, invasive physical examination or screening that is: (1) required as a condition of attendance, (2) administered and scheduled by the District, and (3) not necessary to protect the immediate health and safety of a student.

“Invasive physical examination” means:

1. any medical examination that involves the exposure of private body parts; or
2. any act during an examination that includes incision, insertion, or injection into the body that does not include a hearing, vision, or scoliosis screening.

C. Collection of Student Personal Information for Marketing

No employee will administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or selling that information.

“Personal information” means individually identifiable information that includes:

1. student’s and parents’/guardians’ first and last name;
2. home or other physical address;
3. telephone number; or
4. Social Security Number.

This Policy does not apply to the collection, disclosure, or use of personal information for the purpose of providing educational services to students, such as:

1. post-secondary education recruitment;
2. military recruitment;
3. tests and assessments to provide cognitive, evaluative, diagnostic, or achievement information about students; or
4. student recognition programs.

B. Inspection of Instructional Material

Parents/guardians may inspect instructional material consistent with Policy 5401.

C. Notification of Rights and Procedures

The Superintendent or designee will notify parents/guardians of:

1. this Policy and its availability upon request;

2. how to opt their child out of participation in activities as provided for in this Policy;
3. the approximate date(s) when a survey, evaluation, or analysis that would reveal sensitive information is scheduled or expected to be scheduled;
4. the approximate date(s) when the District or its agents intend to administer a non-emergency, invasive physical examination or screening required as a condition of attendance (except for hearing, vision, or scoliosis screenings); and
5. how to inspect any survey or other material described in this Policy.

This notification will be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change to this Policy.

Parents/guardians who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal authority: 20 USC 1232h

Date adopted:

Date revised:

APPENDIX D: DIRECTORY INFORMATION AND OPT OUT FORM

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5309 Student Records and Directory Information

The District may collect, retain, use, and disclose student education records consistent with state and federal law.

A. Definitions

1. An “education record” is a record directly related to a student that the District or its agents maintain, except that an education record does not include:
 - a. records kept in the maker’s sole possession that are used as a personal memory aid and that are not accessible or revealed to any person except a temporary substitute for the maker;
 - b. records maintained by a law enforcement unit of the District, as defined by the Family Educational Rights and Privacy Act (FERPA), if the record was created for a law enforcement purpose;
 - c. records relating to a student who is at least 18 years old that are created or maintained by a psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in that capacity that are created or maintained only for the student’s treatment (exclusive of remedial educational activities or educational activities that are part of the District’s instructional program) and that are disclosed only to persons providing treatment (except that the records may be personally reviewed by a physician or other appropriate professional of the student’s choice);
 - d. records created or received by the District after a person is no longer a student in the District and that are not directly related to the person’s attendance as a student in the District;
 - e. grades on peer-graded papers or assignments before they are collected or recorded by a teacher; or
 - f. records relating to a person employed by the District that are maintained in the normal course of business, relate only to the person’s employment, and are not available for any other purpose. Records relating to a person employed as a result of that person’s status as a student are, however, “education records.”
2. “Personally identifiable information” means a student’s name; the name of a student’s parent/guardian or family member; the student’s address or the address of a family member; a personal identifier, such as the student’s social security number, student number, or biometric record; other indirect

identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

3. "Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information
 - a. student names, addresses, and telephone numbers;
 - b. photographs, including photographs and videos depicting a student's participation in school-related activities and classes;
 - c. date and place of birth;
 - d. major field of study;
 - e. grade level;
 - f. enrollment status (e.g., full-time or part-time);
 - g. dates of attendance (e.g., 2013-2017);
 - h. participation in officially recognized activities and sports;
 - i. weight and height of athletic team members;
 - j. degrees, honors, and awards received; and
 - k. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

B. Collection and Retention of Records

School officials may collect and retain information about the District's students that is reasonably necessary for the District to perform its role as a public school district, including, without limitation, student work samples, assessments, evaluations, surveys, health and medical information, immunization records, birth certificates, proof of residence, proof of achievements and awards, behavior records, investigation reports, incident reports, attendance records, all records necessary for the District to satisfy state or federal legal obligations, and any

record necessary for the District to prove that a student was accurately counted in membership for state aid and grant purposes.

The Superintendent or designee will ensure that all student records are retained consistent with the Records Retention and Disposal Schedule for Michigan Public Schools and Policy 3502 and that reasonable steps (including, without limitation, physical or technological controls) are taken to protect education records, including those stored electronically, from inadvertent or unauthorized disclosure.

C. Right to Inspect and Review Education Records

Parents/guardians may inspect and review their minor child's education records, regardless of custody status, unless a court order specifically provides otherwise.

Parents/guardians may also inspect and review the education records of an "eligible student" if the student is considered a dependent under Internal Revenue Code Section 152. An "eligible student" means a student who is at least 18 years old, an emancipated minor, or a student enrolled in a postsecondary institution. Eligible students have the right to inspect and review their own education records.

The District will not disclose a student's or parent's/guardian's phone number or address or the parent's/guardian's employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student's parent/guardian notifies the District that the student or the student's parent/guardian has obtained a participation card issued by the department of attorney general.

The District will make arrangements for a parent/guardian or eligible student to inspect and review the student's education records within a reasonable time from receiving a request and not more than 30 calendar days from the date of the request or, if the student whose records are requested is a child with a disability as defined by the Individuals with Disabilities Education Act, before any Individualized Education Program Team meeting, resolution meeting, or due process hearing.

D. Right to Request Explanation or Interpretation of Student Education Records

A parent/guardian or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

E. Right to Request Amendment of Education Records

A parent/guardian or eligible student may request that a student's education record be amended if the parent/guardian or eligible student believes the record

is inaccurate, misleading, or otherwise in violation of the student's privacy rights. The Superintendent will develop administrative guidelines explaining the process by which a parent/guardian or eligible student may request an amendment to the student's records and that the parent/guardian or eligible student has the right to a hearing if the District refuses the request.

F. Disclosure of Education Records to School Officials

Except as noted in "Disclosure to a For-Profit Business Entity" (section J), a school official may receive and review personally identifiable information from a student's education record only if the school official has a legitimate educational interest in the information. A school official has a "legitimate educational interest" if the record review is necessary for the school official to perform an administrative, supervisory, or instructional task as assigned by the District or to perform a service or benefit for the student or the student's family. For purposes of this Policy, a "school official" is any person employed by the District. The Board further designates the following persons and entities as "school officials":

1. a person or company with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, medical consultant, or online educational service provider or vendor);
2. a contractor, consultant, volunteer, or other party to whom the Board has outsourced a service or function otherwise performed by District employees (e.g., a therapist, a school resource officer, or an authorized information technology specialist);
3. a parent/guardian or student serving on an official committee, such as a disciplinary, reinstatement, or grievance committee; and
4. a person, including a volunteer, who is assisting another school official in performing the official's duties.

The above-identified persons and entities must: (a) perform institutional services or functions for which the District would otherwise use its own employees, (b) be under the direct control of the District as to the use and maintenance of education records, and (c) be subject to the requirements of FERPA regulations governing the use and re-disclosure of personally identifiable information from education records.

The Superintendent or designee will adopt procedures, including physical and technological controls, to ensure that only those school officials with a legitimate educational interest may access personally identifiable information from a student's education records.

G. Disclosure of "Directory Information"

Except as otherwise stated in this Policy, school officials may disclose "directory information" without the prior written consent of a parent/guardian or eligible

student unless the parent/guardian or eligible student specifically notifies the District that the parent/guardian or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

The District will provide parents/guardians and eligible students with a Directory Information Opt Out Form, listing all uses for which it commonly discloses student directory information. The form will allow the parent/guardian or eligible student to elect not to have the student's directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

The Superintendent or designee will provide the Directory Information Opt Out form to all parents/guardians or eligible students within the first 30 days of the school year. The form will also be made available at a parent's/guardian's or eligible student's request at any time during the school year. If the parent/guardian or eligible student does not return the form, the District may release directory information as permitted by law. The Directory Information Opt Out form will be kept on file for 1 year.

To ensure that directory information is not improperly used, the Superintendent or designee may require that a person requesting directory information execute an affidavit stating that, if disclosed, the directory information will not be used, rented, or sold for the purpose of surveys, marketing, or solicitation.

H. Disclosure of Education Records to Another School

School officials may release or disclose personally identifiable information contained in a student's education record without the consent of the parent/guardian or eligible student to another school or post-secondary institution in which the student seeks or intends to enroll, is enrolled, or from which the student receives services, if the disclosure is related to the student's enrollment or transfer.

I. Tagged Records and Record Transfers

Upon notification by a law enforcement agency that a student under age 17 is missing, the building principal or designee will tag the student's record in a manner that will alert both District and ISD personnel that the student is considered missing. Within 7 calendar days after receiving notice from a law enforcement agency that a student is no longer considered missing, the building principal or designee will remove the tag from the student's record.

Within 30 calendar days after receiving a request from a school in which a student has enrolled, the building principal or designee will forward the student's education records to the requesting school unless the student's record has been tagged as described in this Policy. If the record has been tagged, the building

principal or designee will not forward the student's education records to the requesting school and will notify law enforcement.

J. Disclosure to a For-Profit Business Entity

School officials will not sell or otherwise provide any personally identifiable information that is part of a student's education records to a for-profit business entity, except as follows:

1. an employee or agent of a business entity acting as a "school official" as defined in this Policy;
2. pursuant to a management agreement between a public school academy and an educational management organization;
3. as necessary for standardized testing; or
4. as necessary to a person who is providing educational or educational support services to the student pursuant to a contract with the school.

K. Disclosure of Education Records in Response to Subpoena/Court Order

To the extent consistent with state law, including the nondisclosure requirements of Revised Judicature Act Section 2165, school officials may release or disclose personally identifiable information contained in a student's education records without the consent of the parent/guardian or eligible student upon receipt of a court order or lawfully issued subpoena requiring disclosure of the information. To the extent permitted or required by law, before complying with a court order or subpoena, school officials must notify the parent/guardian or eligible student, in writing, that the District intends to comply with the court order or subpoena.

L. Disclosure of Education Records in Other Circumstances

Except as provided in this Policy, the District and its employees and agents are prohibited from disclosing personally identifiable information from a student's education records without the written consent of a parent/guardian or eligible student unless the disclosure is otherwise permitted or required by law, including, without limitation, if the disclosure is:

- necessary because of a health or safety emergency;
- to authorized state or federal officials;
- in connection with a student's application for or receipt of financial aid;
- made for purposes of conducting a study for or on behalf of an educational agency or institution;
- to an accrediting organization;

- concerning a registered sex offender; or
- to a representative of a child welfare agency for a foster child.

A school official may not disclose personally identifiable information from a student's education records unless disclosure is consistent with the requirements of state and federal law, including FERPA.

M. Disclosure Logs

The Superintendent or designee will maintain, to the extent required by law, a log of those persons to whom personally identifiable information from a student's education records has been disclosed. The record will identify the student whose information was disclosed, the person or entity who requested or received the information, the information that was disclosed, the date the parent/guardian or eligible student provided written consent (if necessary for the disclosure), a legitimate reason for the disclosure, and any other information required by law.

Subject to the limitations below, a parent/guardian or eligible student may request, in writing, information related to disclosure of personally identifiable information by the District. This information includes:

- the specific personally identifiable information that was disclosed by the District;
- the name and contact information of each person, agency, or organization to which the District disclosed the student's personally identifiable information; and
- the legitimate reason that the person, agency, or organization had in obtaining the personally identifiable information.

The District is not required to provide information about the disclosure of personally identifiable information if the personally identifiable information is:

1. provided to MDE or CEPI;
2. provided to the eligible student or the student's parent/guardian;
3. provided to an intermediate school district providing services pursuant to a written agreement;
4. provided by an intermediate school district to a school district or to a public school academy in which the pupil is enrolled or to a school district or public school academy providing services to the pupil pursuant to a written agreement;

5. provided to a person, agency, or organization with the written consent of the eligible student or the student's parent/guardian;
6. provided to a person, agency, or organization in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
7. provided as necessary for standardized assessments that measure the student's academic progress and achievement;
8. covered by the District's Directory Information Opt Out Form, unless the parent/guardian or eligible student has signed and submitted the Opt Out Form.

N. Video Recordings

A video recording that is directly related to a student may be an "education record" (e.g., when it is maintained to document student conduct or misconduct, unless it is maintained by a law enforcement unit and used solely for a law enforcement purpose). The Superintendent or designee will determine, on a case-by-case basis, upon receipt of a request for the video's disclosure, whether a particular video is an "education record" and whether it contains "personally identifiable information" about a student. If the Superintendent or designee determines that a video recording is an "education record," its release and disclosure and the rights of parents/guardians and eligible students to inspect and review the video recording are governed by this Policy, applicable laws, and relevant state and federal guidance.

O. Disclosure of Records to Law Enforcement

Nothing in this Policy limits a school official's right or duty under state law or pursuant to the Statewide School Safety Information Policy to contact law enforcement to report possible criminal activity. A school official may not, however, disclose personally identifiable information from a student's education records to law enforcement without the prior written consent of a parent/guardian or eligible student unless disclosure is otherwise permitted or required by state or federal law (e.g., in response to a health or safety emergency or a court order or subpoena).

If a school official reports possible criminal activity of a student with a disability as defined by the Individuals with Disabilities Education Act, the school official must transmit a copy of the student's special education records and disciplinary records to the authorities to whom the crime is reported in a manner consistent with FERPA (i.e., with prior written consent or a lawful exception to consent). Except for disclosures in response to a health or safety emergency, school officials must seek written consent to transmit the records of a student with a disability immediately after reporting the student's potential criminal activity to authorities.

P. Disclosure of Information to Military Recruiter

The District will provide recruiters of the Armed Forces of the United States with at least the same access to the high school campus and to directory information as is provided to other entities offering educational or employment opportunities to those students, as required by state and federal law. “Armed Forces of the United States” means the armed forces of the United States and their reserve components and the United States Coast Guard.

The Directory Information Opt Out Form must include the option to opt out of the disclosure of the student’s directory information to recruiters of the Armed Forces of the United States. Upon receipt of a written “opt out,” school officials may not release the student’s directory information to recruiters of the Armed Forces of the United States. The District may charge a fee, not to exceed the actual costs of copying and mailing the requested directory information, to recruiters of the Armed Forces of the United States, to the same extent it charges other organizations.

Q. Annual Notice Requirements

The Superintendent or designee will send an annual notice to parents/guardians and eligible students notifying them of the following:

1. the right to inspect and review their student’s education records;
2. the right to seek amendment of their student’s education records, the process for requesting amendment, and applicable hearing procedures;
3. the identity of designated “school officials” and the definition of “legitimate educational interest”;
4. the definition of “directory information” and notice that their student’s directory information may be disclosed without consent unless the parent/guardian or eligible student opts out of allowing disclosure;
5. the District’s practice to disclose a student’s education records, including disciplinary records, to another school or post-secondary institution in which the student seeks or intends to enroll or is enrolled;
6. the right to consent to the disclosure of personally identifiable information from a student’s education record before its disclosure, unless a nonconsensual disclosure is otherwise authorized by law;
7. the right to opt out of disclosure of directory information to recruiters for Armed Forces of the United States and their service academies;
8. the right to file a complaint with the U.S. Department of Education alleging that the District violated FERPA; and
9. the right to obtain a copy of the Board’s policies and administrative regulations about student records.

Legal authority: 20 USC 1401 et seq., 1232g, 7165, 7908; 26 USC 152; 34 CFR Part 99, 300; MCL 15.243(2); MCL 380.1134-1136, 380.1137a, 380.1279g; MCL 600.2165; MCL 722.30; MCL 780.855, 780.871; *Records Retention and Disposal Schedule for Michigan Public Schools*

Date adopted:

Date revised:

APPENDIX E: ACCEPTABLE USE AGREEMENT

3116 District Technology and Acceptable Use

The Board will provide students, staff, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, in a manner that encourages responsible use. Any use of District technology resources that violates federal or state law is expressly prohibited.

A. Children's Internet Protection Act

The Board complies with the Children's Internet Protection Act ("CIPA") and directs its administration to:

1. Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, constitute child pornography, or are harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and as to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. depicts, describes, or represents, in a patently offensive way as to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
2. Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by authorized personnel during adult use to enable access to bona fide research or for other lawful purposes. The Superintendent or designee will determine which District personnel are authorized to disable the protection measures.
3. Educate minors about appropriate online behavior, including interacting with other people on social networking websites and chat rooms, as well as cyberbullying awareness and response.
4. Prohibit access by minors to inappropriate matter on the internet.
5. Prohibit unauthorized access, including hacking and other unlawful online activity by minors.
6. Prohibit the unauthorized disclosure, use, and dissemination of personal identification information about minors.

7. Restrict minors' access to materials that are inappropriate for minors. The Board defines materials that are "inappropriate for minors". to include obscene depictions, child pornography, and any other material harmful to minors.
8. Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee will take steps necessary to implement this Policy and to otherwise comply with CIPA.

B. Acceptable Use Agreement

The Superintendent or designee will develop, review, and revise as necessary an acceptable use agreement that must be signed before a user is provided access to the District's technology resources. Different acceptable use agreements may be developed based on the user's status. At a minimum, the Superintendent or designee will develop an acceptable use agreement to be signed by each of the following groups:

- adult users, including employees, volunteers, and Board members;
- students in grades 7 and above and their parent/guardian; and
- students in grades 6 and below and their parent/guardian.

The acceptable use agreement must be consistent with this Policy and must include, at a minimum, all of the following:

1. A statement that:
 - a. use of District technology resources is a privilege that may be revoked at any time;
 - b. a user has no expectation of privacy when using District technology resources;
 - c. District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation;
 - d. District technology resources may not be used to bully, harass, or intimidate others;
 - e. misuse of District technology resources may result in loss of access to the resources and potential disciplinary action; and
 - f. the District does not guarantee that the District's technology resources will be error free or uninterrupted.

2. Provisions to protect the integrity of District technology resources, including a requirement that each user only access the resources by using that user's assigned user name and password.
3. A list of what constitutes misuse of District technology resources.
4. A prohibition against:
 - a. accessing other user accounts or files without authorization;
 - b. conducting personal business or activities;
 - c. accessing pornography;
 - d. communicating inappropriately with students;
 - e. accessing or downloading confidential student information which the employee has no legitimate educational need to know; and
 - f. accessing or downloading unauthorized software or programs.
5. A requirement that users report any material that is threatening, harassing, or bullying.
6. A release of all claims and liability against the District for use of District technology resources.

C. District Personnel Use

District personnel must comply with Policies 4215 and 4216.

D. State Assessments

During the administration of state assessments (e.g., WIDA, M-STEP, etc.), unless otherwise permitted by this subsection, students and District personnel, including those individuals acting as test administrators, are prohibited from possessing, using, wearing, or otherwise accessing any electronic devices not being actively used for testing purposes when in an active testing session or while on a break when in an active testing session. Pictures, videos, or other communications regarding test content are prohibited during all testing and breaks.

For the purposes of this subsection, an "electronic device" includes any electronic device that can be used to record, transmit, or receive information not used for testing, including but not limited to computers, tablets, iPads, e-readers, smart watches (including Fitbits), smartphones and cell phones, Bluetooth headphones or smart earbuds, or smart glasses.

The Superintendent and building principals are authorized to develop additional building-level rules related to state assessments so long as those rules are not in conflict with this subsection.

1. Students

- a. Students shall leave all electronic devices outside of the testing room
- b. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, unless the student is required to possess the device, in which case the test must be administered to the student by a test administrator in a one-on-one setting and the student must be actively monitored at all times while testing.
- c. During the testing sessions or breaks, students may not access any additional websites or applications on a device used for testing.

2. Test Administrators

- a. Test administrators or other District personnel monitoring or troubleshooting the administration of state assessments must:
 - i. Ensure that all background applications and alternative websites are disabled on testing devices.
 - ii. Actively monitor students in the testing room and verify that students do not have access to additional electronic devices before, during, and after testing, including breaks.
 - iii. Refrain from disturbing the testing environment, including through texting, speaking, or using electronic devices for non-testing purposes (e.g., to complete other work). Test administrators must silence all electronic devices. Test administrators may wear a wearable electronic device (e.g., smart watch or Fitbit), but must ensure that the device is in airplane mode during test administration.]
- b. Test administrators may use electronic devices to alert other personnel of issues or emergencies requiring assistance. Such other personnel may use their electronic devices for troubleshooting purposes, but should exit the testing room when engaging in those communications.

3. Penalties

The failure to comply with this subsection may result, as applicable, in employee or student disciplinary action and such consequences as deemed necessary or appropriate by the Michigan Department of Education (e.g., invalidation of an individual student's test, or misadministration of the entire testing session and invalidation of all the students' tests).

E. Public Access to Technology

1. Pursuant to the Michigan Library Privacy Act, each school library offering public access to the internet or a computer, computer program, computer network, or computer system (a "Qualifying School Library") will limit minors

- to only use or view those terminals that do not receive material that is obscene, sexually explicit, or harmful to minors. Persons age 18 or older, or a minor accompanied by the minor's parent/guardian, may access a school library terminal that is not restricted from receiving such material, if any.
2. Only when a Qualifying School Library offers public access as described in subsection D.1., the District must designate at least 1 terminal that is not restricted from receiving such material and at least 1 terminal that is restricted from receiving such material. Library staff must take steps to ensure that minors not accompanied by a parent or guardian do not access the unrestricted terminal. The Superintendent or designee will determine which employees will implement subsection D in each Qualifying School Library.
 3. As used in this Policy, "terminal" means a device used to access the internet or a computer, computer program, computer network, or computer system.

Legal authority: 47 USC 254; MCL 397.602, 397.606

Date adopted:

Date revised:

APPENDIX F: ATHLETIC CODE OF CONDUCT

Participation in Mariners athletics is a privilege, not a right. Student-athletes are students first. When participating in District athletics, student-athletes are District representatives and are held to the highest standards. Accordingly, the Athletic Code of Conduct applies 24 hours a day, 365 days a year. Student-athletes and parents should be familiar with the Athletic Code of Conduct. By participating on any school-sponsored athletic team both student-athletes and parents agree to abide by these terms.

Code of Conduct for MMHS Activity Participants

- Once students have committed themselves to participate in activities at Manistee Middle High School, they must accept and abide by all conditions of the policy in the high school handbook. This applies at all times and places, not simply during the school day.
- All participants are subject to all rules and regulations of the Michigan High School Athletic Association, the policies of the Board of Education of Manistee Area Public Schools and the Manistee Middle High School activities policies.
- A participant is defined as any student in Grade 6-12 who is participating in an interscholastic or extracurricular activity or competition representing Manistee Middle High School. Participants will be governed by the activities code from the first day of involvement in the interscholastic program through graduation (365 days a year).
- Any student sent to the administration as a discipline/citizenship problem will be dealt with on an individual basis. If the action of the student warrants, the resulting discipline may include the loss of eligibility from one or more contests.

Athletic Director: Kenn Kott

(231) 723-2547

kkott@manistee.org

ATHLETICS AND ACTIVITIES

Activities/Athletics Offered

There are a broad range of athletic offerings and activities at MMHS.

FALL ACTIVITIES

High School		Middle School	
Boys Soccer	School Play	Homecoming	MMHS Play
Girls Golf	Jazz Band	Cross Country	Cheerleading
Cross Country	Homecoming	Girls Basketball	Girls Volleyball
Football	SADD*	Football	SADD*
Girls Volleyball	Cheerleading	Student Council	YIG*
Girls Swim/Dive	YIG*		

Student Council	Homecoming		
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WINTER ACTIVITIES

High School		Middle School	
Boys Basketball	Winter Carnival	Boys/Girls Swim/Dive	Winter Carnival
Boys Swim/Dive	Quiz Bowl	Boys Basketball	Cheerleading
Skiing	Powerlifting	Wrestling	SADD*
Wrestling	Forensics	Student Council	YIG*
Girls' Basketball	Science Olympiad		
Ice Hockey	Jazz Band		
Student Council			

SPRING ACTIVITIES

High School		Middle School	
Boys Baseball	Prom	Track	MMHS Musical
Boys Golf	Spring Musical	Girls Swimming/Dive	SADD*
Girls Tennis	Jazz Band	Student Council	YIG*
Girls Soccer	SADD*		
Girls Softball	YIG*		
Track			
Student Council			

*SADD - Students Against Destructive Decisions

*YIG - Youth in Government

MAPS Athletic Core Values

The Manistee Athletic Department, Manistee Middle High School, and the Manistee Area Public School District believe in the importance of co-curricular activities and athletics in general. They should be viewed as an extension of the learning process. Our success shall be measured not only in the number of wins and losses, but more so in the type of individuals who graduate through our program. It's the journey, not the destination.

Student-athletes should understand that participation in athletics is an honor and carries responsibilities to the team, school and community. It is important that we teach and practice good sportsmanship, respect, self discipline, teamwork and self-esteem. While winning is always desired, it should not be the driving motivation of our program. Our goal should be to help guide the student-athlete in their quest to be the best athlete and person they can be and to teach the values of responsibility, respect, integrity, compassion and honesty.

MMHS General Expectations of Activities Participants

- Participants are expected to practice good sportsmanship. Any participant

removed from a contest for unsportsmanlike reasons shall be suspended for the next contest.

- A participant, to be eligible to compete, shall be in attendance in at least half of school day the day of the contest, except as excused by the principal and/or activities director.
- Participants must travel to and return from away contests with the team via school transportation, except with prior written permission from a parent issued to the Athletic/Activities Director. Travel
- Release Forms can be obtained in the Activities Office.
- Participants will be expected to remain a team member for the full season.
 - **1st season athlete: MMHS encourages students to explore all areas of athletic offerings. To encourage beginning athletes and support athletes exploring a new sport, a student who participates in athletics for the first time, or a student who is trying a new sport, will have two weeks after the first day of MHSAA practice to drop from a team with no penalty.**
 - **2nd, 3rd, or 4th season athlete (or 1st season athlete after the 2 week trial): A student who quits a sport after the first three practices of MHSAA practice season will be suspended for 20% of competitions in the next sport in which he or she successfully completes.**
 - **If there are extenuating circumstances the student may appeal utilizing the appeal process.**
- Changing sports once the season has started may be done only with the approval of the Activities Director and both head coaches involved.
- In order to receive earned awards, participants must maintain team membership beyond the last scheduled contest, by returning all equipment, attending all team meetings, maintaining the Code of Conduct for MMHS Activity Participants, and attending the Awards Banquet.
- Any participant desiring to quit a team shall personally notify the coach and return all equipment.
- Before a participant is eligible to try out for the next activity, all commitments related to the previous activity must be completed to the satisfaction of the Athletic/Activities Director.
- A participant who violates the Code of Conduct may be subject to limitations in practices, team travel, and other events as determined by the coach and Activities Director. The participant will not be recognized at any public functions, unless permission is obtained from the Activities Director.
- Participants are expected to remain academically eligible on a weekly basis.
- Practices held on a canceled day of school are on a voluntary basis.
- *Individual activities and teams may have other expectations as determined by the coach and approved by the Activities Director. All team expectations shall be given to team members in writing and explained by the coach at the beginning of the season.*
- *The administration reserves the right to use its discretion as needed in all situations regarding activities, including deviation from established steps or progression.*

Four Steps to Activity Participation at Manistee Middle High School

1. Meet the eligibility requirements of the MHSAA guidelines or the governing body of the activity. Michigan High School Athletic Association rules for eligibility immediately follow.
2. Return a completed examination card. All athletes are required to have passed a physical examination given on or after April 15 of the previous school year.
3. All athletic department charges are reconciled.
4. Return a completed equipment card (when applicable).

School Weekly Eligibility

A student/participant at Manistee Middle High School is first and foremost a student. A participant who cannot meet the standards set by Manistee High School and its teaching staff will not be eligible to participate in any extracurricular activities. The standards of academic eligibility for Manistee High School are listed below. Academic eligibility reports from teachers will be evaluated on a weekly basis each Wednesday for all interscholastic activities. Students participating in non-interscholastic activities will be checked the first week of each month. Teachers will report on each student earning a semester average below the "C" range on Wednesday of each week, based on the following labels:

Semester Warning (Below 70% to 60%)

Semester Failure (Below 60%)

Procedure Notes:

- Teachers may remove a student from being ineligible per work effort or individual circumstance.
- The status of the student will be the accumulative academic standing from the beginning of the semester to the present date.
- Students must receive a semester warning from their teacher before a semester failure has been issued.
- Any student who receives one or more failures on the weekly eligibility check will be ineligible to participate for the following week from Monday through Saturday.
- Updates to an ineligible student athlete's academic standing can be made to make a student eligible. However, work, testing, projects etc. must be turned in *at least 24 hours prior to the next event*. This gives the teacher time to correct the content and make powerschool adjustments; however, some situations may require more time for the teacher to correct the work.

Ineligible participants may not travel to away contests unless approved by the Activities Director or administration.

Some specific violations of the Code of Conduct are:

Category I Violations:

- Offensive fighting is defined as being the aggressor with intent to do serious harm.
- Malicious or spiteful Insubordination toward school personnel.
- Threatening or intimidating behavior and/or harassment of school personnel or destruction of school property. Threatening or intimidating behavior and/or harassment of another student in school or at any school function.
- Theft within a school setting.

Consequences:

First Violation:

- The participant will lose eligibility for the number of games/events listed below by activity.

Basketball – 2	Baseball – 2
Cheerleading – 2	Volleyball – 2
Golf – 2	Tennis – 2
Skiing – 1	Soccer – 2
Wrestling – 2	Football – 2
Softball – 2	Ice Hockey – 2
Cross Country – 2	Track – 2
Quiz Bowl – 2	Others not listed TBD by coach/admin

Second Violation:

- The participant will lose eligibility for double the amount of game/events listed under First Violation.

Third Violation:

- The participant loses eligibility for one calendar year from the time the principal or athletic director is notified of the infraction.
- Before reinstatement after serving the year, the participant must present a written letter to the Activities Director explaining why he/she should be reinstated.

Category II Violations:

- Use or possession of tobacco products, including “look-alike” tobacco or nicotine products and vaping products..
- Use or possession of illegal drugs or controlled substances and paraphernalia related to those substances. This includes anabolic steroid, dangerous controlled substance as defined by State Statute, or substance that could be considered a "look-alike" controlled substance
- Use or possession of alcohol products. This includes beverages that contain alcohol, regardless of the specific amount of alcohol content.
- Larceny where a police report has been filed.

Consequences:

First Violation:

- The student loses eligibility for 25% of the total current or next season. If 25% of the season extends beyond the end of a participant's current season, the suspension will carry over to the next season of participation.
- In cases of tobacco, alcohol or drug violations, the participant is required to successfully complete an approved substance abuse education course or awareness program, and produce evidence of course completion before eligibility is reinstated. Any expenses incurred for this educational program are the responsibility of the participant.

Second Violation:

- The student loses eligibility for one calendar year from the time the principal or Activities director is notified of the infraction. After 6 months a student may appeal the 1-year suspension to the superintendent under extenuating circumstances.
 - In cases of alcohol or drug violations, it is recommended the student has one of the following before reinstatement:
 - Student has documentation of evaluation for substance dependency with evidence of appropriate course of treatment in a clinical setting.
 - Student has evidence of ongoing counseling addressing substance dependency -preferably with documentation of regular substance testing/screening results.
 - Recommendation by mental health or medical professional for ongoing sobriety mentoring support, with documentation of regular attendance in sobriety sessions.
 - All expenses incurred are the responsibility of the athlete.

Third Violation:

Procedure will be identical to that of the second violation.

- A participant who violates Category I as a first offense and later violates Category II MAY be subject to a second offense penalty, depending upon the severity of the violations. An athlete who commits a violation of Category II as a first offense and later violates Category I WILL be subject to a second offense penalty under Category I.
 - A participant who violates the Code of Conduct and then completes two (2) calendar years without a subsequent violation is considered to have no violations.
 - This statement of infractions and penalties is not limited to the infractions listed above, but rather attempts to address the more serious aspects of training rules violations and behavioral expectations. The appropriate administrative personnel will handle violations that occur outside of the realm of this written policy on an individual basis.

Concerns Procedures

Any parental concerns about their child's activity or disciplinary actions should be addressed by the following procedure:

- Discussion of the concern with the coach/sponsor is not to be on a day of a scheduled contest. Any concerns will be addressed only after a 24 hr period has passed.

- If the concern is not alleviated at this point, a meeting with the Activities Director will be set up in an attempt to review the results of the first meeting.

Parent Notification and Due Process

Parents will be notified in all cases of suspension and/or discipline of their son or daughter.

Appeal Process Timelines

1. During the appeal process, any loss of privileges of participation will remain in effect. The following time guidelines will be followed when filing an appeal for an activities decision:
 - a. Step 1 – Appeal to the Assistant Principal. Within three (3) school days of the decision, submit a written appeal to the high school principal that explains your grievance. The principal must render a written response within ten (10) school days of receipt
 - b. Step 2 – Appeal to the Principal. Within three (3) school days of the decision, submit a written appeal to the high school principal that explains your grievance. The principal must render a written response within ten (10) school days of receipt of the appeal.
 - c. Step 3 – Appeal to the Superintendent. Within ten (10) school days of receipt of the principal’s response, submit a written appeal to the superintendent. The Superintendent must render a written response within ten (10) school days of the receipt of the appeal.

In the above procedure, an agreement may be reached at any step in the process to make further appeal unnecessary. If a violation is reported when school is not in session, weekdays (Monday through Friday) will substitute for school days. Appeals will be held in abeyance when administrators are not available.

MHSAA Eligibility

1. To be eligible for interscholastic competition, students must comply with the following MHSAA rules:
 - a. Enrollment – You must have been enrolled in a high school not later than Monday of the fourth (4th) week of the present semester.
 - b. Age – You must be under nineteen (19) years of age at the time of contest unless your nineteenth (19th) birthday occurs on or after September 1 of a current school year, in which case you are eligible for the balance of that year.
 - c. Physical Examination – You must have passed a satisfactory physical examination given on or after April 15 of the previous school year. Record of this examination must be on file in the high school.
 - d. Semesters Of Competition – You must not have competed for more than four (4) first and four (4) second semester seasons in a sport beginning in the ninth grade.
 - e. Semesters Of Enrollment – You must not have been enrolled in grades nine to twelve (9-12), inclusive, for more than eight (8) semesters. The seventh and eighth (7th and 8th) semesters must be consecutive. Enrollment in a

school for a period of three (3) weeks or more counts as a semester. Participation in one (1) or more interscholastic athletic contests also constitutes a semester of enrollment.

- f. Students must be completing 66 percent in their first semester of the current school year.
- g. Students in semester systems who are ineligible at the end of the second semester of the previous school year become eligible on their 61st scheduled school day of the current school year, provided they have been doing passing work cumulatively for the previous 60 days.
- h. Students who achieve credit for four courses but not 66 percent of full course load potential for a full-time student (e.g., four of seven) during their last academic semester of the previous school year remain eligible at the start of the current school year.
- i. Undergraduate Standing - You must not be a high school graduate.
- j. Previous Semester Record – You must have received at least twenty (20) credit periods for work taken during your last regular semester of enrollment.
- k. Current Semester Record – You must be carrying successfully at least twenty (20) credit periods of work during the present semester.
- l. Transfers – You must have moved out of your former school district and into a new school district accompanied by the persons with whom you were previously living. Check with your principal.
- m. Awards – You must not accept any award for athletic performance which exceeds \$25.00 in value. An award may not include cash, merchandise certificates or negotiable documents of any value.
- n. Amateur Practices – You must not accept any money or other valuable consideration (merchandise, etc.) for participating in any form of athletics, sports, or games, for officiating in interscholastic athletic contests, or have signed a contract with a professional athletic team.
- o. Limited Team Membership – (A) After you have represented your school in an individual type sport, you may participate in a maximum of two (2) individual sport meets or contests, during the sport season of a school year while not representing your school. (B) You must not participate in any so-called “all star” charity or exhibition contests in any sport sponsored by the Michigan High School Athletic Association before graduating from high school.
- p. Reinstatement of Eligibility – A change in status for an athlete who has been ineligible occurs on the first full day of the new semester on which regularly scheduled classes are held rather than the last day of the previous semester.

Individual activities and teams may have other expectations as determined by the coach and approved by the Activities Director. All team expectations shall be given to team members in writing and explained by the coach at the beginning of the season.

MMS Team Selection: The head coach will select and divide teams according to league and school policy. Each player will have the opportunity to demonstrate their skills for the position they would like to play. Coaches may consider athletic abilities, work ethic, cooperation, and academic performance when choosing players. Remember that playing time is something that is earned, not something that is given.

Understanding Concussions

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

IF A PARENT SUSPECTS A CONCUSSION:

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “tough it out” often makes it worse.
- 2. KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
- 3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student’s school may not know about a concussion received in another sport or activity unless you notify them.

SIGNS OBSERVED BY PARENTS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction

- Can't recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

CONCUSSION DANGER SIGNS:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, go to www.cdc.gov/concussion.

Communication Protocol

The District has full faith in its coaches to make decisions that are in the best interest of their teams. If parents have questions or concerns about their student-athletes' sports participation, use the following protocol:

1. Wait 24 hours before contacting the coach.
2. Schedule a time to speak with the coach, either via phone or in-person, at the coach's discretion.
3. If the issue is unresolved, schedule a time to speak with the Athletic Director, either via phone or in-person, at the Athletic Director's discretion.

Concussion Protocol

The District will comply with the concussion protocol in Policy 5712.

Athletic Code of Conduct

A student-athlete must:

1. Learn and understand the rules and regulations of your sport.
2. Unless otherwise approved by your coach, if school is in session, attend school for the full day to be eligible to practice or play in an event on the same day.
3. Comply with the law, Board Policy, the Student Code of Conduct, the Athletic Code of Conduct, and all team rules. Failure to comply with this provision may result in suspension or removal from a team.
4. Not possess, use, or consume alcohol, tobacco, cannabis, nicotine (including a vape), or controlled substances (other than those prescribed by a physician for the student-athlete).
5. Not engage in conduct that is unbecoming of student-athletes.
6. Maintain academic eligibility as required by the Michigan High School Athletic Association.
7. Notify your coach or District athletic trainer of any injury or medical condition that may affect your athletic participation.

If a student-athlete violates any provision of the Athletic Code of Conduct, practice, game, team, or complete athletic suspension may result. Any disciplinary consequences will be at the sole discretion of the Athletic Director or designee.

If a student-athlete is suspended or expelled from school, the student-athlete is prohibited from participating in any practice or game during the suspension or expulsion.

APPENDIX G: NOTIFICATIONS

Pesticide Application

Title I

Teacher and Paraprofessional Qualifications

The district has a requirement to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s) and paraprofessionals working with your child. Information will be provided to you upon request and in a timely manner of the following:

- Your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Your child is provided services by paraprofessional and, if so, their qualifications.
- You may request additional information on the level of achievement of your child in each of Michigan's assessments. Michigan uses the M-Step to determine levels of achievement.
- You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

Jefferson Elementary Parent and Family Engagement Plan

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Jefferson Elementary in the ways listed in each Section.

*Denotes a change due to COVID regulations

ESSA Section	Ways in Which <u>Jefferson Elementary</u> Staff Accomplish These Activities
<p>1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school.</p>	<p>Describe the development of the Plan, including the stakeholders involved, the steps taken to ensure the Plan is understood, and the process for updating the Plan.</p> <ul style="list-style-type: none"> ● The plan was developed by a group of stakeholders including staff and parents. ● The plan is reviewed each year during the school improvement planning process and parents provide input. ● The School-Parent Compact is reviewed during fall conferences each year and explained to families.
<p>1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.</p>	<p>An annual meeting is held which includes information for parents on:</p> <ul style="list-style-type: none"> ● Title I programs ● Title I program eligibility ● Home/School Compact ● School-Level Parent Involvement Policy ● *This will be held virtually due to COVID <p>How are parents encouraged to attend?</p> <ul style="list-style-type: none"> ● All families are invited to attend with a special invitation flyer that goes home with students.
<p>1116(c)(2) Offer a flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged:</p> <ul style="list-style-type: none"> ● Parent events are offered at the time the parent survey suggests ● Parent Meetings are scheduled according to the parent needs ● Child Care is provided at ATP events ● Dial-A-Ride tickets are provided by school for transportation ● *This will be held virtually due to COVID. The meeting will be recorded and shared on a district website so that it can be viewed by families who were unable to attend.
<p>1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.</p>	<p>Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> ● Parents are invited to join our School Improvement Team meetings ● Action Team for Partnerships monthly meetings include parents of non-economically disadvantaged and economically disadvantaged. ● The School Improvement Plan is shared with our Action Team for Partnerships (ATP) at the annual September organizational meeting. At our May ATP meeting, parents will review the

	<p>schoolwide plan, and have the opportunity to provide input and make suggestions for improving our school.</p> <ul style="list-style-type: none"> ● PowerLearning Parent Advisory Board to guide technology decisions and round table discussions to continuously improve the 1:1 iPad program. ● *Families will be able to participate in several surveys throughout the year to provide feedback to our buildings and districts.
<p>1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.</p>	<p>Parents are provided information regarding the school Programs in the following ways:</p> <ul style="list-style-type: none"> ● Weekly teacher newsletters on Moodle/SeeSaw and monthly school newsletters (hard copies) ● Teacher Moodle sites/SeeSaw accounts, accessible through student iPads ● Parent access to PowerSchool and their child’s grades, attendance, and lunch balance ● Quarterly Title 1 Progress Reports including student achievement data reports ● Check In & Check Out sheets sent home daily (if applicable) ● Child Study Team meetings on Tuesdays and Thursdays(if applicable) ● Report Cards sent 4 times per year
<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.</p>	<p>Parents are provided information about the school’s curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> ● At the Title I Annual Fall meeting parents are given information regarding curriculum, assessment, and progress monitoring. ● Parents are given progress reports (November & March) and standards based report cards (January & May) and Title 1 Progress Reports four times/year for our at-risk students receiving Title 1 supports (included are: SWIS, IXL Math, DRA, NWEA, etc.) ● Parent-Teacher Conferences (November and March) is another opportunity for staff to share student progress and proficiency information with parents. ● Assessment overview information is sent home with families along with student achievement data following assessment periods.
<p>1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child’s education, and to respond to any suggestions as soon as possible.</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> ● Participation on the school improvement team ● Complete parent surveys ● Participation in Action Team for Partnerships ● Provide suggestions at Parent/Teacher Conferences ● Child Study Team meetings (as needed) ● Annual Title 1 Parent Night ● Family Nights (Math and Reading) ● Exit surveys ● *Meetings will be held virtually due to COVID and surveys will be given electronically.

<p>1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).</p>	<p>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> ● Completing parent surveys and sharing their suggestions ● Providing input at school improvement meetings ● Scheduling appointments to share their suggestions with the building administrator or classroom teachers ● Suggestions portal on district web site allows parents to comment on any concerns (including unsatisfactory comments) which are then communicated directly to the superintendent ● Staff email and phone ● Flexible parent teacher conference times
<p>The School-Parent Compact Must:</p>	
<p>1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. *Meetings will be held virtually due to COVID. Surveys will be given electronically.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) Describe specific ways students will be responsible for their learning.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. *Opportunities will be given virtually or in creative ways this year as visitors are being limited in buildings due to COVID. Virtual meetings and phone calls will take place when necessary.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. *Email, phone calls and robo calls will be used regularly by district staff. During virtual meetings, chat features and audio will be available for families to ask questions and provide feedback. Drive-through registration was utilized for collecting enrollment forms and handing out student devices. Virtual conferences will be held in place of in-person conferences.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(f) Communicate information using family friendly language and format.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>

<p>1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State’s academic content standards, the State and Local assessments, and how to monitor their child’s progress and work with educators to improve the achievement of their children.</p>	<p>How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child’s progress, and how to work with educators to improve the achievement of their children? What training is provided to families?</p> <ul style="list-style-type: none"> ● Standards and Curriculum is listed on the website ● Parent Companion Guides to the CCRS’s from the National PTA ● Progress Reports ● Standards based report cards ● PowerSchool access ● *Any meetings will be held virtually this year due to COVID and training videos will be shared on our district LMS, Canvas as well as on our district website.
<p>1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.</p>	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child’s academic progress. These include:</p> <ul style="list-style-type: none"> ● PowerLearning 1:1 iPad initiative ● Website resources ● Family Nights with at-home practice activities (Math and Reading) ● County Library Reading Challenge ● Parent Teacher Conferences
<p>1116(e)(3) Shall educate staff in the value and utility of parents’ contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.</p>	<p>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</p> <ul style="list-style-type: none"> ● Teachers Involving Parents (TIP) training ● Teachers Involving Parents in Schoolwork (TIPS) training ● Action Team for Partnerships (ATP) training and review of the role of ATP at staff professional learning meetings ● Training on moodle page and local media resources available ● Review of Six Types of Involvement with ATP every fall ● *Teachers have been provided with strategies for engaging online learners and families.
<p>1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	<p>Coordination with other Programs for parental involvement includes:</p> <ul style="list-style-type: none"> ● Communication of local recreation activities (Manistee Recreation Association) ● Communication of local programming for children and/or families (dance, music, karate, youth organizations, youth sports, tutors, county library programming) ● ATP Six Types of involvement including: <ul style="list-style-type: none"> ○ Classroom & Field trip volunteers ○ Awards assembly ○ Father/Daughter Dance ○ Mother/Son Bootcamp ○ Family Reading Night ○ Math Night ○ Title I Parent Meeting ○ Student Safety Advisory Committee Meetings

Jefferson School-Parent Compact

The Jefferson Elementary School team believes that high student performance is a responsibility shared by parents, school staff and students. Parents are the most powerful influence in a child's life. We believe that by working together all students will improve their achievement level. We invite you to enter into this compact with us to work toward success for all students.

Staff will:

- provide a safe and positive learning environment .
- provide all students with high quality curriculum and instruction.
- maintain regular and open communication, including school planners, parent teacher conferences and progress reports.
- model life skills, which promote being responsible citizens.

Parents will: (Check all items that you agree to.)

- encourage and support their child to do their personal best
- assure and maintain regular attendance for their child
- make sure child is well rested and ready to learn
- let the teacher know if the student has any problems with learning
- help the child follow through with their homework assignments

Students will: (Check all items that you agree to.)

- always do their personal best
- come to school prepared and ready to learn
- complete assignments and be ready for class
- treat others the way they want to be treated
- Be Safe – Trustworthy – Always Respectful – Responsible - Successful

We ask you to show your support by signing this agreement and return to school by the second Friday in September.

Student

Parent/Guardian

Teacher

Principal

This document was reviewed between parents and teachers at the Fall Parent Teacher Conferences. A copy was sent home following the fall conference.

This compact was developed by the Jefferson Elementary Continuous Improvement Team (Principal, Teachers, Para-professionals, Parents, & Students)

Kennedy Elementary Parent and Family Engagement Plan

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Kennedy Elementary in the ways listed in each Section.

*Denotes a change due to COVID regulations

ESSA Section	Ways in Which <u>Kennedy Elementary</u> Staff Accomplish These Activities
<p>1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school.</p>	<p>Describe the development of the Plan, including the stakeholders involved, the steps taken to ensure the Plan is understood, and the process for updating the Plan.</p> <ul style="list-style-type: none"> ● The plan was developed by a group of stakeholders including staff and parents. ● The plan is reviewed each year during the school improvement planning process and parents provide input. ● The School-Parent Compact is reviewed during fall conferences each year and explained to families.
<p>1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.</p>	<p>An annual meeting is held which includes information for parents on:</p> <ul style="list-style-type: none"> ● Title I programs ● Title I program eligibility ● Home/School Compact ● School-Level Parent Involvement Policy ● *This will be held virtually due to COVID <p>How are parents encouraged to attend?</p> <ul style="list-style-type: none"> ● All families are invited to attend with a special invitation flyer that goes home with students.
<p>1116(c)(2) Offer a flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged:</p> <ul style="list-style-type: none"> ● Parent events are offered at the time the parent survey suggests ● Parent Meetings are scheduled according to the parent needs ● Child Care is provided at ATP events ● Dial-A-Ride tickets are provided by school for transportation ● *This will be held virtually due to COVID. The meeting will be recorded and shared on a district website so that it can be viewed by families who were unable to attend.
<p>1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.</p>	<p>Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> ● Parents are invited to join our School Improvement Team meetings ● Action Team for Partnerships monthly meetings include parents of non-economically disadvantaged and economically disadvantaged. ● The School Improvement Plan is shared with our Action Team for Partnerships (ATP) at the annual September organizational meeting. At our May ATP meeting, parents will review the

	<p>schoolwide plan, and have the opportunity to provide input and make suggestions for improving our school.</p> <ul style="list-style-type: none"> ● PowerLearning Parent Advisory Board to guide technology decisions and round table discussions to continuously improve the 1:1 iPad program. ● *Families will be able to participate in several surveys throughout the year to provide feedback to our buildings and districts.
<p>1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.</p>	<p>Parents are provided information regarding the school Programs in the following ways:</p> <ul style="list-style-type: none"> ● Weekly teacher newsletters on Moodle/SeeSaw and monthly school newsletters (hard copies) ● Teacher Moodle sites/SeeSaw accounts, accessible through student iPads ● Parent access to PowerSchool and their child’s grades, attendance, and lunch balance ● Quarterly Title 1 Progress Reports including student achievement data reports ● Check In & Check Out sheets sent home daily (if applicable) ● Child Study Team meetings on Tuesdays and Thursdays(if applicable) ● Report Cards sent 4 times per year
<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.</p>	<p>Parents are provided information about the school’s curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> ● At the Title I Annual Fall meeting parents are given information regarding curriculum, assessment, and progress monitoring. ● Parents are given progress reports (November & March) and standards based report cards (January & May) and Title 1 Progress Reports four times/year for our at-risk students receiving Title 1 supports (included are: SWIS, IXL Math, DRA, NWEA, etc.) ● Parent-Teacher Conferences (November and March) is another opportunity for staff to share student progress and proficiency information with parents. ● Assessment overview information is sent home with families along with student achievement data following assessment periods.
<p>1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child’s education, and to respond to any suggestions as soon as possible.</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> ● Participation on the school improvement team ● Complete parent surveys ● Participation in Action Team for Partnerships ● Provide suggestions at Parent/Teacher Conferences ● Child Study Team meetings (as needed) ● Annual Title 1 Parent Night ● Family Nights (Math and Reading) ● Exit surveys ● *Meetings will be held virtually due to COVID and surveys will be given electronically.

<p>1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).</p>	<p>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> • Completing parent surveys and sharing their suggestions • Providing input at school improvement meetings • Scheduling appointments to share their suggestions with the building administrator or classroom teachers • Suggestions portal on district web site allows parents to comment on any concerns (including unsatisfactory comments) which are then communicated directly to the superintendent • Staff email and phone • Flexible parent teacher conference times
<p>The School-Parent Compact Must:</p>	
<p>1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. *Meetings will be held virtually due to COVID. Surveys will be given electronically.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) Describe specific ways students will be responsible for their learning.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. *Opportunities will be given virtually or in creative ways this year as visitors are being limited in buildings due to COVID. Virtual meetings and phone calls will take place when necessary.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. *Email, phone calls and robo calls will be used regularly by district staff. During virtual meetings, chat features and audio will be available for families to ask questions and provide feedback. Drive-through registration was utilized for collecting enrollment forms and handing out student devices. Virtual conferences will be held in place of in-person conferences.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>
<p>1116(f) Communicate information using family friendly language and format.</p>	<p style="text-align: right;">✓ Y es ☐ No</p>

<p>1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State’s academic content standards, the State and Local assessments, and how to monitor their child’s progress and work with educators to improve the achievement of their children.</p>	<p>How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child’s progress, and how to work with educators to improve the achievement of their children? What training is provided to families?</p> <ul style="list-style-type: none"> ● Standards and Curriculum is listed on the website ● Parent Companion Guides to the CCRS’s from the National PTA ● Progress Reports ● Standards based report cards ● PowerSchool access ● *Any meetings will be held virtually this year due to COVID and training videos will be shared on our district LMS, Canvas as well as on our district website.
<p>1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.</p>	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child’s academic progress. These include:</p> <ul style="list-style-type: none"> ● PowerLearning 1:1 iPad initiative ● Website resources ● Family Nights with at-home practice activities (Math and Reading) ● County Library Reading Challenge ● Parent Teacher Conferences
<p>1116(e)(3) Shall educate staff in the value and utility of parents’ contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.</p>	<p>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</p> <ul style="list-style-type: none"> ● Teachers Involving Parents (TIP) training ● Teachers Involving Parents in Schoolwork (TIPS) training ● Action Team for Partnerships (ATP) training and review of the role of ATP at staff professional learning meetings ● Training on moodle page and local media resources available ● Review of Six Types of Involvement with ATP every fall ● *Teachers have been provided with strategies for engaging online learners and families.
<p>1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	<p>Coordination with other Programs for parental involvement includes:</p> <ul style="list-style-type: none"> ● Communication of local recreation activities (Manistee Recreation Association) ● Communication of local programming for children and/or families (dance, music, karate, youth organizations, youth sports, tutors, county library programming) ● ATP Six Types of involvement including: <ul style="list-style-type: none"> ○ Classroom & Field trip volunteers ○ Awards assembly ○ Father/Daughter Dance ○ Mother/Son Bootcamp ○ Family Reading Night ○ Math Night ○ Title I Parent Meeting ○ Student Safety Advisory Committee Meetings

<p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> • The parent handbook is written in parent friendly language to avoid education jargon so that parents have a full understanding of school programs, processes and expectations. • MAPS will provide reasonable additional supports to parents as requested in regards to parent involvement activities, including full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. • This will include interpreters and handicapped accessible access for parent involvement activities. Our facilities have been modified to equip those with physical disabilities or health care needs, including restrooms, parking spaces, and barrier free doors. Parents needing information in a language other than English will be provided an interpreter (from our district language teacher or hired translator) and content written in a format that they can understand.
<p>1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> • Alternative times for Parent/Teacher Conferences • Materials to use at home • Interpreter as needed • Flexible meeting times <p>How does the school collect this information?</p> <ul style="list-style-type: none"> • At our annual Open House Back to School Night ATP is available for information and suggestions from parents. • Suggestions portal on district web site allows parents to comment on any concerns (including unsatisfactory comments) which are then communicated directly to the superintendent. • At ATP meetings parents are able to suggest/request activities as well as participate in any ongoing activities.
<p>1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> • LEP parents can request an interpreter if needed to participate in school conversations and events with staff • Home visits are offered if needed for LEP families or migrant families • The building is handicapped accessible for parents with disabilities • *Meetings will be held virtually this year due to COVID.

Kennedy School-Parent Compact

The Kennedy Elementary School team believes that high student performance is a responsibility shared by parents, school staff and students. Parents are the most powerful influence in a child's life. We believe that by working together all students will improve their achievement level. We invite you to enter into this compact with us to work toward success for all students.

Staff will:

- provide a safe and positive learning environment .
- provide all students with high quality curriculum and instruction.
- maintain regular and open communication, including school planners, parent teacher conferences and progress reports.
- model life skills, which promote being responsible citizens.

Parents will: (Check all items that you agree to.)

- encourage and support their child to do their personal best
- assure and maintain regular attendance for their child
- make sure child is well rested and ready to learn
- let the teacher know if the student has any problems with learning
- help the child follow through with their homework assignments

Students will: (Check all items that you agree to.)

- always do their personal best
- come to school prepared and ready to learn
- complete assignments and be ready for class
- treat others the way they want to be treated
- Be Safe – Trustworthy – Always Respectful – Responsible - Successful

We ask you to show your support by signing this agreement and return to school by the second Friday in September.

Student

Parent/Guardian

Teacher

Principal

This document was reviewed between parents and teachers at the Fall Parent Teacher Conferences. A copy was sent home following the fall conference.

**This compact was developed by the Kennedy Elementary School Improvement Team
(Principal, Teachers, Para-professionals, Parents, & Students)**